2018 Annual Report to The School Community

School Name: Baxter Primary School (3023)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (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 14 March 2019 at 12:27 PM by Nick Schneider (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 Registration 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 18 March 2019 at 06:40 PM by Simon May (School Council President)

About Our School

School context

Baxter Primary is a vibrant, community based school established in 1890 and situated 3km from the township of Baxter. Currently we consist of six straight classes from Foundation to Year 6 and one multi-age class, we have a total enrolment of 158 students.

Our vision: Baxter Primary School is a caring community where students are encouraged to reach their full potential and become successful citizens.

Working together we aim to build a community of responsible and resilient learners who strive to achieve academically, creatively and socially.

We value being KIND, RESPECTFUL, INCLUSIVE AND ENCOURAGING OF OTHERS.

The school is proud of its long history and service to the community. Baxter Primary School has beautiful surroundings with large spacious outdoor areas. These include two grassed sports fields, senior and junior playgrounds, a basketball court, vegetable garden, sensory maze and a multi- functional outdoor space. These areas encourage learning through play and promote high levels of movement and exercise for good physical and mental wellbeing.

We aim for the children at our school to grow and develop as unique and important individuals with a strong sense of self-worth, confidence and respect for all members of the community.

Baxter Primary School have an open door policy where parents, students and staff are encouraged to build respectful relationships with each other. The school provides a comprehensive curriculum for all students from Foundation to Year 6 in the areas of Literacy, Numeracy, Technology, Science, Humanities, Indonesian, The Arts, Health and Physical Education.

Our teachers plan in teams with a focus on improving student learning at their point of need. We use student data to personalise their learning in our quest to improve student learning outcomes.

Our school utilises the support of DET Psychologists, Speech Pathologists and Social Workers together with our own part-time Chaplain to enable students to reach their full potential.

Other enrichment programs and extracurricular activities include: Instrumental music, environmental activities and a wide range of sporting opportunities. The Baxter Buddies basketball teams operates from the school.

We currently conduct a Baxter PS Playgroup which operates every Wednesday morning, a Before and After School Care facility available Monday to Friday and a Breakfast Club on Tuesday mornings.

Personal tours are available for all prospective parents.

Framework for Improving Student Outcomes (FISO)

FISO – BUILDING PRACTICE EXCELLENCE

Goal 1 - To improve student achievement and growth in Literacy & Numeracy.

Key improvement strategy 1: Develop and consistently implement an evidence based instructional model to the teaching of Literacy and Numeracy.

• Assessment schedule updated and communicated to staff.
• Staff attended moderated Writing sessions both in school and within the school's network.
• AIP implementation team focusing on developing an Instructional Model for Writing.
• Staff utilising professional reading documents from Centre for Strategic Education.
• Professional development of Learning Intentions and Success Criteria.
• Professional development for school's Literacy Leader.

Key improvement strategy 2: Collaboratively use data more effectively to differentiate teaching.

• Professional Learning conducted with HITs (expert jigsaw) Setting Goals, Explicit Teaching, Feedback and Differentiated Teaching.
• Teaching & Learning PLT beginning to plan for the development of an Instructional Model (beginning with Writing)
• Leadership Team looking at a range of whole school planning documents to adapt and introduce throughout the school.

• A Curriculum Day was conducted in Term 3 focusing on utilising the Fountas and Pinnell Reading program to its full capacity. This was also attended by other local schools.
• Professional development in Essential Assessment and Soundwaves was also conducted.

FISO – EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE
Goal 2 - To improve student agency and engagement in their learning.
Key improvement strategy 1: To build teacher capacity to provide opportunities for student voice and agency.
• AIP Monitoring Team (SIT) conducting professional reading to improve knowledge of student agency.
• AIP Monitoring Team developed a plan to improve student agency and promote growth mindset.
• Year 6 Leadership Model overhauled and redeveloped.
• Model for Student Representative Council redeveloped.
• Whole school assemblies to become more student led.

FISO – BUILDING COMMUNITIES
Goal 3 - To foster a school community with a future focused vision and values to improve student outcomes.
Key improvement strategy 1: Create a new Baxter Primary School mission, vision and values statement based on the new school strategic plan and with community input.
• AIP Monitoring Team (SIT) gathered information for new vision and values statement and completed this process.
• Survey developed and send out to parents and staff.
• Transition Liaison Coordinator promoted school in local community.
• Increased signage purchased/displayed throughout the school.
• School website completely overhauled and updated.
Key improvement strategy 2: To build student enrolments, particularly at the Foundation level.
• Playgroup designed and implemented at the school, extremely well attended.
• Prep Transition Program intensified, enrolments increased by over 20 students.
• Baxter Centenary Fair and open day conducted.
• Every prospective parent had a personal tour.
• Before and After School Care was approved by School Council and reintroduced at the school.
• Transition Liaison Coordinator has been working closely with the local Kindergartens and Child Care providers promoting transition and events within the school.

