**2020 Annual Report to**

**The School Community  
  
School Name: Baxter Primary School (3023)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2020 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 28 April 2021 at 05:02 PM by Nick Schneider (Principal) |

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| The 2020 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. |
| Attested on 30 April 2021 at 11:22 AM by Kylie Bethune (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**  
  
The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *‘About Our School’* section refer to?

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

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

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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’).

**About Our School**

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| 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 7 multi-age classes and one straight Foundation class, with a total enrolment of 160 students. 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 have also recently undergone a $2.5 million redevelopment of our Junior School. Baxter Primary School is a caring community where students are encouraged to reach their full potential and become successful citizens. Parents are encouraged to play a significant role in the guidance of their children’s education together with our experienced, caring and nurturing staff. 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. 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 learning in our quest to improve student learning outcomes. We operate as a Professional Learning Community (PLC). Our school utilises the services of a part-time Chaplain to support our students and their families. Our Respectful Relationships Program and Buddy Program enhances our children’s sense of wellbeing and belonging. Other enrichment programs and extracurricular activities include: Instrumental music, environmental activities, lunchtimes clubs and a wide range of sporting activities. The Baxter Buddies basketball teams and regular Breakfast Club also operates from the school. We are proud to announce that our Baxter Playgroup will be resuming on Thursday mornings and we offer a Before and After School Care facility available Monday to Friday, including a school holiday program. Personal tours conducted by the Principal are available for all prospective parents throughout the year. |
| Framework for Improving Student Outcomes (FISO) |
| At Baxter Primary School, the following goals and key improvement strategies were earmarked as important work in our Annual Implementation Plan. FISO - Building Practice Excellence Goal - To improve student achievement and growth in Literacy & Numeracy KIS: Develop a whole school instructional model for teaching and learning to build collaborative practices for Professional Learning Communities. KIS: 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. Goal - To improve student agency and engagement in their learning KIS: To continue to build teacher capacity to provide opportunities for student voice and agency. Unfortunately, due to a COVID interrupted year, we managed to continue to build collaborative practice as a PLC school however the development of a school instructional model was pushed back to 2021. This model is a major part of our work in 2021 as we look to develop greater consistency across the school. |
| Achievement |
| Our initial phase of remote and flexible learning involved producing hard copy learning packs for all our students to complete whilst working from home. This was well received however the overall feedback when we went into the second lockdown was that our community wanted digital recordings of more explicit teaching from our teachers. This feedback was received from a Google form sent home to families after the first phase of flexible and remote learning. In light of this, every teacher was required to provide families with an explicit teaching recording of a Literacy and Numeracy session every day. This was in addition to daily check ins and weekly group catch up sessions. A CRT, familiar with our students, was employed to run our onsite support program during the second lockdown. This allowed classroom teachers to focus on their own classes remotely.  SeeSaw and Google classrooms were successfully used as sharing platforms across the Junior and Senior School. Google classrooms in 2021 continues to be used as an effective resource in our Senior School moving forward. Overall, teacher judgement of English and Maths in 2020 was fairly consistent with 'similar schools' but a little below the state average. We are currently running an extensive Tutor Program targeting students who have fallen behind in an effort to catch up their learning. Baxter PS has a number of students that fall within the Program for Students with Disabilities (PSD). These students are ably supported by our 6 ES staff members with each student working on an Individual Learning Plan (ILP) and regular Student Support Group Meetings (SSGs) taking place. |
| Engagement |
| With the onset of COVID-19 towards the end of Term 1, staff were required to shift their focus from an AIP focus to developing and implementing a remote learning program.  Our usual transition process for both our incoming Foundation students and outgoing Year 6s was severely compromised in 2020 due to the restrictions.  In 2021 we have placed a huge emphasis on reconnecting with our students and school community. An extensive lunchtime clubs program has been established and a Community Connect schedule has been developed to encourage our families back into the school. Student attendance has been an area of focus at Baxter Primary School over a number of years.  Results in 2020 showed our outcomes were below that of similar Victorian Government Schools. Our 4 year average (2017-2020) 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 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 is being developed to improve lateness and attendance. |
| Wellbeing |
| Throughout remote and flexible learning in 2020, student welfare and wellbeing was a huge priority at Baxter PS. We tracked and monitored all of our students and their ability to engage in the curriculum from home. We provided laptops to all of our families requiring assistance with technology and at times, we also provided assistance with internet access. In addition to teaching staff consistently communicating with our families online and via phone, a list of vulnerable students was established by our teaching staff and the wellbeing team. This list was flexible and was altered, when required. These vulnerable students were monitored during our online weekly meetings, where staff discussed and implemented strategies to best support these students. Our Education Support staff also worked closely with these students, in a one-on-one online setting each day. Student Support Services were regularly engaged as additional support. Our School Chaplain made home visits, when permissible and maintained regular phone contact, throughout our school community. Food packs were also offered to families requiring further support. Students of parents who were essential workers were provided with onsite supervision at our school. This program was facilitated by our teachers and Education Support staff members, enabling our families to continue working during the pandemic. |
| Financial performance and position |
| Like other schools and businesses, Covid challenged Baxter Primary School in many ways during 2020. Revenue through fundraising was the most impacted, being over 30% less than 2019. Our greatest increase in expenditure was in salaries and allowances.  An increase of $50,000 was due primarily to the employment of a teacher to manage the students onsite that were unable to learn from home. This decision was so that our classroom teachers could focus on the significant needs of their students during remote learning. Baxter Primary School has an operating reserve of $44,248 which is consistent with department recommendations. We are also a coordinator school for the financial accounts of the Mornington Peninsula Administration Support Group and currently hold $38,835 of cluster funds. Residual funds of $34,800 from our newly completed GPC Learning Area will be used for furniture and fittings of the new learning space. |
| **For more detailed information regarding our school please visit our website at** [**www.baxterps.vic.edu.au**](file:///C:\Users\08369785\Downloads\www.baxterps.vic.edu.au) |

