

2021 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 2021 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 2022 at 01:47 PM by Nick Schneider (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 May 2022 at 09:05 AM by Kylie Bethune (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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

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 two straight Foundation classes, with a total enrolment of 165 students. We have 10 full-time teachers (including one who identifies as Aboriginal) and 6 part-time teachers. The school is extremely proud of its long history and service to the local 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, including an outdoor learning space,

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. Our 'Bounce into Baxter' program provides a great platform for prospective Foundation students to seamlessly transition into our school.

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.

Three goals in response to the Covid pandemic were mandated by the Education Department and were based around:

1. Learning catch-up and extension
2. Happy, active and healthy kids
3. Connected schools

Fortunately these areas aligned closely with part of our school's Strategic Plan goals of improving student agency, voice and engagement.

Our other goal, to improve student achievement and growth in Literacy & Numeracy, had the following key improvement strategies:

KIS 1 - Develop a whole school instructional model for teaching and learning to build collaborative practices for Professional Learning Communities.

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.

These two key improvement strategies in particular were heavily impacted by Covid lockdowns. For a large proportion of the year our staff were working remotely making it extremely difficult for them to work in a collaborative setting.

Achievement

In 2021 Baxter PS performed well above the state average in NAPLAN when comparing the top 3 bands in Reading and Numeracy. Numeracy in particular, had our students performing at 90% or above.

Implementation of whole school structured programs became more consistent. Essential Assessment was embedded across the school, along with Sound Waves, Literacy Pro and guided reading sessions. We had a stronger focus on reading comprehension skills and staff planned their lessons and tracked data via Google Docs. We had a greater emphasis on home reading and staff recorded student's weekly home reading nights on a whole school data sheet. The Baxter Data Wall continued to be used to collect and monitor whole school 'non-negotiable' data sets along with students' progression points. This enabled staff to use student data to plan for a personalised teaching and learning program.

The development of whole school weekly planning documents, yearly and termly overviews continued. These were supported by designated planning days for teaching staff once a term.

Baxter PS has a number of students that fall within the Program for Students with Disabilities (PSD). These students are ably supported by our 4 ES staff members, each student working on an Individual Learning Plan (ILP) with regular Student Support Group Meetings (SSGs) taking place.

Engagement

Students returned from remote and flexible learning with a positive attitude and took little time to adjust to the rigors of school.

Our usual transition process for both our incoming Foundation students and outgoing Year 6s was fast tracked for successful transition.

In 2022 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 2021 showed our outcomes were below that of similar Victorian Government Schools. Our 4 year average (2018-2021) displayed a similar result.

Unfortunately this data continues 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 continuation of Compass for communication with parents.

Future strategies include the introduction of 'Pulse' on our Compass platform that provides detailed analysis of student attendance.

Wellbeing

Throughout remote and flexible learning in 2021, 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.

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.

Post lockdown, Baxter Primary School has become a lead school in Respectful Relationships. We are now able to network with a dedicated cluster of local primary schools to support the implementation of the RR program. We have identified next steps in relation to a dedicated Wellbeing and RR team and finalised our action plan to work systematically to implement changes across the school. We have dedicated a whole school wellbeing hour on a Monday afternoon where in all classrooms across the school, the RR resource is being used to support a consistent and structured whole school approach to wellbeing. The school's Wellbeing Team meet regularly monitoring all aspects of student wellbeing.

Finance performance and position

Like other schools and businesses, Covid challenged Baxter Primary School in many ways during 2021. Revenue through fundraising was the most impacted with a further loss for a 2nd year in a row, only \$4672 was raised. The school did however finish the year with a net operating surplus of \$79,114. The school received \$98,402 in equity funding for disadvantaged students and also received funding through the Tutor Learning Initiative to help catch up students who were negatively impacted through flexible and remote learning. In Semester 2 the school also received Tier 2 Disability Funding to assist students with special needs. Baxter Primary School were the coordinator school for the financial accounts of the Mornington Peninsula Administration Support Group of which cluster funds were held.