Achievement

When looking at student achievement in terms of teacher judgement, our school falls in the 'similar' range to the median of all Victorian Government Schools. This is relating to English and Mathematical judgements.
In 2018 we received some extremely pleasing NAPLAN results from both our Year 3 and Year 5 cohorts. Our Year 3s were in the 'similar' range for Reading outcomes but in the 'higher' range for Numeracy when compared to Victorian Government Schools. On the other hand our Year 5 students were 'higher' in their Reading results but 'similar' in Numeracy when compared to Victorian Government Schools. Our Year 5s also showed some extremely pleasing NAPLAN Learning Gain for (Year 3 – Year 5) displaying between 65-91% medium/high growth gain in all domains.
In terms of future direction, Writing has been chosen as a focus area. We will be looking at developing a Writing Model for the school and concentrating on developing more structured Learning Intentions and Success Criteria in this area. There will also be a greater focus on moderation of writing to develop more consistency across the school.

Engagement

Student attendance has been an area of focus at Baxter Primary School over a number of years.
Results in 2018 displayed an improvement from previous years where we were graded in a 'similar' range to Victorian Government Schools. Our 4 year average (2015-2018) indicate a less desirable result in comparison which shows we still have some work to do.

Unfortunately this data tends to be dominated by a small number of student with significant attendance issues rather than a spread across the board.

In recent times a number of strategies have been put in place to target theses students in a bid to improve their frequency at school. Some of the strategies implemented include daily phone calls home to parents and the introduction of Compass for communication with parents. Future strategies will include an updated Attendance Policy and a whole school program/approach being developed to improve lateness and attendance.

Wellbeing

When measuring our student's connectedness to school through the Attitudes to School Survey we were compared in a 'similar' bracket to Victorian Government Primary Schools. This has been consistent over the past two years

When looking at our management of bullying, again we were positioned in the 'similar' range to Victorian Government Schools however were higher than the median score over a two year period.

A major part of our Annual Implementation Plan in 2018 and into the future is to increase student agency throughout our school. We have changed our Year 6 leadership structure and introduced the Baxter Focus Group (BFGs) to enable our students to feel more connected at school. Our whole school Buddy Program will continue to allow our students to build relationships across all year levels. We will also be looking to enable our students to have greater opportunities to provide feedback to their teachers.

Financial performance and position

Baxter Primary Schools operating reserve of $58,768 is consistent with department recommendations.

During 2017 – 2018 we completed our sensory garden and commenced some rather major facilities work in the form of re-carpet and painting of Block A.

Baxter Primary School is a coordinator school for the financial accounts of the Mornington Peninsula Administration Support Group and is currently holding $41,700 of cluster funds.

With part of our equity funding, we have been able to establish a new COMPASS Portal for school/parent communication.

We also secured a couple of substantial donations such as $1,500 towards our Junior Swimming Program and $5,000 towards a new changeable sign which we hope to install later this year. Fundraising is consistent with previous year's efforts.

For more detailed information regarding our school please visit our website at
https://baxterps.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: ◆

School Profile

Enrolment Profile

A total of 144 students were enrolled at this school in 2018, 76 female and 68 male.

ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ━━━━━━━━━━━━━ 100 Results: Mathematics 0 ━━━━━━━━━━━━━ 100	● Similar ● Similar

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
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)	● Similar ● Similar ● Higher ● Higher
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)	● Higher ● 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 10 % / 40 % / 50 % Low / Medium / High **Numeracy** 24 % / 52 % / 24 % Low / Medium / High **Writing** 35 % / 45 % / 20 % Low / Medium / High **Spelling** 14 % / 43 % / 43 % Low / Medium / High **Grammar and Punctuation** 10 % / 48 % / 43 % Low / Medium / High	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

School Comparison
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.

Average 2018 attendance rate by year level:

Results: 2018

0 — 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 — 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	93 %	93 %	91 %	88 %	93 %	89 %

● Similar

○ Lower

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ─────── 100 Results: 2017 - 2018 (2-year average) 0 ─────── 100	● Similar ● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ─────── 100 Results: 2017 - 2018 (2-year average) 0 ─────── 100	● Similar ● Similar

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	$1,510,575
Government Provided DET Grants	$225,406
Government Grants Commonwealth	$3,300
Revenue Other	$21,929
Locally Raised Funds	$118,488
Total Operating Revenue	**$1,879,698**

Equity[1]	
Equity (Social Disadvantage)	$108,004
Equity Total	**$108,004**

Expenditure	
Student Resource Package[2]	$1,323,567
Books & Publications	$3,290
Communication Costs	$4,179
Consumables	$23,610
Miscellaneous Expense[3]	$146,803
Professional Development	$20,345
Property and Equipment Services	$154,062
Salaries & Allowances[4]	$66,353
Trading & Fundraising	$19,530
Utilities	$20,121

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$29,721
Official Account	$18,970
Other Accounts	$165,509
Total Funds Available	**$214,200**

Financial Commitments	
Operating Reserve	$58,768
Other Recurrent Expenditure	$239
Funds for Committees/Shared Arrangements	$41,000
Asset/Equipment Replacement < 12 months	$15,000
Maintenance - Buildings/Grounds < 12 months	$99,193
Total Financial Commitments	**$214,200**

Total Operating Expenditure	**$1,781,860**
Net Operating Surplus/-Deficit	**$97,838**
Asset Acquisitions	**$0**

(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').