

2019 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 2019 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 20 August 2020 at 11:32 AM by Nick Schneider (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by 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 the school consists of eight classes from Foundation to Year 6, we have 2 x Foundation classes, 2 x 1/2s, 2 x 3/4s and 2 x 5/6s. We have a total enrolment of 172 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. This year we are undergoing a \$2.5 million redevelopment of Senior School area.

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 is a community school 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 Professional Learning Teams (PLTs) 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 conducted by the Principal are available for all prospective parents throughout the year.

Framework for Improving Student Outcomes (FISO)

FISO – Building Practice Excellence

Target - To improve student achievement and growth in Literacy & Numeracy

KIS 1 – Develop the whole school Writing lesson structure, incorporating evidence based targeted teaching practices

Commentary: Used resources (Literacy Toolkit/PM to build teacher knowledge.

Learning Intentions and Success Criteria being used more regularly throughout the school.

Differentiation currently noted in planning and work programs.

Most classes are goal setting, becoming a greater focus.

HITs matrix completed, about to recomplete with staff to see growth.

Success Indicators: Ensure medium/high relative growth data in NAPLAN is at or above 75% in Writing (Year 3 to 5)

Result 80% so target was achieved.

Success Indicators: All students should show at least 1 years growth in Writing in 2019 (Teacher assessed against the curriculum) Still too early to assess this target.

KIS 2 – Using the PLC Model, build the capacity of teachers to work collaboratively to plan, implement and assess programs to improve student outcomes in Literacy and Numeracy

Commentary: Staff have developed their knowledge of the PLC approach, curriculum knowledge has also grown.

3 staff members (leaders) have completed the PLC modules/training.

Curriculum Day conducted for planning Learning Intentions (I can statements) Professional learning sessions conducted prior to that.

A basic data wall has been developed on Google Drive.

Teams are still very segregated (Success Indicators reflect this) although we are slowly beginning to shift the culture of closed classrooms.

Success Indicators: Unfortunately targets were not achieved Efficacy 74% - 65%, Academic Emphasis 72% - 67%, Collaboration 84% - 61%

FISO – Empowering students and building school pride

Target – To improve student agency and engagement in their learning

KIS 1 – To continue to build teacher capacity to provide opportunities for student voice and agency.

Commentary: Teachers making students more accountable for their learning (best observed in Writing)

Student Agency AIP group (providing extra time to release staff)

Providing more opportunities for students, giving students more ownership has made a huge difference.

Baxter Focus group (BFG's) meet a number of times with the staff 'Student Voice' AIP team to develop some initiatives.

BFGs presented to School Council, this was a very powerful experience for students.

BFGs conducted a whole school fundraiser to support their proposal.

Learning Specialist conducted Professional Development sessions, however the focus was not on Feedback and Goal Setting. Focus was on building teacher capacity and teacher knowledge.

Success Indicators: SATs Survey results have all improved. Student Voice and Agency 78% - 81%, School Connectedness 86% - 91%, Learning Confidence 86% - 88%, Self Regulation and Goal Setting 89% - 93%.

KIS 2 – To promote the school's new vision and values statement through student agency, creating a positive school community culture.

Commentary: Literacy Expo on Writing based on School Vision and Values was a great tool for students to learn the statement.

Art competition to promote Vision and Values was a huge success.

Positive feedback from parents and local providers on Transition. New students for 2020 seem extremely settled during transition.

Success Indicators: Playgroup well received and attended, feedback to be sought, received and necessary changes implemented.

Success Indicators: Lofty target of 40 Foundation students not quite achieved but extremely happy with 35 students (the most in many years)

Achievement

When looking at student achievement in terms of teacher judgement in English, our school falls in the 'similar' range to the median outcomes of all Victorian Government Schools. Mathematics was ranked below 'similar' schools in comparison.

In 2019 we received some mixed results in NAPLAN. Our Year 3s were ranked below for Reading and Numeracy when compared to 'similar' 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 65-85% medium/high growth gain in all domains.

In terms of future direction, we are currently working on developing an instructional model for teaching and learning across the school to develop consistency in all areas. We will continue to focus on Learning Intentions and Success Criteria in collaboration with our implementation of Professional Learning Communities (PLC).

