

# 2022 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](http://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 of the previous calendar year 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 21 March 2023 at 09:31 AM by Nick Schneider (Principal)

- This 2022 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

To be attested by School Council President

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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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 consisting of 7 multi-age classes and two straight Foundation classes, with a total enrolment of 180 students. The school has 10 full-time teachers, 5 part-time teachers, 4 education support and 2 administration staff members. 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, 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. Baxter PS has 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, Breakfast Club, lunchtimes clubs and a wide range of sporting activities. 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 Baxter Primary School's major key improvement strategy for learning was to support both those students who required additional support but also students who had thrived to continue to extend their learning, especially in numeracy. We strategically targeted students to partake in the Tutor Learning Program who we felt could improve 18 months if receiving the additional intervention over a 12-month period. Pleasingly, a substantial number of students within the program achieved this lofty target. With a major focus on embedding Professional Learning Communities across the school, our students performed better than those across the state for teacher assessed judgements in both English (92.1%) and Mathematics (87.2%)

In Year 3 and Year 5 NAPLAN for Reading, over 90% of our students were performing in the top 3 bands. This was significantly above the state level and can be attributed to our extremely structured approach to teaching reading and our home reading program.

In Year 3 NAPLAN for Numeracy, we were just above the state level for the top 3 bands (65.4%) and well above for Year 5 Numeracy at (77.8%). The development and implementation of an agreed instructional model for teaching and learning certainly contributed to these outcomes where our teachers work collaboratively and consistently across the whole school.

## Wellbeing

In 2022 Baxter Primary School's focus for wellbeing was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Baxter Primary School is considered a lead school in Respectful Relationships. We lead 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 to work systematically to implement changes across the school. The school's Wellbeing Team meet regularly monitoring all aspects of student wellbeing. This team has a structured plan and associated SMART goals dedicated to improving all aspects of school health and wellbeing.

Our school provides a non-denominational chaplaincy service for our students and families who require additional support.

Our students responded positively in the Attitudes to School Survey with a positive endorsement of sense of connectedness (83.1%) and effective management of bullying (78.3%)

Both of these indicators are above the state average and have been consistent over a 4-year period.

## Engagement

In 2022 we placed a huge emphasis on reconnecting with our students and school community. An extensive lunchtime clubs program was established and a Community Connect schedule developed to encourage our families back into the school.

We successfully implemented our 2023 Foundation Transition Program where our future Foundation students attended the school for 7 sessions as they prepared for their first year at school. This proved to be extremely beneficial for our students and well received from their families.

Our average absences (22.6 days) continue to remain high. Although this is lower than the state and similar schools, we will be implementing some new strategies in 2023 to combat this.

Unfortunately, our absence data continues to be dominated by a small number of students 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. Additional strategies have included the introduction of 'Pulse' on our Compass platform that has provided a more detailed analysis of student attendance. Individual attendance plans have also been implemented.

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## Financial performance

At the conclusion of 2022, Baxter Primary School ended the year in a strong financial position. The school finished 2022 with a net operating surplus of \$28,604, this was made possible with a substantial increase in locally raised funds.

The school received \$78,827 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.

The school also received Tier 2 Disability Funding to assist students with special needs, this funding allowed the school to run a full-time intervention program for the students identified in this category.

For a period of time, Baxter Primary School was the coordinator school for the financial accounts of the Mornington Peninsula Administration Support Group of which cluster funds were held, however this was relinquished early in the year.

School Council continues to engage in a contractual arrangement with Elysium, our before and after school care provider.

For more detailed information regarding our school please visit our website at  
[www.baxterps.vic.edu.au](http://www.baxterps.vic.edu.au)

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# 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 2.0 (FISO 2.0).

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 165 students were enrolled at this school in 2022, 77 female and 88 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).

