

2017 Annual Report to the School Community



School Name: Baxter Primary School

School Number: 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 Regulation 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 2017 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 27 April 2018 at 12:38 PM by Nick Schneider (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 16 May 2018 at 02:15 PM by Simon May (School Council President)



About Our School

School Context

Baxter Primary School is a vibrant, community based school where parents are encouraged to play a significant role in the guidance of their children's education. The school was established in 1890 and it is situated 3km from the township of Baxter. 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 2 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 promoting good physical and mental wellbeing.

Our aim is for the children at our school, to grow and develop as unique and important individuals with a strong sense of self-worth, confidence and respect for other members of the community.

Our motto "Together We Achieve" is indicative of the strong community environment we aim to be a part of. The school's student population of 144 is comprised of:

- A majority of students coming from homes where English is the primary language, with fewer than 1% having English as an Additional Language (EAL)
- 1 identified Koori student.
- Approximately 6% of the school population being funded through the Program for Students with Disabilities and 10% being identified as having Learning Difficulties.

Baxter Primary School has: 1 Principal class officer, 10.1 Teachers including a mix of full and part time staff and 5.1 Education Support Staff with a variety of time fractions.

In 2017 our school had a School Family Occupation (SFO) index was 0.5497 and out of our 120 families -37 families qualify to receive the CSEF (Camps Sports Excursion Fund) financial support -30.8%.

Our school is noted in particular for its experienced, caring and nurturing staff who are invested in the whole child.

Baxter Primary School have an open door policy where parents, students and staff are encouraged to build solid relationships with each other. The school provides a comprehensive curriculum for all students from Foundation to Year 6 including study in literacy, numeracy, technology, science, humanities and Indonesian.

Our dynamic teachers plan in teams with a focus on improving student learning at their point of need. Our school utilises the support of our DEET –psychologists, speech pathologists and social workers and our own part-time Chaplain to enhance both the learning and social skills of our children and to help them meet their full potential.

The school is recognised for its Health & Physical Education and Outdoor Education Programs where all children have the opportunity to participate and feel a sense of pride. Visual and Performing Arts are also recognised through participation in community events such as choir performances, children's musical productions, art shows, displays and assembly performances.

Other enrichment programs include: instrumental music, environmental activities and a wide range of sporting activities. The school also runs a number of whole school activity days where children explore topics such as science, technology and literature while working alongside peers of all ages. Our Kids Matter program and buddy program enhances our children's sense of wellbeing and belonging.



Framework for Improving Student Outcomes (FISO)

FISO Priority	Goal	12 month target	Key improvement strategies
Building practice excellence	To improve student achievement and growth in Literacy & Numeracy.	<p>Ensure the percentage of students achieving in the top two bands at year 3 is maintained or increased at year</p> <p>Ensure medium to high relative growth data in NAPLAN is at or above 75% in reading, writing and numeracy</p> <p>Increase the percentage of A and B assessments against the Victorian Curriculum levels from 2017 bench marks in reading, writing and numeracy</p>	<p>Develop and consistently implement an evidence based instructional model to the teaching of literacy and numeracy.</p> <p>Collaboratively use data more effectively to differentiate teaching.</p>
Building Communities	To foster a school community with a future focused vision and values to improve student outcomes.	<p>Enhance the visual profile of Baxter Primary School in the wider community.</p> <p>To increase Foundation enrolments</p>	<p>Create a new Baxter Primary School mission, vision and values statement based on the new school strategic plan and with community input.</p> <p>To build student enrolments, particularly at foundation level.</p>
Empowering students and building school pride.	To improve student agency and engagement in their learning.	To increase student % positive responses as measured in the Student Attitudes to School Survey.	To build teacher capacity to provide opportunities for student voice and agency.



Achievement

Baxter Primary is a small school with the school community considered to have a 'low-mid' socio-economic profile.

Parent general satisfaction of the school is considered in the higher range as reported in the 2017 Parent Opinion Survey, however the staff endorsement of this was considered in the middle 60% of Victorian Government Schools.

When judging student achievement in English and Mathematics, teacher assessments were judged as similar to 'like' schools. Numeracy results were slightly higher than those achieved in Literacy.