For more detailed information regarding our school please visit our website at 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 159 students were enrolled at this school in 2021, 75 female and 84 male.

0 percent of students had English as an additional language and 5 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).

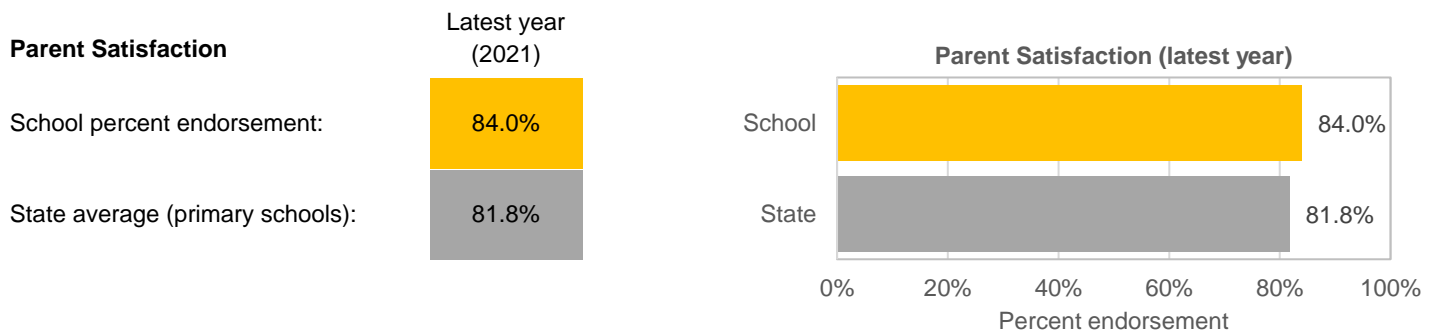
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

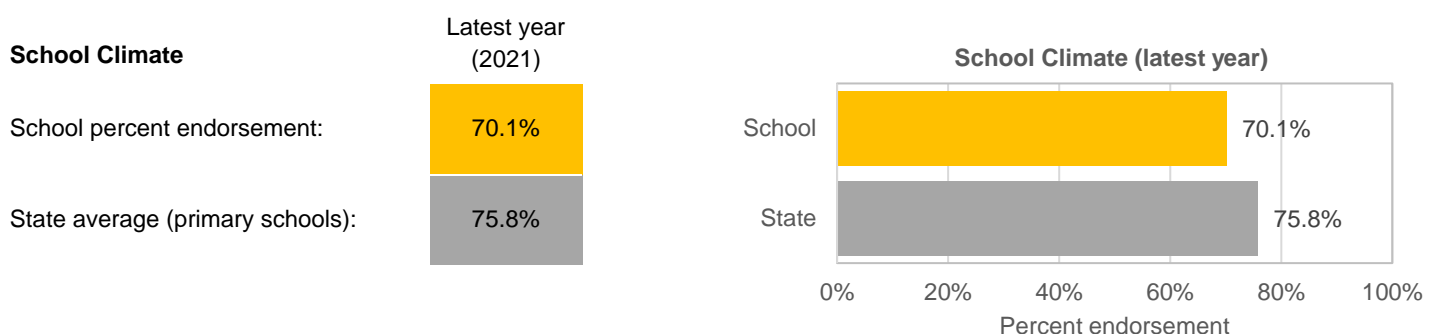


School Staff Survey

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.