We have a number of students that fall within the Program for Students with Disabilities (PSD). These students are ably supported by our 9 ES staff members with each student on an Individual Learning Plan (ILP) and regular Student Support Group Meetings (SSGs) conducted.

Engagement

Student attendance has been an area of focus at Baxter Primary School over a number of years. Results in 2019 showed our outcomes were below that of similar Victorian Government Schools. Our 4 year average (2016-2019) also indicated that we still have some work to do in this area. 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 these 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 is being developed to improve lateness and attendance.

Wellbeing

When measuring our student's connectedness to school through the Attitudes to School Survey we received some excellent results when compared to Victorian Government Primary Schools. Our outcomes were above those of 'similar' schools and well above the state median scores. This has been a steady improvement over the past three years

When looking at our management of bullying, again we posted some excellent results. We were positioned in the 'above' range when compared to 'similar schools' and were also above the median score across the state. This has also been a steady improvement over 3 years and is something we are extremely proud to report.

A major part of our Annual Implementation Plan over the past few years 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 continues to allow our students to build relationships across all year levels. We are 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 \$51,983 is consistent with department recommendations.

In 2019 we spent a considerable amount on professional development, targeting student welfare and development. During 2019 we also completed major facilities work in the form of re-carpet and painting of Block A with a total cost of \$63,000. We also fundraised and secured further donations of \$10,000 for the installation of our new LED sign at a cost of \$18,381 to improve communication and marketing. We also upgraded our mobile PA system and upgraded our security camera system.

Our fundraising was consistent with previous year's efforts.

Baxter Primary School is also a coordinator school for the financial accounts of the Mornington Peninsula Administration Support Group and is currently holding \$38,835 of cluster funds.

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.

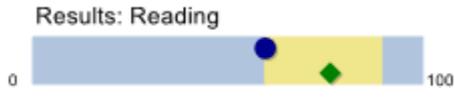
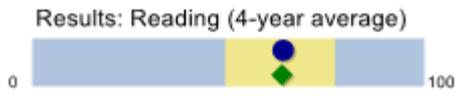
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 158 students were enrolled at this school in 2019, 81 female and 77 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 3 percent 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>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>School Staff Survey</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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>Above </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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>55%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>35%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>55%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	55%	20%	Numeracy	30%	60%	10%	Writing	20%	50%	30%	Spelling	35%	35%	30%	Grammar and Punctuation	15%	55%	30%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <caption>Statewide Distribution of Learning Gain</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>93 %</td> <td>86 %</td> <td>93 %</td> <td>90 %</td> <td>90 %</td> <td>83 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	86 %	93 %	90 %	90 %	83 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</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>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,721,093	High Yield Investment Account	\$159,810
Government Provided DET Grants	\$218,052	Official Account	\$15,589
Government Grants Commonwealth	\$2,000	Other Accounts	\$0
Revenue Other	\$21,888	Total Funds Available	\$175,400
Locally Raised Funds	\$67,785		
Total Operating Revenue	\$2,030,818		
Equity¹			
Equity (Social Disadvantage)	\$99,079		
Equity Total	\$99,079		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,567,917	Operating Reserve	\$51,983
Books & Publications	\$3,458	Other Recurrent Expenditure	\$27,109
Communication Costs	\$3,456	Funds for Committees/Shared Arrangements	\$38,835
Consumables	\$34,424	Asset/Equipment Replacement < 12 months	\$42,454
Miscellaneous Expense ³	\$151,428	Maintenance - Buildings/Grounds < 12 months	\$67,001
Professional Development	\$22,383	Total Financial Commitments	\$227,382
Property and Equipment Services	\$116,379		
Salaries & Allowances ⁴	\$29,380		
Trading & Fundraising	\$10,938		
Utilities	\$19,875		
Total Operating Expenditure	\$1,959,638		
Net Operating Surplus/-Deficit	\$71,180		
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 26 February 2020 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)

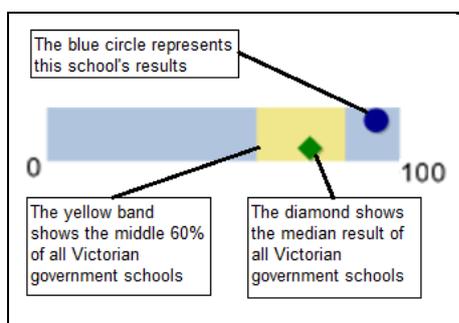
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').