

# 2018 Annual Report to The School Community



**School Name: Bairnsdale Primary School (0754)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 19 March 2019 at 01:47 PM by Trudie Nagle  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 11:48 AM by Caroline Love  
(School Council President)

## About Our School

### School context

East Gippsland Shire is a predominantly rural area, with many townships and small communities. The population is approximately 43,000 people, with a concentration around the Gippsland Lakes in the south-west, and relatively sparsely settled areas elsewhere.

The largest commercial centre is Bairnsdale, while the largest tourist centre is Lakes Entrance. Other significant townships include Orbost, Paynesville, Metung, Omeo and Mallacoota.

Bairnsdale Primary School (754) believes that every child should be provided with a safe and secure learning environment facilitated by excellent teaching and learning that enables each student to reach their full potential. Excellent teaching is all that is acceptable at 754, with our children deserving nothing less and teaching will target every child's exact point of need in all areas of the curriculum.

Our Vision Statement is: 754 Primary School will maximise opportunities to develop resilient individuals in an ever changing world.

Our school's mission statement is: To develop literate and numerate students through ongoing, structured student centred learning.

Our student management framework centres around the School Wide Positive Behaviour System (SWPBS) and this work is based around the 3 R's: Respect, Responsibility and Resilience.

Bairnsdale Primary School was established in 1864 and it is known locally as '754' after its school number and has a long and proud history within the local community.

The sense of history is also evident in the school's buildings. The historic school building was classified by the National Trust and is important to the whole community.

Our student cohort totals 219 and consists of 18% Koorie students and 5% Non-English Speaking backgrounds. Our school offers a rich and varied curriculum with Specialist teachers providing Physical Education, Visual Arts and STEM (Science, Technology, Engineering and Mathematics).

### Framework for Improving Student Outcomes (FISO)

FISO Improvement Initiatives for 2018 at 754 were:

1. Excellence in Teaching and Learning through: Building Practice excellence and Curriculum Planning and Assessment.

Evaluating the Impact on learning and insisting on High Impact evidence based teaching strategies.

2. Professional leadership

Examining the following elements: Shared vision, Values and the Culture of the school, Strategically managing resources, Instructional and a Shared leadership profile and building leadership teams.

3. Positive Climate for learning.

Examining the following elements: Empowering students and building school pride, plus, setting high expectations and promoting inclusion.

Bairnsdale Primary Schools' Staffing profile is 1 Principal, 1 Assistant Principal, 1 Leading Teacher / Coach 9 classrooms teachers, 3 specialist teachers, 1 KESO Koorie Education Support Officer and 1 Primary Welfare officer, Plus 10 ES Education Support staff.

Attendance is a focus area for 754, but our data is showing significant improvements in our attendance rates.

754 has a Welfare team, which has attendance as one of its key priorities. Concerns or blockers are identified and the school works together with the family to "problem solve".

Progress toward achieving these goals are "on track".

- Accountability for all staff to reach excellent teaching standards and satisfy the professional standards ATSL has been much higher than has been in the past.

- The approach to whole school planning (year, term and weekly) is clearly understood by all staff.

- A new assessment schedule has been designed by the 3 strategic teams (Literacy, Numeracy and

Humanities). All staff are aware of the expectations around adherence to the assessment schedule.

- The understanding of types of assessments and the purpose of assessments has been discussed and understanding has improved for all staff. (Targeting the next point of learning for the student)
- Much work has been invested around whole staff understanding and expectations of Professional leadership. This has developed a better understanding of school culture, Professional Behaviour and Collaborative Responsibility: as indicated by the improved staff survey results.
- A positive climate for learning is now evident in calmer classrooms with clear expectations related to the programs being introduced and the expectations of the SWPBS clearly being displayed

## Achievement

The most pleasing factor in regards to our Student achievement outcomes is that every element, for each area, has shown significant improvement, as we strive to constantly improve our performance.

