

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 April 2024 at 09:17 AM by Nick Schneider (Principal)

- This 2023 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 23 April 2024 at 09:11 AM by Kylie Bethune (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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# 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. The school currently consists of a mix of straight and multi-aged classes with a total enrolment of 195 students. The school has 10 full-time teachers, 6 part-time teachers, 7 education support and 3 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, The Arts, Health and Physical Education. At Baxter Primary we are deeply committed to teaching and learning. We offer a structured Literacy program that promotes skill development in reading and viewing, writing, speaking and listening in a supportive and stimulating environment. Planning is based on the Victorian Curriculum and is supported by best practices around literacy acquisition. We use explicit teaching across all year levels. At Baxter Primary our two-hour daily literacy blocks are non-interrupted learning time for children in Foundation to Year 6. Our staff are developing their professional knowledge of the Science of Learning, which is now guiding the pedagogy in our classrooms. 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 2023, Baxter Primary School continued to focus on student learning - with an increased emphasis on Numeracy.

From Foundation to Year 6, our teacher judgements were higher than 'similar schools' and the state average in both English and Mathematics. English (92.6%) and Maths (90.8%)

We have achieved sustained success in our NAPLAN achievement over a number of years. Our school out performed the state and 'like schools' in Year 3 & 5 Reading, with 100% of our Year 5 students determined to be at a 'strong and exceeding' level of proficiency

In NAPLAN Numeracy, our Year 3 students out performed state and 'like schools' and our Year 5 students out performed 'like schools' when comparing the number of students in the 'strong and exceeding' level of proficiency.

When looking at the top 3 bands in NAPLAN, the students at Baxter PS had a higher percentage than both state and 'like schools' in the areas of Reading and Numeracy. Year 3 Reading (92.3%) and Year 5 Reading (94.4%) was a highlight.

### Wellbeing

Student wellbeing also continued to be a major priority in 2023. 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 very strong endorsement of sense of connectedness (86.9%) and effective management of bullying (90.5%). Both of these indicators are above the state and 'like school' average and have been consistent over a 4 year period.

## Engagement

In 2023 we continued to focus on making strong connections with our students and school community. An extensive lunchtime clubs program was embedded across the school and a Community Connect schedule developed to encourage our families to attend the school.

We successfully implemented our 2024 Foundation Transition Program where our future Foundation students attended the school for 7 sessions as they prepared for their first year of schooling. This proved to be extremely beneficial for our students and well received by their families.

Our average absences (16.3 days) reduced dramatically in 2023. Our absences were significantly lower than both the state and 'like schools' which is a testament to the engaging programs and quality teachers at our school.

A number of strategies had been put in place to target the poor attendance of some students in a bid to improve their frequency at school. Some of the strategies implemented include daily phone calls home to parents and the use of the Compass platform for communication with our families.

Additional strategies have included the introduction of 'Pulse' on our Compass platform that has provided a more detailed analysis of student attendance. Attendance awards and individual attendance plans have also been implemented across the school.

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## Financial performance

At the conclusion of 2023, Baxter Primary School ended the year in a strong financial position. The school finished 2023 with a net operating surplus of \$98,778. Our growing number of enrolments provided additional funding in our Student Resource Package (SRP) which helped contribute to this result.

The school received \$74,260 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. Baxter PS 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.

Tier 3 funding for students with additional needs also began to flow through in 2023.

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**

**<https://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 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 182 students were enrolled at this school in 2023, 82 female and 100 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).

