

2016 Annual Report to the School Community



School Name: Baxter Primary School

School Number: 3023



Name of School Principal:	Andrew Forrest
Name of School Council President:	Simon May
Date of Endorsement:	Tuesday 18 th April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



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. Baxter School has had 3 locations 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. We have large grounds with ovals and play areas of both grass and asphalt, children have many choices of sport and play time activities.

The school's population of 174 is comprised of:

- Very low mobility and transience levels
- Most students coming from homes where English is the primary language, with fewer than 1% having English as an Additional Language (EAL)
- 1 identified Koori student.
- Approximately 6% of the school population being funded through the Program for Students with Disabilities and 10% being identified as having Learning Difficulties.

Baxter Primary School has: 1 Principal class officer, 10.1 Teachers a mix of full and part time and 5.1 Education Support Staff. We also employ a part-time handyman to keep all facilities and grounds well maintained and part time DET employed IT technician.

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 IT 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.

In 2016 our school had a School Family Occupation (SFO) index of 0.5295 and out of our 120 families -37 families qualify to receive the CSEF (Camps Sports Excursion Fund) financial support -30.8%.

Our school is noted in particular for its comprehensive Health & Physical Education and Outdoor Education Programs. With our dedicated parents & staff, the children in Years 3 -6 are privileged to have a true camping experience at some excellent Victorian National Parks & seaside locations.

Visual and Performing Arts are also recognised by the community as strengths, with children's musical productions, choir, instrumentation programs, dance programs, art shows and displays, assembly performances and community performances. The school provides a comprehensive curriculum for all students from Foundation to Grade 6 adopting the new Victorian Curriculum this year with excitement and enthusiasm. Our teachers plan in teams with a focus on improving student learning at their point of need. Our school utilizes the support of our DET –psychologists, speech pathologists and social workers and our own part-time Chaplain to enhance both the learning and social skills of our children and to help them meet their full potentials. We have an excellent record in identifying and adequately providing for students with specific learning difficulties. We also have had many successes with our extension activities in mathematics and science. Our science specialist teacher engages our children in wonderful activities throughout the year.

Other enrichment programs include: buddy program, swimming, instrumental music, sustainable schools program, 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 sessions, chess club, special whole school focus activity days including multicultural, literacy and science days, anti-bullying, Christmas Concert and assembly performances.

Our KidsMatter program enhances our children's skills with – Respect, Confidence, Co-operation, Responsibility, Excellence, Honesty, Integrity, Optimism and Creativity.



Framework for Improving Student Outcomes (FISO)

Initiatives from Baxter PS Strategic Plan 2014 -2107 & AIP 2016 priorities

Excellence in teaching and learning -Building practice excellence
Developing consistent approaches to the planning, implementing and assessment of English
Fontas & Pinnell benchmarking, VCOP & Big Write initiatives strategies and programs
Reviewing Soundwaves spelling program

Developing consistent approaches to the planning, implementing and assessment of Mathematics
More explicit approach to Problem Solving
Reestablishing Sequential program throughout the school
Diagnostic testing to inform teaching directions

Positive climate for learning – Empowering students and building school pride
Embed active student involvement in their learning to enhance motivation and engagement
Greater focus on inquiry –based learning, student voice and choice in the classroom
Kidsmatter activities and positive relationships focus topics in all classes.

Attendance The majority of students attend school punctually and regularly. We do have a few families that have difficulties with both. We have a number of actions in our Attendance Policy that reward good attendance and we always encourage the families with positive actions and praise and incentives to improve attendance. However, there are families that continuously cause concern and do not appear to make any efforts to support their child’s need to be at school. We followed up these issues with a series of approaches. Office staff contact parents after 2 or 3 days if no note or phone call has been made to the school. Further contact by class teacher /staff or principal. Letter to parents from Principal. Regional DET -poor attendance letter request. Contact DHHS.

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 our 2016 ‘Learning for Life’ Panorama Report data the percentage of our children P -6 receiving C or above in

Reading and Viewing	90%	increasing percentage in A & B
Speaking and Listening	97%	increasing percentage in A & B
Writing	88%	increasing percentage in A & B
Measurement & Geometry	93%	increasing percentage in A & B
Number & Algebra	93%	increasing percentage in A & B
Statistics & Probability	94%	increasing percentage in A & B

In 2016 Yr 3 NAPLAN results
 Numeracy 96% in top 2 bands
 Reading 93% in top 2 bands
 Writing 97% in top 2 bands

In 2016 Yr 5 NAPLAN results
 Numeracy 77% in top 2 bands
 Reading 78 % in top 2 bands
 Writing 100% in top 2 bands

Relative growth has been at expected levels for the children from Yr3 (2014) to Yr5 (2016) These results are slightly down because we have had 30% of the children change in this level. Either they are newcomers to our school or children have left during this time meaning growth can only be measured with 66% of these children.