As can be seen from the Performance Summary information below, Bairnsdale Primary School has:

### Surveys

- A low socio-economic profile. This is based on the school's Student Family Occupation and Education index, which takes into account parent's occupations.
- A high percentage of Koorie students (18%)
- 5% of children do not speak English as their first language.
- The degree of parent satisfaction that is within the 60% range state group, marginally below the state average. In 2016 we fell into the bottom 20% of the state.
- The degree of staff satisfaction has moved into the top 20% of the state group. In 2016 we fell into the bottom section of the medium 60% group.
- The Attitude to School Survey (completed by the grade 4, 5 & 6 children) indicates that the greatest concerns for our children are Student Safety and Connectedness to Peers.

### Teacher Judgments

- Teacher judgments indicate that the number of children in English achieving at or above the expected level is higher than schools with similar characteristics to our own.
- Teacher judgments indicate that the number of children in Numeracy achieving at or above the expected level is similar to schools with similar characteristics to our own.

## NAPLAN

### Grade 3

2018 Naplan reading results for Grade 3 show that our children ranked higher than schools with similar characteristics to our own.

Naplan reading results for Grade 3, over the past 4 years, show that our children ranked similar to schools with similar characteristics to our own.

2018 Naplan numeracy results for Grade 3 show that our children ranked higher than schools with similar characteristics to our own.

Naplan numeracy results for Grade 3, over the past 4 years, show that our children ranked higher than schools with similar characteristics to our own.

### Grade 5

2018 Naplan reading results for Grade 5 show that our children ranked higher than schools with similar characteristics to our own.

Naplan reading results for Grade 5, over the past 4 years, show that our children ranked similar to schools with similar characteristics to our own.

2018 Naplan numeracy results for Grade 5 show that our children ranked higher than schools with similar characteristics to our own.

Naplan numeracy results for Grade 5, over the past 4 years, show that our children ranked higher than schools with similar characteristics to our own.

### Relative Growth

Relative Growth is a comparison of results in Naplan for the same child, from grade 3 to grade 5. Our 2018 results show remarkable improvement across all areas (Performance results below)

The focus for 754 is to constantly raise the number of children making high growth and reduce the number making low growth.

To guarantee continuous improvement, 754 will prioritize:

- Improving teacher capacity, to ensure excellent teaching in every classroom.
- Teaching at the exact point of need for every child.
- Focused Literacy and Numeracy walks and specific targets around teacher performance.

### Engagement

Bairnsdale Primary continually communicates to the school community the importance of being at school, being well prepared for school and families being engaged in their children's learning.

Opportunities for families to be directly involved are: Through the "Big Talk" program, nightly number facts and reading every night with their children. We have a number of Classroom helpers, who support our Literacy and Numeracy programs.

Classroom helpers is a formal program that is delivered to any member of our school community by our Literacy / Numeracy coach.

School attendance is overseen by our Welfare team, consisting of the Principal class, the KESO and the PWO. Phone calls are made home if a child is absent or then engage the welfare team for issues of a greater concern.

In 2018 we have employed an Attendance Officer to make daily contact with families, where a student is absent from school at 9.00am.

Our school attendance data shows similar results to schools with similar characteristics to our own.

We achieved the following % attendance rates:

	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
2017	93%	94%	91%	93%	94%	93%	93%
2018	87%	93%	93%	90%	93%	92%	92%

Note: To miss 10% of school is equivalent to 20 days, thus a full month of learning. Across 7 years of learning, this almost a full year of school.

Our school comparison rating shows: That we have similar results to schools with similar characteristics to our own.

Our Attitude to School Survey (completed by the grade 4, 5 & 6 children) indicates similar results to schools with similar characteristics to our own.

### Wellbeing

Students attitude to school survey - Sense of connectedness shows similar results to schools with similar characteristics to our own.

In 2018 our results are well above state average.

Students attitude to school survey - Management of Bullying shows similar results to schools with similar characteristics to our own.

In 2018 our results are well above state average.