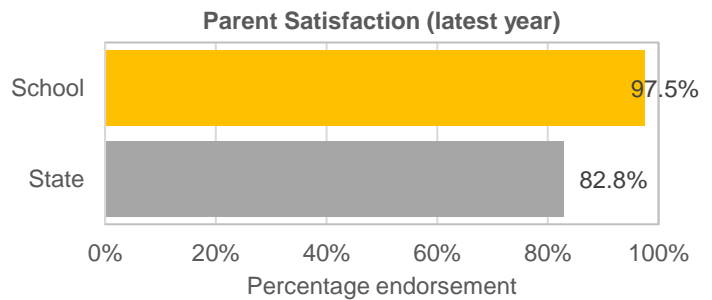
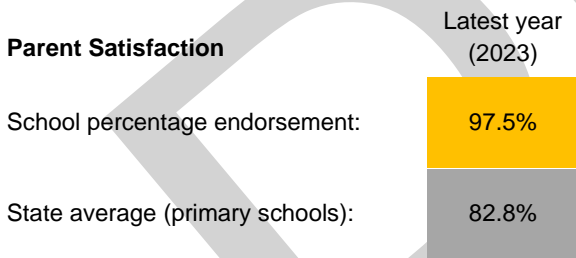
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

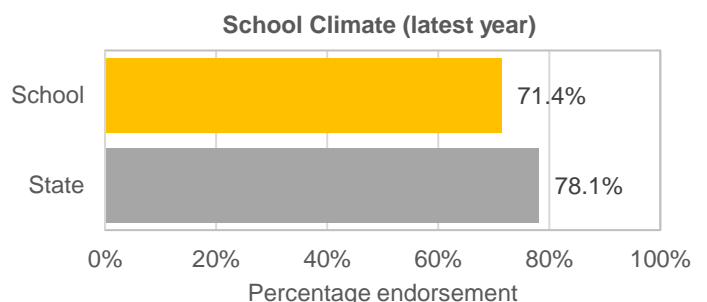
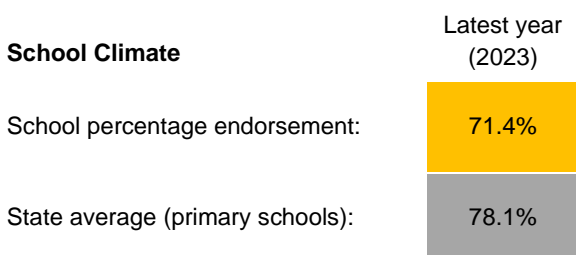


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

92.6%

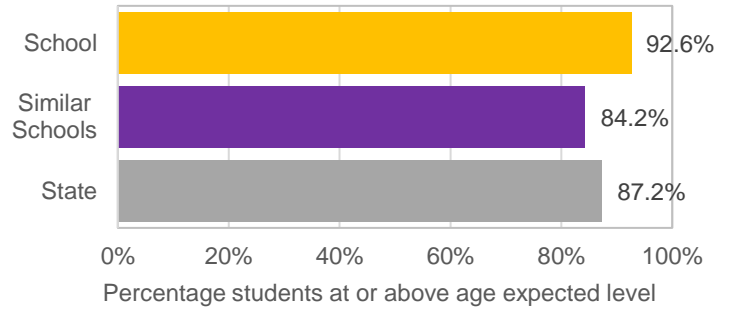
Similar Schools average:

84.2%

State average:

87.2%

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



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

90.8%

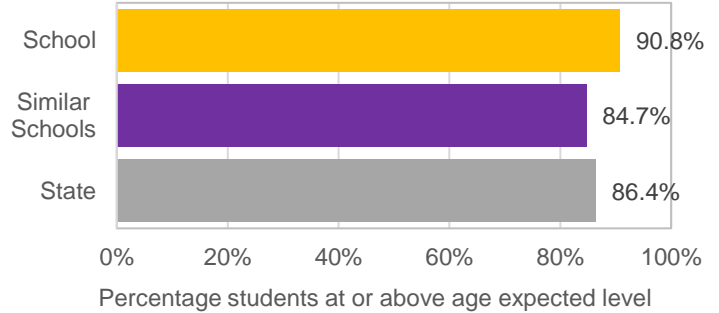
Similar Schools average:

84.7%

State average:

86.4%

#### 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

74.2%

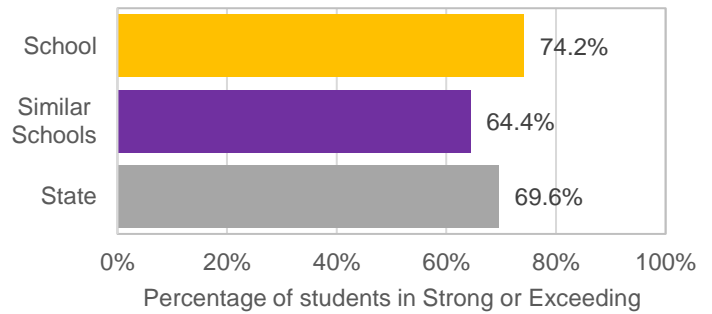
Similar Schools average:

64.4%

State average:

69.6%

**NAPLAN Reading (latest year)  
Year 3**



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

100.0%

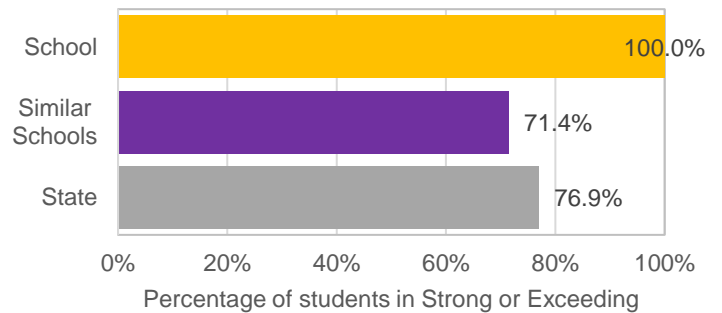
Similar Schools average:

71.4%

State average:

76.9%

**NAPLAN Reading (latest year)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

67.7%

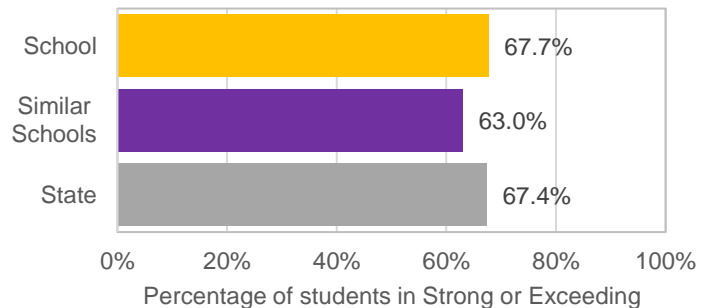
Similar Schools average:

63.0%

State average:

67.4%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

60.0%

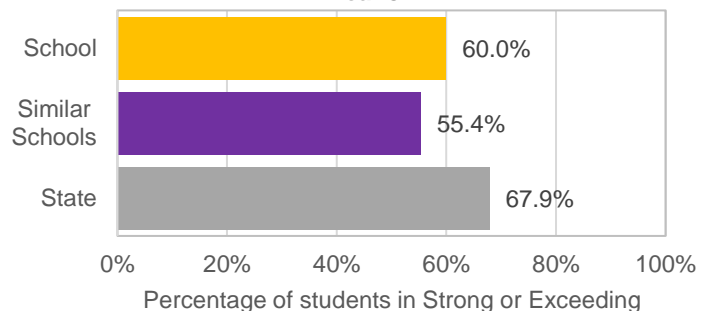
Similar Schools average:

55.4%

State average:

67.9%

**NAPLAN Numeracy (latest year)  
Year 5**





**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 2022**

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

92.3%

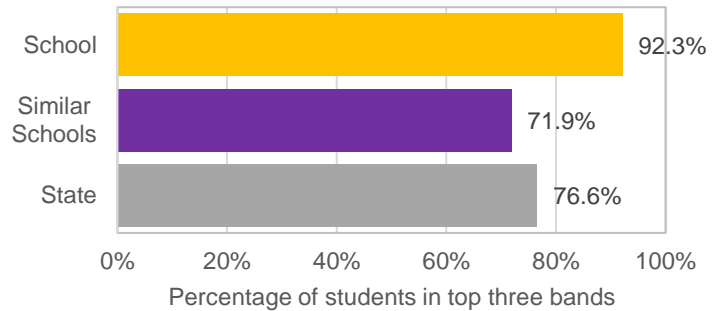
Similar Schools average:

71.9%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

94.4%

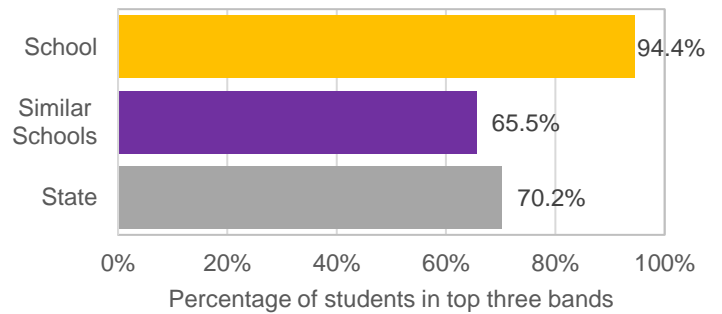
Similar Schools average:

65.5%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

65.4%

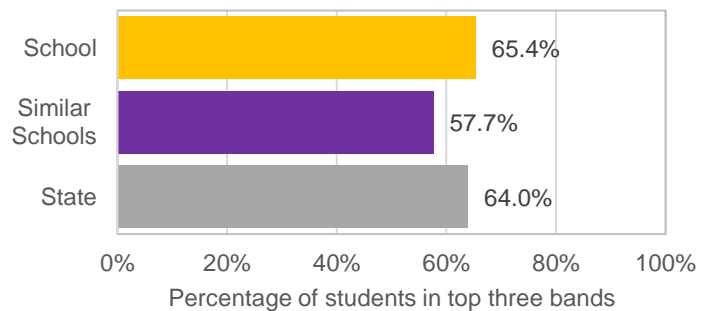
Similar Schools average:

57.7%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

77.8%

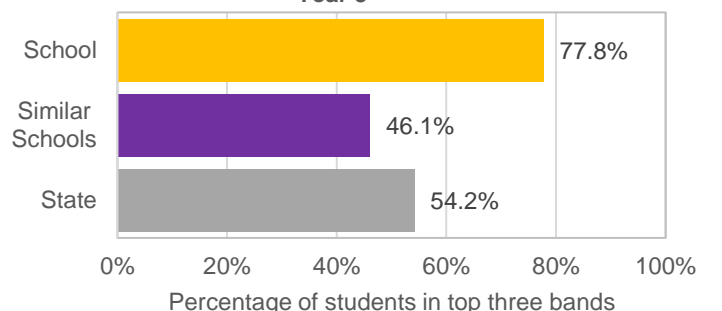
Similar Schools average:

46.1%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



**WELLBEING**

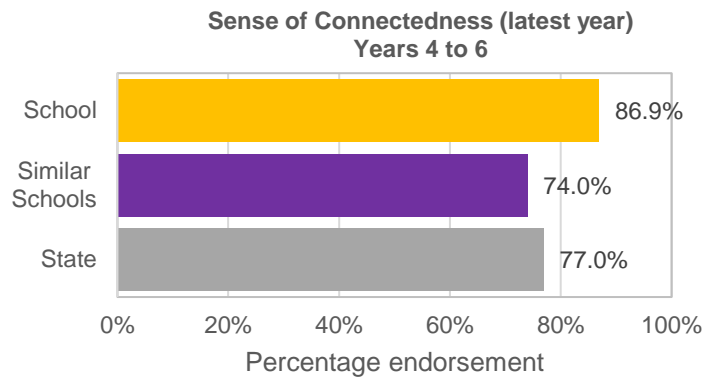
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 86.9%              | 80.8%          |
| Similar Schools average:       | 74.0%              | 76.1%          |
| State average:                 | 77.0%              | 78.5%          |