In 2016, the school continued to strengthen its focus on the implementation of a whole school approach to Literacy & Numeracy. Our new science program & allocation of a science lab /room in 2016 developed a strong science focus.



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

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 administration staff make personal contact with parents and the principal at specific intervals as outlined in our policy.

The introduction of our Breakfast Club is an incentive to encourage children to get to school earlier and offer breakfast to all children. Lateness to school is always an issue with some families. The importance of being at school at the start the day is often an issue of discussion in grade area & school newsletters also Tqibiz weekly info and both teacher and principal discussions with parents. Attendance awards for perfect & excellent are given to children each semester.

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 introduces the Yr 4 and Foundation students before the start of the new year, which is always a positive highlight for all children.

Focused strategies helps build early confidence in Baxter's Prep /Foundation 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 behavior management strategy is based on our Values Program which incorporates an accompanying eSmart and the introduction of Kidsmatter program in 2016.

Each student is aware that bullying and intolerant behaviors are not accepted at our school.

Our guiding principles and values are encouraged in class lessons and presented at weekly school assemblies.

BaxStar awards, Aussie of the Week and a Positive Players awards further encourage and reward positive student behavior.

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.

OzChild Shine Assist professionals and DET- SSSO support staff and our Chaplain regularly support children & their families with assistance when required or requested. We also have DHHS and Child Protection involved to assist some difficult family situations at varies times throughout the year if required.

For more detailed information regarding our school please visit our website at www.baxter.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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 174 students were enrolled at this school in 2016, 91 female and 83 male. There were < 10% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



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
<p>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



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
<p>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



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																								
<p>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>46%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>50%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>4%</td> <td>42%</td> <td>54%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>63%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	46%	17%	Numeracy	42%	50%	8%	Writing	8%	42%	50%	Spelling	4%	42%	54%	Grammar and Punctuation	13%	63%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. 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.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>92 %</td> <td>90 %</td> <td>90 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	90 %	93 %	91 %	92 %	87 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	90 %	93 %	91 %	92 %	87 %										



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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

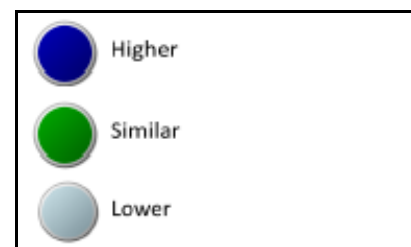
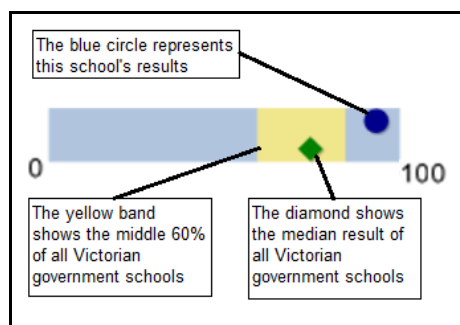
What are student outcomes?

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, P-12 and specialist schools, 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.

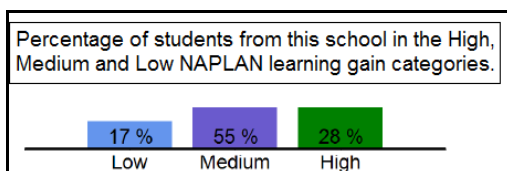
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,511,930
Government Provided DET Grants	\$213,375
Government Grants Commonwealth	\$27,214
Revenue Other	\$11,882
Locally Raised Funds	\$106,385
Total Operating Revenue	\$1,870,786

Expenditure	
Student Resource Package	\$1,378,966
Books & Publications	\$3,458
Communication Costs	\$4,285
Consumables	\$23,200
Miscellaneous Expense	\$246,976
Professional Development	\$2,087
Property and Equipment Services	\$106,811
Salaries & Allowances	\$44,096
Trading & Fundraising	\$30,269
Utilities	\$15,411

Total Operating Expenditure **\$1,855,559**

Net Operating Surplus/-Deficit **\$15,227**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$122,411
Official Account	\$3,474
Other Accounts	\$157,747
Total Funds Available	\$283,631

Financial Commitments	
Operating Reserve	\$72,173
Asset/Equipment Replacement < 12 months	\$23,380
Capital - Buildings/Grounds incl SMS<12 months	\$9,520
Maintenance - Buildings/Grounds incl SMS<12 months	\$64,900
Revenue Received in Advance	\$2,122
School Based Programs	\$45,536
Maintenance -Buildings/Grounds incl SMS>12 months	\$33,000
Total Financial Commitments	\$250,631

Baxter Primary School is in a good financial position with an operating reserve just over \$72,000.

In 2016, DET concluded the Program Co-ordinator School Scheme, which Baxter Primary School had been involved in for over 16 years. Residual funds of \$36,397.97, held in relation to the Technical Support to School Program, were returned to DET upon reconciliation. The school council and parent volunteer group were thrilled to complete a new shade sail project over the senior school playground. More than \$30,000 was raised over 2 years to fund the project.

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.