2015 Annual Report to the School Community

Baxter Primary School

School Number: 3023

Name of School Principal: ANDREW FORREST

Name of School Council President: KATE CREMEN

Date of Endorsement: 22nd March 2016

About Our School

School Context

Baxter Primary School was established in 1890 and is situated in an attractive rural setting 3km south of the township of Baxter on the Western Port side of the Mornington Peninsula. The school is proud of its long history and service to the community. It has changed sites 3 times and came to the current site on Grant Rd. in 1955. It still has the main 1930's school building incorporated into the current administration wing. A new BER building in 2011 complements the existing variety of buildings. With a large land area we have ovals and play areas of both grass and asphalt, children have many choices of sport and play time activities.

The school's population of 205 is comprised of:

- Very low mobility and transience levels

- Approximately 6% of the school population being funded through the Program for Students with Disabilities and 10% being identified has having Learning Difficulties.

- Most students coming from homes where English is the primary language, with fewer than 1% having English as an Additional Language (EAL)

- 3 Koori students.

Our aim is for our children to grow and develop as unique and important individuals with a strong sense of self-worth, confidence and respect for other members of the community.

We are committed to maintaining high quality computer & ICT equipment and programs for students and staff. All children have controlled access to the latest programs.. All teaching staff have notebook computers and regularly participate in PD to continue skill development.

Our school had a School Family Occupation (SFO) index of 0.5295 in 2015. With the introduction of CSEF (Camps Sports Excursion Fund) in 2015 replacing EMA, out of our 125 families 26% of these qualify to receive the financial support.

Our school is noted in particular for its Health & Physical Education and Outdoor Education Programs. Visual and Performing Arts are also recognised by the community as strengths with children's music programs, art shows and displays, assembly performances including an annual production performed by our Yr 3 /4 children. Baxter Primary School has: 1 Principal class officer, 11.2 Teachers and 5.1 Education Support Staff. In addition we employ a part-time handyman to keep all facilities well maintained.

The school provides a comprehensive curriculum for all students from Foundation to Grade 6 following the DET curriculum guidelines AUSVELS. Currently we offer specialist teaching in Visual Arts, Performing Arts including dance and instrumental tuition and Physical Education. Our teachers plan in teams with a focus on improving student learning at their point of need. Our school works closely with DET support –psychologists, speech pathologists and social workers and our own part-time Chaplain . We have an excellent record in identifying and adequately providing for students with specific learning difficulties.

Enrichment programs include swimming, extensive outdoor education program, instrumental music 'Footsteps' dance, middle school production, environmental club, I Sea I Care, Interschool sport ,athletics-cross country ,runners club, track and field ,active afterschool activities ,netball & basketball teams, cyber safety sessions for parents and children Family Life parent and child sessions, chess club, choir, Out of school Hours Care , special whole school focus activity days including multicultural, literacy and science days, anti-bulling, buddy programs , Christmas Concert and assembly performances. To name a few!

Achievement

Our Strategic Plan 2014- 2017 will see a continued focus on improving our overall Numeracy & Literacy results.
We have been using a range of initiatives involving whole school assessment & diagnostic tools to help identify the stages of learning of each child and to support their individual learning needs.
These include On Demand & Online Numeracy & Literacy assessments other assessments such as Fountas & Pinnell, VCOP, PAT Maths literacy pro , running records ,and NAPLAN.
In 2015 Yr 3 NAPLAN results in all areas were in the top 10% of like schools. Yr 5 results were in the middle 50% of like schools. Growth has been at expected levels for the children from Yr3(2013)to yr5(2015) These results are slightly down because we have had 32% of the children change in this level. They are either newcomers to our school or children have left during this time so growth can only be measured with 68% of these children.
In 2015, the school continued to strengthen its focus on the implementation of a whole school approach to
Literacy & Numeracy. We have also introduced a new science program & allocated a room for 2016 to help focus on developing a stronger science program

Engagement

Baxter PS has a strong program in place to support the transitions our students make joining, changing grade levels and graduating. Literacy activities and special focus days Multi-level science & sporting activities ensure the mixing of age groups throughout the school and encourage engagement in all school programs. Parent involvement is encouraged in many areas of the school to help strengthen the value of school to the family. Student attendance is constantly monitored and personal contact is made with parents by administration staff and the principal at specific intervals as outlined in our policy. Our school works closely with DET support – psychologists, speech pathologists and social workers and our own part-time Chaplain . We have an excellent record in identifying and adequately providing for students with specific learning difficulties. Foundation students' participated in excellent transition programs conducted throughout the year. Strong links with the local preschools, child care centers have continued to support our Foundation (Prep) Transition programs. Our established buddy program with Yr 4 and Foundation students is a positive highlight. Focused strategies helps build early confidence in Baxter's Prep students. Positive relationships have been developed across all areas of the school with special whole school multi aged activity days. Children work together with a variety of class level teachers strengthening our programs between all levels. Strong relationships have been established between Baxter Primary and a number of local secondary schools through programs involving the Year 5 & 6 students. Term 4's curriculum emphasis is on Personal Development. With our 3/4/5/6 camping program and Yr 6 graduation program assisting with the Year 6 transition into Secondary College.