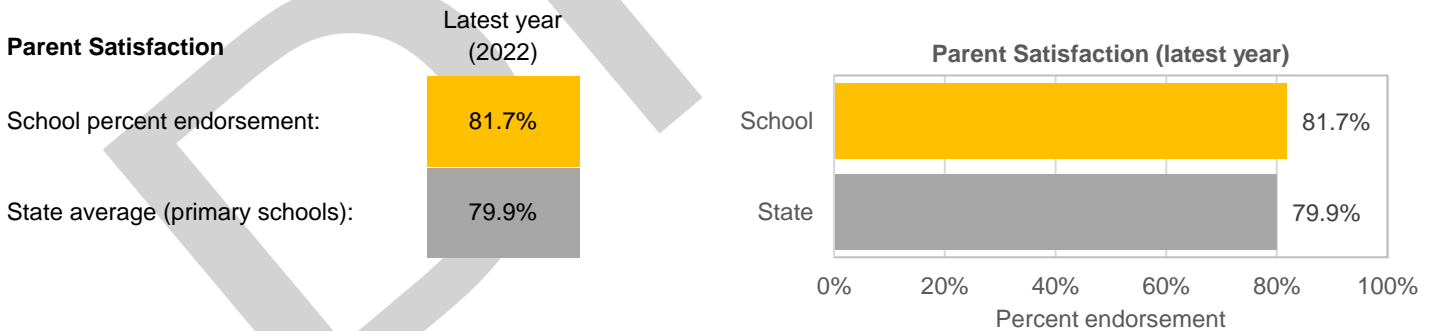
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

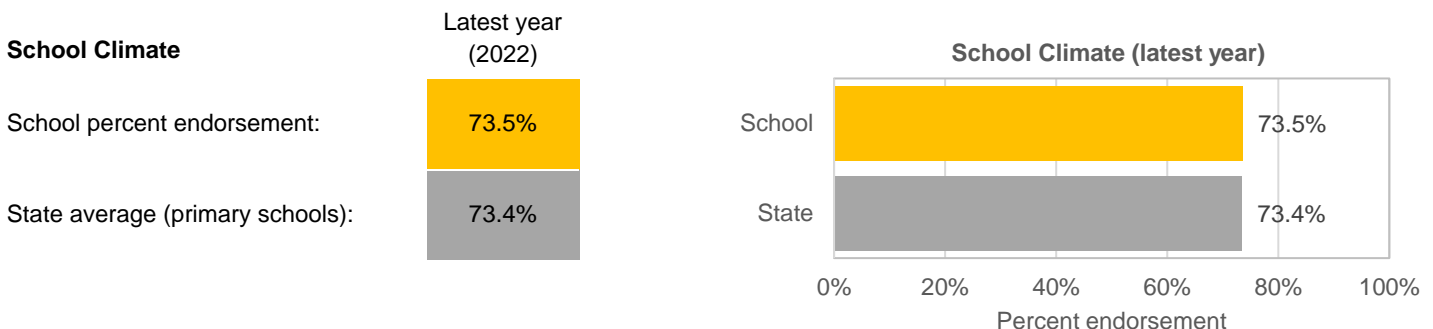


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

92.1%

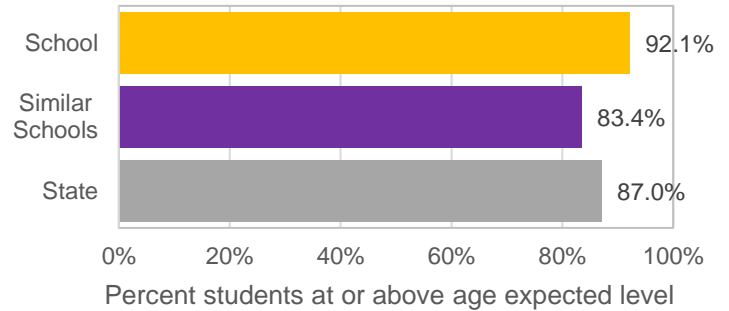
Similar Schools average:

83.4%

State average:

87.0%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

87.2%

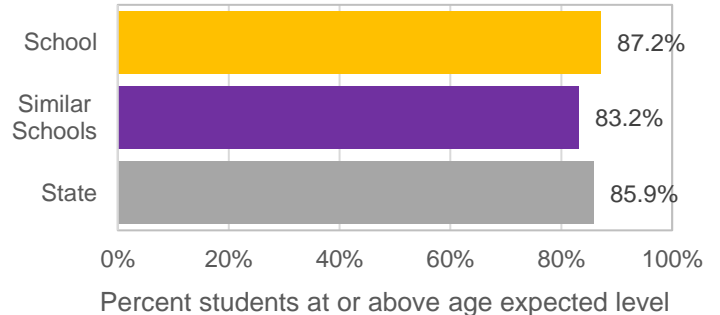
Similar Schools average:

83.2%

State average:

85.9%

#### Mathematics (latest year) Years Prep to 6





## LEARNING (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.

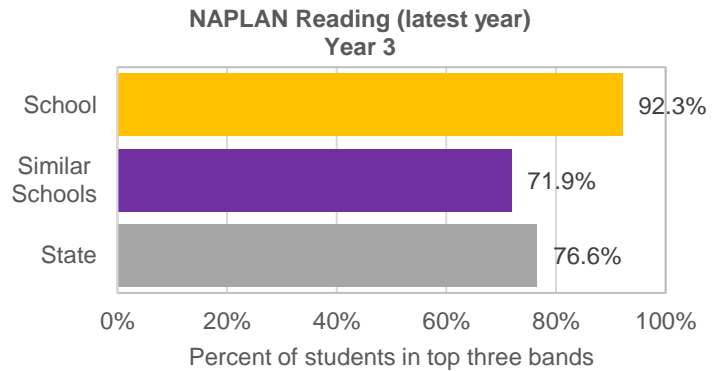
### NAPLAN

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 2019, 2021 and 2022 data.

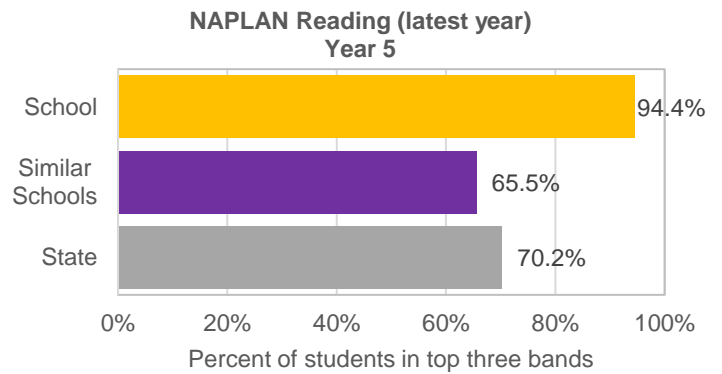
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.3%	78.2%
Similar Schools average:	71.9%	70.1%
State average:	76.6%	76.6%



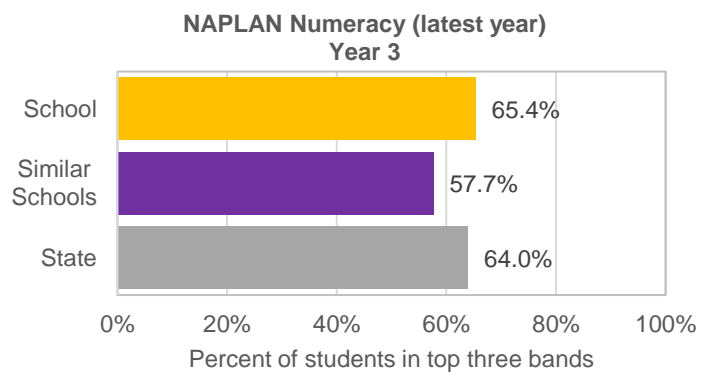
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.4%	79.6%
Similar Schools average:	65.5%	64.1%
State average:	70.2%	69.5%



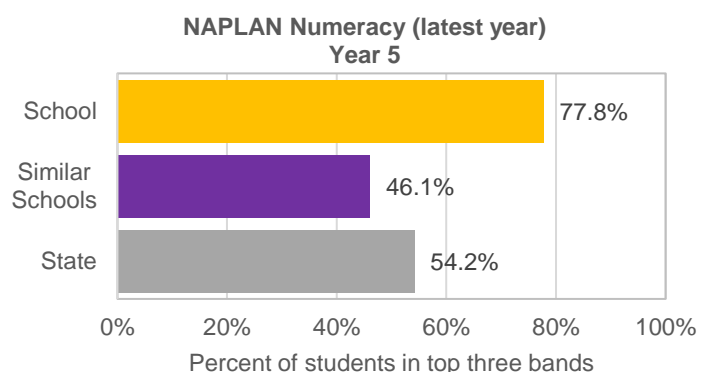
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	66.1%
Similar Schools average:	57.7%	60.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	71.2%
Similar Schools average:	46.1%	50.1%
State average:	54.2%	58.8%