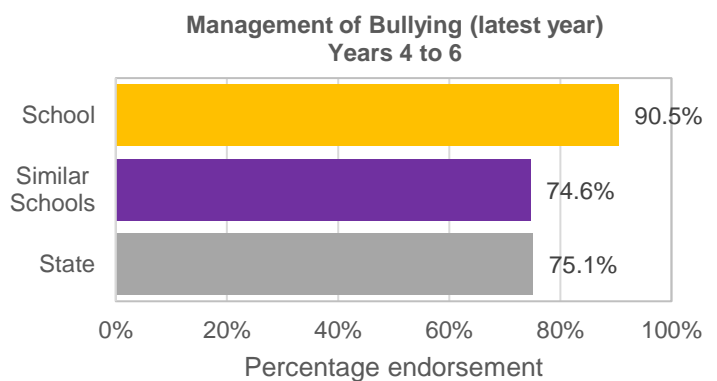


**Student Attitudes to School – Management of Bullying**

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 90.5%              | 80.5%          |
| Similar Schools average:       | 74.6%              | 76.0%          |
| State average:                 | 75.1%              | 76.9%          |



## ENGAGEMENT

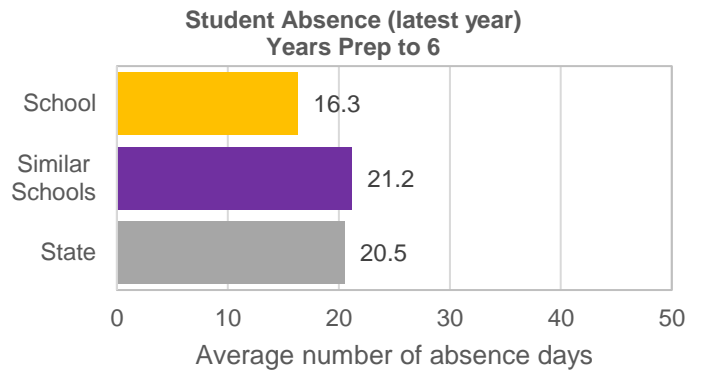
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 16.3               | 19.2           |
| Similar Schools average:               | 21.2               | 19.6           |
| State average:                         | 20.5               | 18.1           |



### 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 (2023): | 93%  | 92%    | 93%    | 91%    | 92%    | 91%    | 90%    |

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$2,121,842        |
| Government Provided DET Grants | \$280,233          |
| Government Grants Commonwealth | \$0                |
| Government Grants State        | \$0                |
| Revenue Other                  | \$5,611            |
| Locally Raised Funds           | \$80,624           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$2,488,310</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$74,260        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$74,260</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$1,949,887        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$4,227            |
| Camps/Excursions/Activities           | \$34,726           |
| Communication Costs                   | \$3,187            |
| Consumables                           | \$18,373           |
| Miscellaneous Expense <sup>3</sup>    | \$32,454           |
| Professional Development              | \$6,911            |
| Equipment/Maintenance/Hire            | \$44,520           |
| Property Services                     | \$53,421           |
| Salaries & Allowances <sup>4</sup>    | \$74,428           |
| Support Services                      | \$133,926          |
| Trading & Fundraising                 | \$14,412           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$19,060           |
| <b>Total Operating Expenditure</b>    | <b>\$2,389,532</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$98,778</b>    |
| <b>Asset Acquisitions</b>             | <b>\$34</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 17 Feb 2024 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 2023**

| <b>Funds available</b>        | <b>Actual</b>   |
|-------------------------------|-----------------|
| High Yield Investment Account | \$53,459        |
| Official Account              | \$21,463        |
| Other Accounts                | \$0             |
| <b>Total Funds Available</b>  | <b>\$74,922</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$64,996         |
| Other Recurrent Expenditure                 | \$3,540          |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$0              |
| School Based Programs                       | \$15,665         |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$0              |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$92,277         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$176,478</b> |

*All funds received from the Department of Education, 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.*