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.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

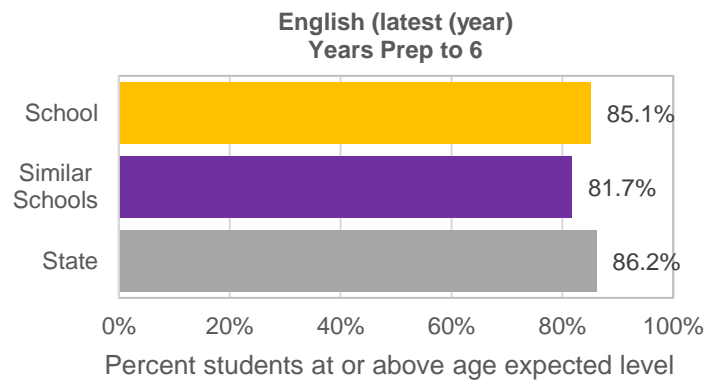
85.1%

Similar Schools average:

81.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

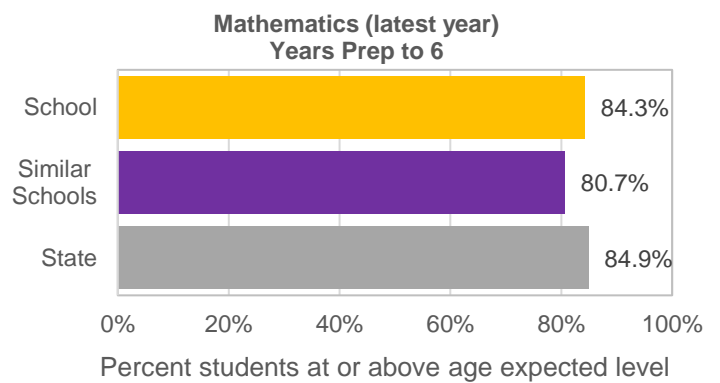
84.3%

Similar Schools average:

80.7%

State average:

84.9%



ACHIEVEMENT (continued)

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.

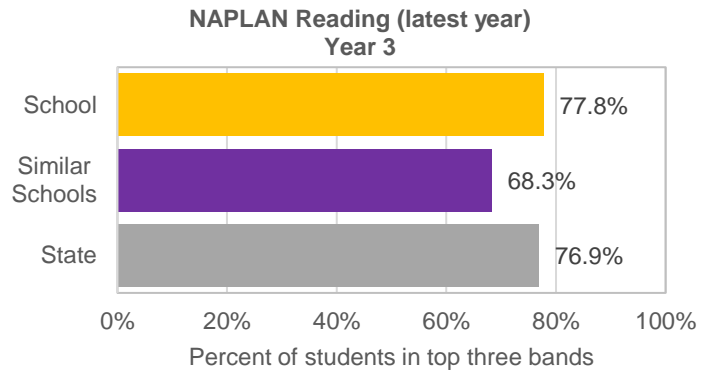
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

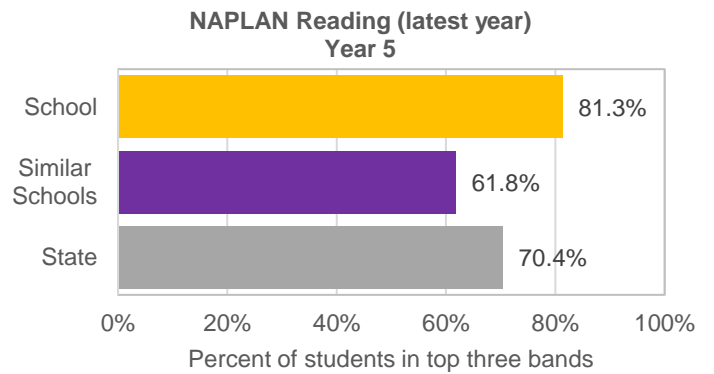
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	68.9%
Similar Schools average:	68.3%	68.8%
State average:	76.9%	76.5%