Performance Summary

The Performance Summary for government schools 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.

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 169 students were enrolled at this school in 2020, 77 female and 92 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school’s socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | NDA |
| State average: | 81.2% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 56.6% |
| State average: | 77.8% |

ACHIEVEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 79.7% |
| Similar Schools average: | 80.9% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 80.5% |
| Similar Schools average: | 78.9% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 18.6 | 19.5 |
| Similar Schools average: | 16.2 | 16.5 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 91% | 92% | 89% | 93% | 89% | 88% | 89% |

WELLBEING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 85.3% |
| Similar Schools average: | 78.3% | 78.7% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 85.9% |
| Similar Schools average: | 78.2% | 79.3% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,824,530 |
| Government Provided DET Grants | $326,293 |
| Government Grants Commonwealth | $2,650 |
| Government Grants State | NDA |
| Revenue Other | $5,909 |
| Locally Raised Funds | $54,585 |
| Capital Grants | NDA |
| Total Operating Revenue | **$2,213,967** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $113,376 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$113,376** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,727,069 |
| Adjustments | NDA |
| Books & Publications | $3,172 |
| Camps/Excursions/Activities | $10,073 |
| Communication Costs | $5,009 |
| Consumables | $10,013 |
| Miscellaneous Expense 3 | $17,967 |
| Professional Development | $6,016 |
| Equipment/Maintenance/Hire | $39,126 |
| Property Services | $29,424 |
| Salaries & Allowances 4 | $80,003 |
| Support Services | $57,497 |
| Trading & Fundraising | $13,675 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $19,440 |
| Total Operating Expenditure | **$2,018,484** |
| Net Operating Surplus/-Deficit | **$195,483** |
| Asset Acquisitions | **$22,455** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $208,726 |
| Official Account | $20,285 |
| Other Accounts | NDA |
| Total Funds Available | **$229,011** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | NDA |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | NDA |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | NDA |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **NDA** |

*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.*