2017 NAPLAN results all appeared in the similar range to 'like' schools however, Year 3 Numeracy was rated higher.

NAPLAN Learning Gain from Year 3 – Year 5 in all subjects (Reading, Writing, Spelling, Numeracy, Grammar and Punctuation) showed approximately half of the students in the 'medium' growth category. Students in the 'high' growth category was slightly more prevalent than the 'low' growth results.

Engagement

Student attendance has been an area of focus at Baxter Primary School over a number of years.

Results in 2017 and over a 4 year average (2014-2017) indicate a less desirable result when compared to 'like' schools.

Unfortunately this data tends to be dominated by a small number of student with significant attendance issues rather than a spread across the board.

In recent times a number of strategies have been put in place to target these students in a bid to improve their frequency at school. Some of the strategies implemented include daily phone calls home to parents and student attendance plans. Future strategies will include an updated Attendance Policy and a whole school program/approach being developed to improve lateness and attendance.

Wellbeing

In regards to the student's attitudes to school, our Year 4-6 students indicated positive experiences in regards to their sense of connectedness and management of bullying.

Both results were considered in the similar range when compared to 'like' schools however were above the median of all Victorian Government Primary Schools.

For more detailed information regarding our school please visit our website at baxterps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 159 students were enrolled at this school in 2017, 84 female and 75 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	47%	32%	Numeracy	26%	53%	21%	Writing	17%	50%	33%	Spelling	26%	47%	26%	Grammar and Punctuation	21%	53%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	89 %	90 %	90 %	89 %	90 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	89 %	90 %	90 %	89 %	90 %	90 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

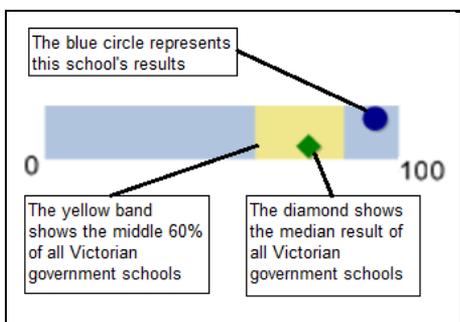
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

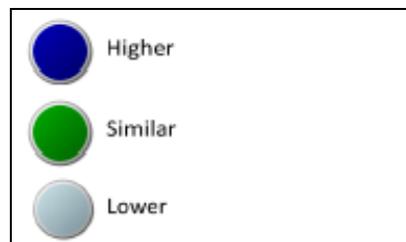


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Baxter Primary School is in a good financial position with an operating reserve of \$54,472. Our fundraising focus during 2016 – 2017 has been grounds beautification, in particular the establishment of a sensory garden.

Baxter Primary School is a coordinator school for the financial accounts of the Mornington Peninsula Administration Support Group and is currently holding \$32,512 of cluster funds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,505,725	High Yield Investment Account	\$148,639
Government Provided DET Grants	\$225,541	Official Account	\$6,768
Government Grants Commonwealth	\$8,000	Other Accounts	\$161,315
Revenue Other	\$47,887	Total Funds Available	\$316,722
Locally Raised Funds	\$123,969		
Total Operating Revenue	\$1,911,121		
Equity¹			
Equity (Social Disadvantage)	\$123,340		
Equity Total	\$123,340		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,319,937	Operating Reserve	\$54,472
Books & Publications	\$5,815	Asset/Equipment Replacement < 12 months	\$34,000
Communication Costs	\$4,112	Capital - Buildings/Grounds incl SMS<12 months	\$62,472
Consumables	\$20,652	Maintenance - Buildings/Grounds incl SMS<12 months	\$36,700
Miscellaneous Expense ³	\$112,781	School Based Programs	\$75,888
Professional Development	\$17,860	School/Network/Cluster Coordination	\$32,512
Property and Equipment Services	\$80,834	Maintenance -Buildings/Grounds incl SMS>12 months	\$20,678
Salaries & Allowances ⁴	\$65,770	Total Financial Commitments	\$316,722
Trading & Fundraising	\$16,098		
Utilities	\$18,045		
Total Operating Expenditure	\$1,661,903		
Net Operating Surplus/-Deficit	\$249,218		
Asset Acquisitions	\$13,000		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