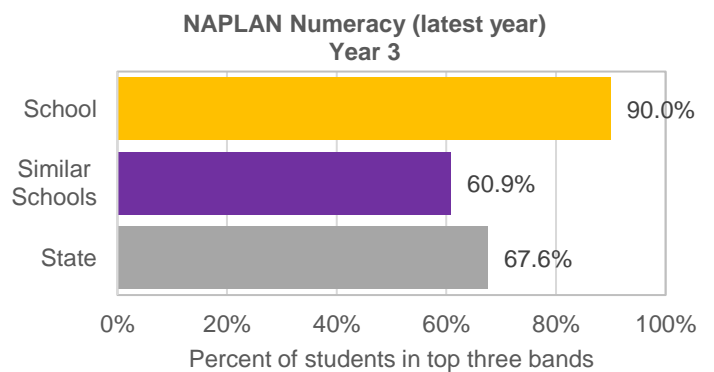
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	72.9%
Similar Schools average:	61.8%	61.9%
State average:	70.4%	67.7%



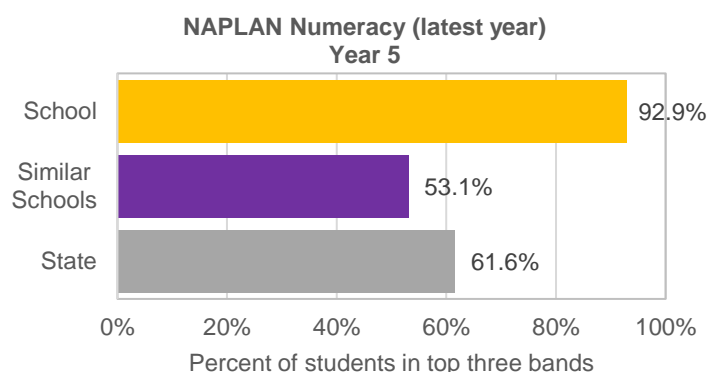
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.0%	71.7%
Similar Schools average:	60.9%	62.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.9%	63.8%
Similar Schools average:	53.1%	50.4%
State average:	61.6%	60.0%



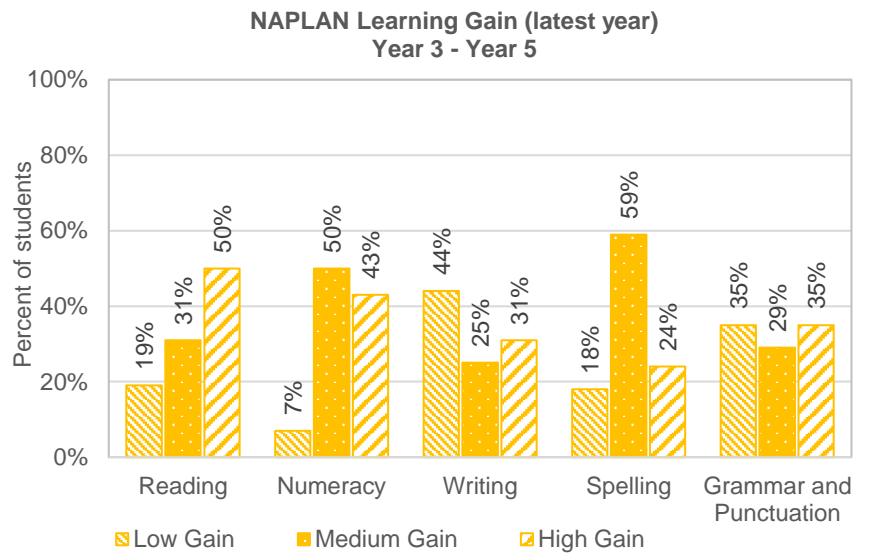
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	31%	50%	22%
Numeracy:	7%	50%	43%	21%
Writing:	44%	25%	31%	20%
Spelling:	18%	59%	24%	19%
Grammar and Punctuation:	35%	29%	35%	20%



