

# 2021 Annual Report to The School Community



**School Name: Bendigo Primary School (0877)**



- 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 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 01 May 2022 at 10:42 AM by Amanda Costello (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 02 May 2022 at 07:37 AM by Kristian Van Maanen (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, 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.

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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

### 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.

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## 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)

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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

Bendigo Violet Street Primary School is situated in central Bendigo. Our school community is diverse, including families that live in close proximity, as well as a number of families from neighbouring suburbs. Our school buildings reflect our pride in links with the past.

We have a well-maintained main building that has celebrated its 150th anniversary, housing the Administration area and the Grade 3- 6 unit. The upper building, in contrast with open spaces, has been designed to allow the Early Years team to provide a current flexible teaching space, for indoor and outdoor programmes.

Under the umbrella of our school values of integrity, respect, inclusion and honesty, sits the conviction that our school is built on the five founding pillars: self- awareness, self- control, self-motivation, being able to manage our relationships and developing empathy. [Wilson McCaskill, Social Competencies programme -Play is the Way].

At Bendigo Violet Street Primary School, we provide all students with a challenging learning environment and the educational, technological and social skills that enable them to become valued members of the community.

Our school Motto is My Best and it applies to everyone at all times. We are committed to providing personalised learning in a supportive community focussed environment.

The school has a strong focus in Literacy and Numeracy. The Vic curriculum is delivered in all learning areas with a strong focus on English and Mathematics.

An inquiry/investigation pedagogy is used to engage students with their learning, Investigation Time in Years F-2 and Educational Research Projects in Years 3-6.

Our priority for the implementation of the Developmental Curriculum in Foundation to Grade Two, allows students to transition to school, direct their own learning and lay the foundations for Inquiry Learning in the senior grades.

Weekly specialist Art, Music and Physical Education programs are taught by specialist staff.

In LOTE, specialist weekly Chinese Mandarin lessons are taught from Foundation to Grade 6.

Our specialised Kitchen/ Garden programme has continued to engage students and families. Each class attends a weekly garden class with our Kitchen / Grade specialist and their class teacher.

Our school community values relationships with: a supportive Parents and Friends Group, a pro-active School Council and the unique presence of our past students, parents and staff group, known as the Violetarians.

We prioritise links with the local community ie Friends of Ironbark Gully group, The Long Gully Community Centre and our partnership with the Smith Family.

A total of 203 students are enrolled at Bendigo Primary School in 2021, 95 females and 101 males, in Grades Foundation to Six. The school operates 9 grades organised into 4 levels. Two percent of students have English as an additional language, supported via access to the shared EAL leading teacher. Four percent are Aboriginal or Torres Strait Islander and the school ensures their culture is recognised through the curriculum, school activities and working in partnership with our KESO. Three percent of students are directly supported with funding through the Inclusive Schools Programme, with explicit goals and priorities targeted through the student's Individual Education Plans. A wider range of students are also supported in classrooms by Education Support staff (Tier 2 funding).

Our school's socio-economic band value is: Low to Medium.

The school has 12.5 equivalent full-time (EFT) teaching staff and 6 full-time equivalent (EFT) Education Support staff. Our teaching staff consists of 9 classroom teachers, 3 Specialist teachers (part time), 1 Literacy Intervention and Support teacher, 1 Learning Specialist and 1 Principal. In addition, we have 5 classroom based education Support Staff of various time fractions, 1 After School Care Co-ordinator, 1 Garden Program Co-ordinator and 1 Business Manager.

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### Framework for Improving Student Outcomes (FISO)

During 2021 BPS extended the Tutoring Program to support students who have not made expected growth, including on site instruction and explicit support during remote learning periods.

Data collection and analysis of teacher judgements (EOI, MOI and Naplan) continued to identify students in need to

allow for more explicit support.

The increase in time allocation of the Learning Specialist in 2021 enabled greater support for classroom teacher's planning and mentoring in line with school priorities.

The purchase of resources to support Literacy and Numeracy programs (ie mentor texts) allowed for the implementation of planned PD activities also.

Continued use of Student Feedback surveys facilitated the development of a scope and sequence for student voice. This continues to be reviewed.

Development of a plan to address chronic attendance issues is yet to be fully implemented.