## WELLBEING

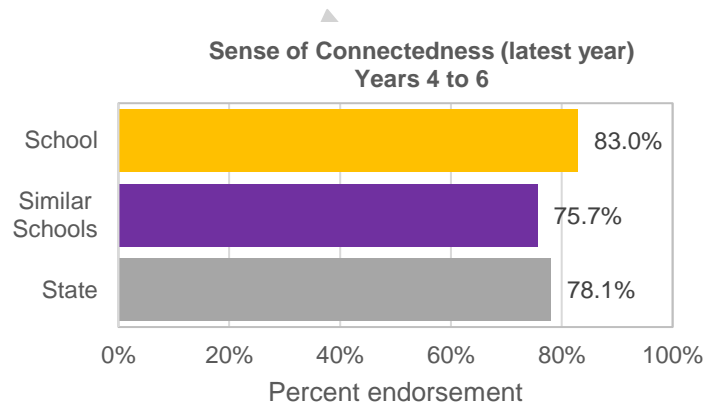
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School percent endorsement:	83.0%	83.1%
Similar Schools average:	75.7%	77.1%
State average:	78.1%	79.5%

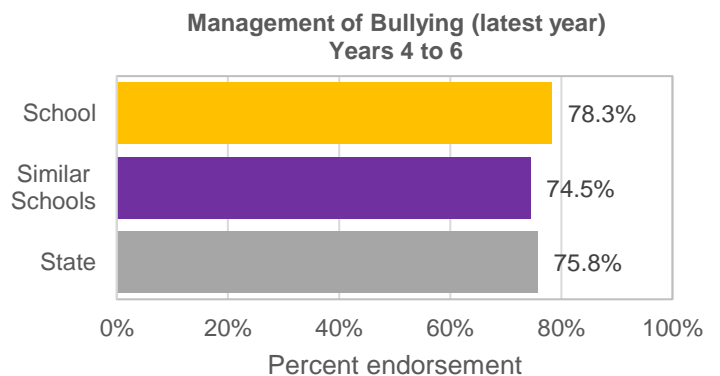


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	78.3%	80.5%
Similar Schools average:	74.5%	77.1%
State average:	75.8%	78.3%



## ENGAGEMENT

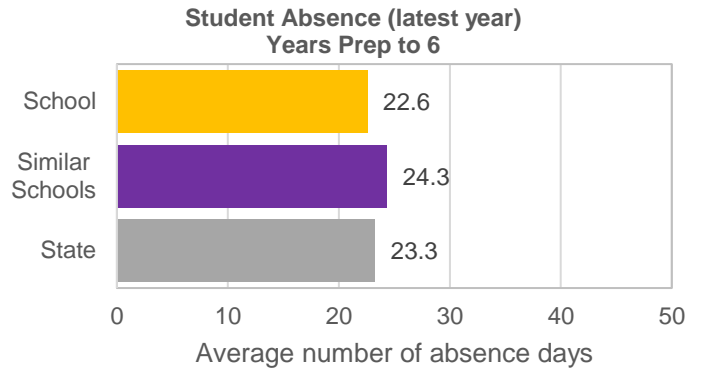
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.6	20.3
Similar Schools average:	24.3	18.5
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	91%	88%	90%	83%	89%	83%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,826,237
Government Provided DET Grants	\$312,314
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$828
Locally Raised Funds	\$91,637
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,231,016</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$78,827
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$78,827</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,798,486
Adjustments	\$0
Books & Publications	\$1,671
Camps/Excursions/Activities	\$28,908
Communication Costs	\$3,902
Consumables	\$18,900
Miscellaneous Expense <sup>3</sup>	\$61,534
Professional Development	\$11,126
Equipment/Maintenance/Hire	\$58,491
Property Services	\$56,290
Salaries & Allowances <sup>4</sup>	\$46,184
Support Services	\$141,797
Trading & Fundraising	\$9,377
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,953
<b>Total Operating Expenditure</b>	<b>\$2,259,621</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$28,604)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 25 Feb 2023 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 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$135,306
Official Account	\$11,815
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$147,121</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$68,349
Other Recurrent Expenditure	\$2,392
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$20,333
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$54,404
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$165,478</b>

*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.*