Bairnsdale Primary School staff have a very strong understanding of the impact of low socio economic influences on schooling. The combined effects of poverty, trauma and low socio-economic factors are significant. The staff has spent significant time in professional development around this. All staff are able to recognize issues / concerns with their families, provide or seek appropriate support and intervention.

2018 will see further development on the "Emotional Bank Account", which promotes positive relationships between

home and school.

This is a direct contact between the teacher and the parents. A series of structures are now in place to ensure consistent communication in a positive context.

SWPBS is the corner stone to our student management framework. Tier 1, 2 and 3 interventions are clearly understood by all staff. Tier 2 and 3 children will have a Management Plan (MP).

In 2018 754 will continue work with a Behavioural Analyst to strengthen our support practice in further developing the SWPBS framework.

Bairnsdale Primary has a Student Engagement and Wellbeing Officer who works five days per week.

Our PWO has had a long and intimate connection to 754, with a vast background in supporting our school. The PWO works closely with the Principal class team, Welfare team, the teachers and ESS staff to support all members of our school community.

### **Financial performance and position**

In 2018 Bairnsdale Primary School carried forward funds to support student learning. Finances were allocated through the year to support the key under takings of the Annual implementation Plan and were regularly reviewed to ensure funds were being effectively spent.

The school Equity funding went directly to support a teaching and learning coach and to have Education support staff operating in every classroom across the school. The school finished the year in a strong financial position with an appropriate surplus.

**For more detailed information regarding our school please visit our website at**  
<https://www.bairnsdale754ps.vic.edu.au>

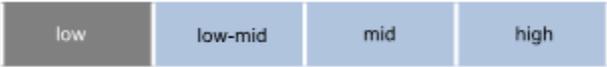
## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 219 students were enrolled at this school in 2018, 125 female and 94 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 18 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Higher</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>35%</td> <td>48%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>29%</td> <td>61%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>63%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>32%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>35%</td> <td>45%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	35%	48%	Numeracy	10%	29%	61%	Writing	20%	63%	17%	Spelling	29%	32%	39%	Grammar and Punctuation	19%	35%	45%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>87 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	93 %	93 %	90 %	93 %	92 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	93 %	93 %	90 %	93 %	92 %	92 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$2,154,855
Government Provided DET Grants	\$324,232
Revenue Other	\$23,531
Locally Raised Funds	\$110,830
<b>Total Operating Revenue</b>	<b>\$2,613,448</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$354,356
<b>Equity Total</b>	<b>\$354,356</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$2,089,813
Books & Publications	\$1,204
Communication Costs	\$7,810
Consumables	\$81,314
Miscellaneous Expense <sup>3</sup>	\$76,129
Professional Development	\$11,855
Property and Equipment Services	\$104,383
Salaries & Allowances <sup>4</sup>	\$115,098
Trading & Fundraising	\$21,218
Travel & Subsistence	\$1,263
Utilities	\$25,133
<b>Total Operating Expenditure</b>	<b>\$2,535,220</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$78,229</b>
<b>Asset Acquisitions</b>	<b>\$18,555</b>

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$97,286
Official Account	\$59,860
<b>Total Funds Available</b>	<b>\$157,147</b>

Financial Commitments	
Operating Reserve	\$70,603
Other Recurrent Expenditure	\$7
Funds Received in Advance	\$7,637
School Based Programs	\$22,228
Beneficiary/Memorial Accounts	\$6,900
Funds for Committees/Shared Arrangements	\$732
Repayable to the Department	\$16,000
Maintenance - Buildings/Grounds < 12 months	\$26,527
<b>Total Financial Commitments</b>	<b>\$150,634</b>

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

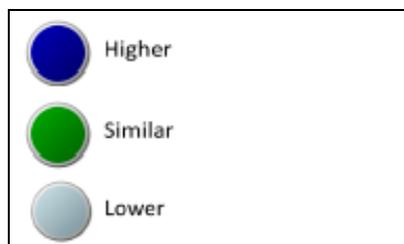


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').