Adjustment for Covid expectations continues to be a challenges for all schools and a strong focus on monitoring student learning during remote periods assisted the success of this.

Use of Sentral for communicating with parents has been particularly successful. The next step is to engage parents in using Sentral for absence and continuous assessment activities.

Improved parent engagement through on-site community opportunities will further enhance parent connections.

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## Achievement

### English

School adopted Fountas & Pinnell as a whole school benchmarking program.

All staff have conducted Fountas and Pinnell PD and gained greater consistency with administrating and interpreting student responses.

Term and weekly planners incorporate F & P goals for guided reading and the Continuum s used for planning purposes.

F & P resources were purchased to support classroom programs.

Regular writing moderation sessions have been conducted across unit and whole school teams.

Whole school has completed 6 + 1 traits PD and is now adopted as a whole school approach to writing.

Tutoring program has supported students who had not made relevant growth in Literacy.

Literacy Intervention Program supported students working at below expected level. Reading Recovery for Grade 1 students was fully implemented.

All staff are now trained in PLC Inquiries where pre and post assessments are conducted and inquiries are targeted, based on assessment and data.

Greater consistency has been achieved in planning for Literacy, with specific time allocated for team planning

The use of Essential Assessment Literacy components have allowed for greater consistency in teacher judgements.

### Mathematics

The Tutoring program supported students who have not made expected growth in Maths in the previous year, based on data collected.

Data collection and analysis of teacher judgements, EOI, MOI and Naplan allowed for review of data for growth targets and AIP priorities. The collection, use and review of data, informed growth targets and AIP priorities.

there was an increase time allocated to Learning Specialist for classroom and teacher support.

Resources were purchased to support the Numeracy programs.

Despite lockdowns, Maths PD was still undertaken via Webex.

EMU,(Extending Mathematics Understanding program) targeting Grade 1 and 2 students, was extended to two groups of students per day.

The use of Essential Assessment Numeracy component has allowed for greater consistency in teacher judgements.

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## Engagement

School wide processes for monitoring attendance have been revised and implemented.

Leaders monitored attendance of at risk students and supported class teacher processes to follow up.

A consistent, whole school approach to developing student's social skills (development through revisiting Wilson Mc

Caskill Social Competencies Pillars) has also been a focus for families. A PD session was provided for families also. The promotion of Wilson Mc Caskill pillars through out the school, aligned with respectful relationships. A number of student feedback surveys were undertaken and used to reflect on social/ emotional well- being and further define vulnerable students. The development of scope and sequence F- 6 to develop greater student agency, including goal setting remains a work in progress.

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## Wellbeing

The Well being SIT team assisted teachers to use Wilson Pillars when planning and delivering lessons, to develop a consistent use of language. Consistent use of Sentral to monitor attendance (for identified at risk cohort) and implementation of attendance plans where necessary, these are developed with teachers and parents. Protocols developed when attendance is flagged as a concern. Students attitudes to school survey data shows improved student perceptions to learning, confidence and student agency. Improved use of email, social media and Webex, promoted greater communication and connectedness with families during remote learning periods. This was extended to class information sessions and to school assemblies. Parent Opinion Survey data shows improved parent perceptions of partnerships in learning and student connectedness to school.

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## Finance performance and position

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. Current project completion (as scheduled by the VSBA resulting from the recent facilities audit) has been suspended due to COVID restrictions, in particular repairs to the roof (main building) and replacement of external retaining walls. When completed, further maintenance tasks can then be prioritised (ie painting, plaster repair work and replacement floor coverings).

**For more detailed information regarding our school please visit our website at**  
[www.benviolet.vic.edu.au](http://www.benviolet.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 198 students were enrolled at this school in 2021, 98 female and 100 male.

4 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).