Wellbeing

Overall student attendance is in line with state averages. The Yr 5/6 student's Attitudes to School Survey has continued to be very consistent in its results. The Yr 5 /6 children generally continue to score highly in Student Relationships and wellbeing areas, but as a cohort lack confidence in teaching and learning areas. Classroom behavior and student safety are the high areas and are reflected in the children's behavior and attitudes. Student motivation, empathy & learning confidence need the most attention
Baxter PS has a clearly outlined 'Code of Conduct'. Our whole school behaviour management strategy is based on our Values Education Program and our developing eSmart and Kidsmatter programs in 2016 .
Each student is aware that bullying and intolerant behaviours are not accepted at our school. Our guiding principles and
values are encouraged in class lessons and presented at whole school assemblies.
BaxSTAR of the Week and Positive Player and Student of the Week awards further encourage and reward positive student behaviour.
The school utilizes the expertise of a part-time federally funded school chaplain who has had a positive influence on both individual students and the school community.
OnPsych professionals and DET- SSSO support staff and our Chaplain regularly support children & their families with professional assistance when required or requested.

Productivity

In 2015 the Consultative Committee decided on the formation of grade structures and selected the class teachers. The Yr 3 /4 areas had large class numbers so a part time teacher had an extra allocation of time to teach numeracy and Literacy sessions in this area. This allocation of time assisted with the differentiated teaching techniques. Open Spaces and unused rooms were allocated to break out areas even though 1/ 2 of our gallery was removed. Specific timetabling allows our ICT equipment to be used by children to the maximum. Ipads , laptops ,computers, smart TV's. Time allocation and special payments were given to a number of staff to take on leadership roles in the school. All children with PSD funding, recognized learning difficulties and gifted skills have Individual Learning Plans provided for them.
All these measures help to support improved student outcomes and lead to achievement of our goals & targets.

For more detailed information regarding our school please visit our website at http://www

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 205 students were enrolled at this school in 2015, 101 female and 104 male.
There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

low	low-mid	mid	mid-high	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

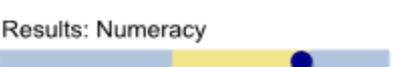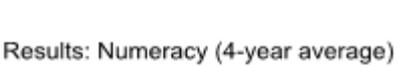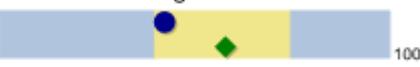Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English Results: Mathematics	● Similar ● Similar
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: 🔵 Median of all Victorian government primary year levels: 🔶

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.		NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Results: 2015

0 — 50

Results: 2012 - 2015 (4-year average)

0 — 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	90 %	90 %	92 %	93 %	90 %	93 %

Similar

Similar

Performance Summary

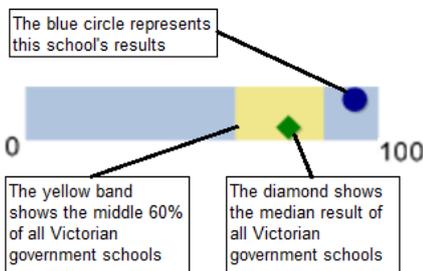| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	🟢 Similar ⚪ Lower
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	🟢 Similar 🟢 Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.
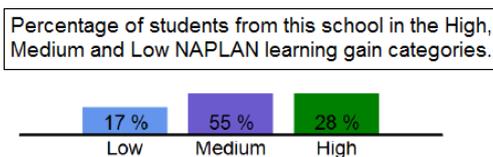
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

| 28 % | 46 % | 26 % |
| Below | At | Above |
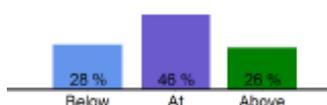
What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Higher

Similar

Lower

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015	

Revenue	Actual
Student Resource Package	$1,594,483
Government Provided DE&T Grants	$1,274,662
Government Grants Commonwealth	$26,078
Revenue Other	$17,291
Locally Raised Funds	$143,890
Total Operating Revenue	**$3,056,403**

Expenditure	
Student Resource Package	$1,447,824
Books & Publications	$3,009
Communication Costs	$3,659
Consumables	$28,135
Miscellaneous Expense	$1,480,894
Professional Development	$4,068
Property and Equipment Services	$103,866
Salaries & Allowances	$73,256
Trading & Fundraising	$20,386
Utilities	$18,837

Total Operating Expenditure	**$3,183,932**

Net Operating Surplus/-Deficit	**($130,188)**

Asset Acquisitions	**$0**

Financial Position as at 31 December, 2015	

Funds Available	Actual
High Yield Investment Account	$223,243
Official Account	$17,855
Other Accounts	$153,906
Total Funds Available	**$395,004**

Financial Commitments	
Operating Reserve	$47,856
Asset/Equipment Replacement < 12 months	$25,672
Capital - Buildings/Grounds incl SMS<12 months	$42,800
Maintenance - Buildings/Grounds incl SMS<12 months	$58,972
Revenue Receipted in Advance	$1,180
School Based Programs	$42,543
Repayable to DEECD	$175,981
Total Financial Commitments	**$395,004**

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

Baxter Primary School is in a good financial position with an operating reserve of over $47,000. Baxter Primary School has been a Program Co-ordinator School for the Technical Support to Schools Program for over 15 years. The management of funds has reverted to DET and the residual funds being held will be directed back to DET upon reconciliation.