ENGAGEMENT

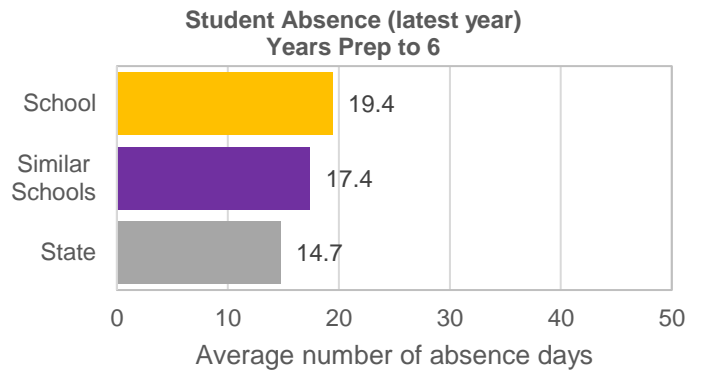
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.4	19.5
Similar Schools average:	17.4	16.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	91%	91%	92%	92%	89%	85%

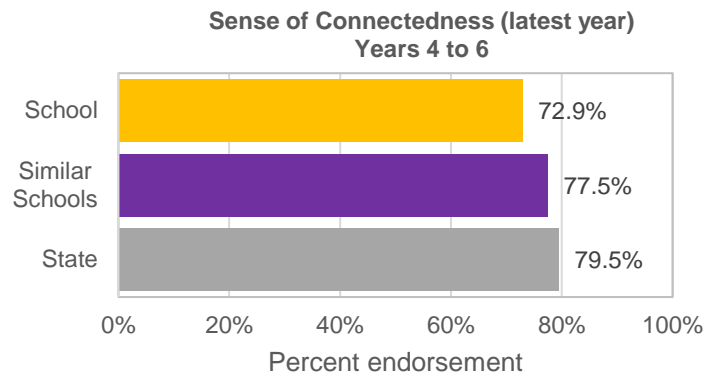
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.9%	81.5%
Similar Schools average:	77.5%	78.4%
State average:	79.5%	80.4%

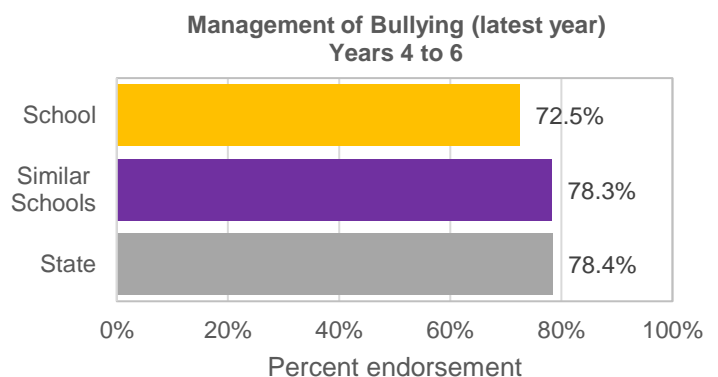


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.5%	81.6%
Similar Schools average:	78.3%	79.1%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,791,726
Government Provided DET Grants	\$245,410
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$3,552
Locally Raised Funds	\$38,024
Capital Grants	\$0
Total Operating Revenue	\$2,078,712

Equity ¹	Actual
Equity (Social Disadvantage)	\$98,402
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$98,402

Expenditure	Actual
Student Resource Package ²	\$1,671,776
Adjustments	\$0
Books & Publications	\$1,302
Camps/Excursions/Activities	\$9,793
Communication Costs	\$5,665
Consumables	\$17,443
Miscellaneous Expense ³	\$27,567
Professional Development	\$19,561
Equipment/Maintenance/Hire	\$60,107
Property Services	\$37,722
Salaries & Allowances ⁴	\$70,974
Support Services	\$54,180
Trading & Fundraising	\$4,672
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,834
Total Operating Expenditure	\$1,999,598
Net Operating Surplus/-Deficit	\$79,114
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$185,426
Official Account	\$13,589
Other Accounts	\$0
Total Funds Available	\$199,015

Financial Commitments	Actual
Operating Reserve	\$48,729
Other Recurrent Expenditure	\$2,240
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$23,350
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$32,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$22,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$68,010
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$196,329

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.