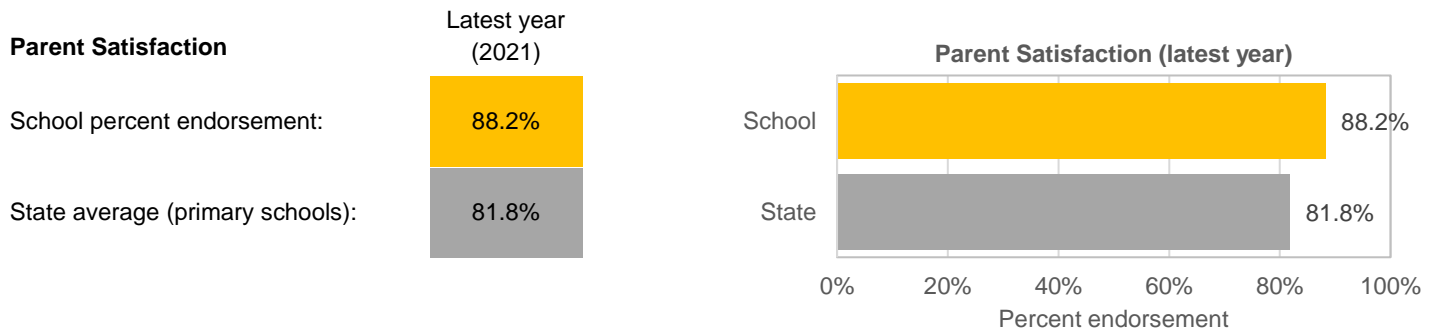
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

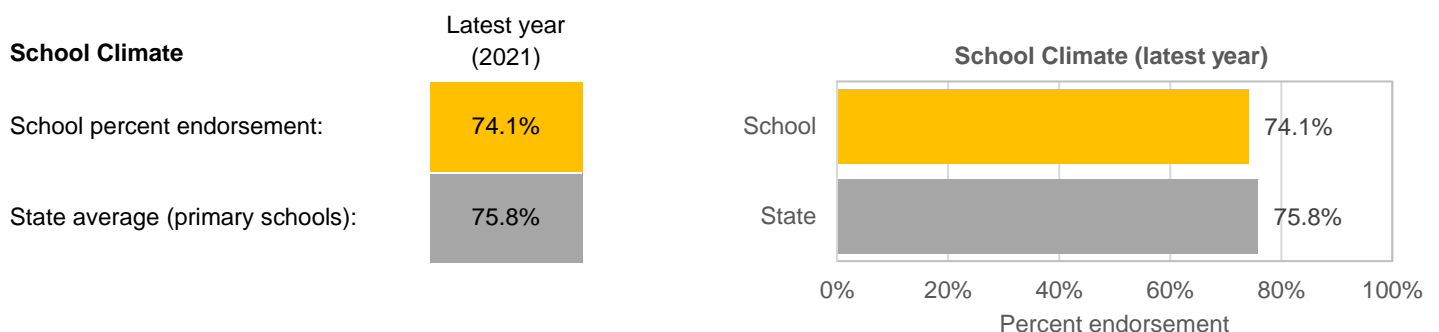


### School Staff Survey

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.



## 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:

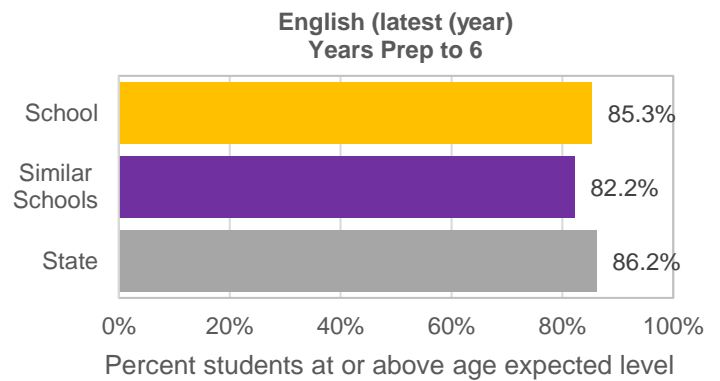
85.3%

Similar Schools average:

82.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

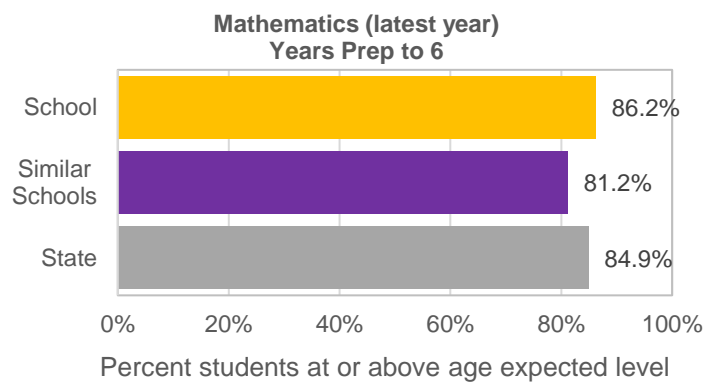
86.2%

Similar Schools average:

81.2%

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.

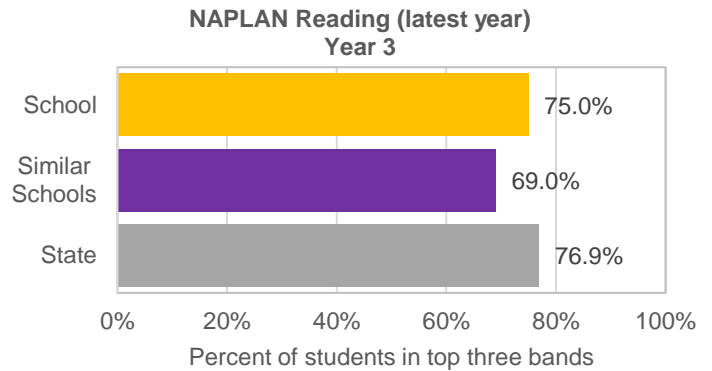
**NAPLAN**

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.

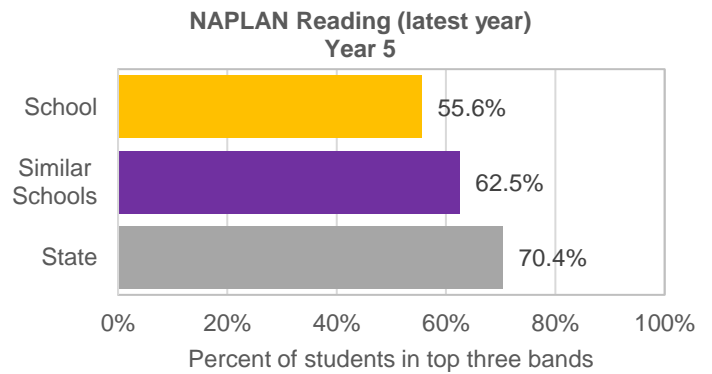
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	74.3%
Similar Schools average:	69.0%	69.0%
State average:	76.9%	76.5%



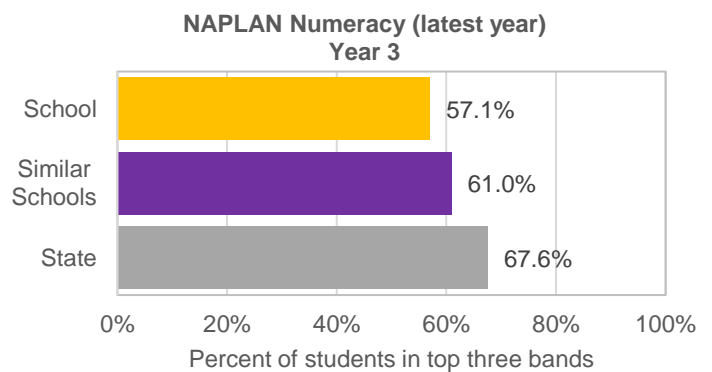
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	60.9%
Similar Schools average:	62.5%	61.3%
State average:	70.4%	67.7%



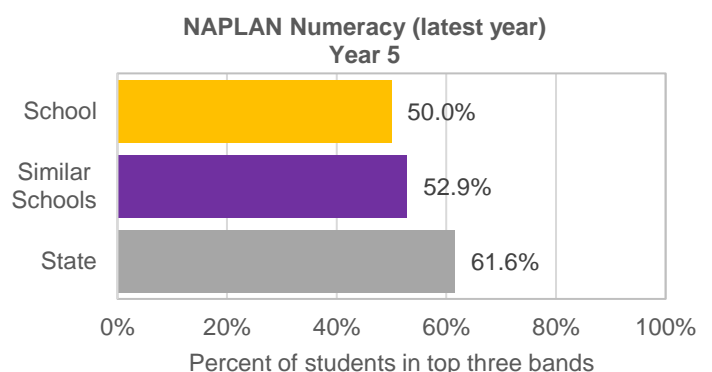
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	59.7%
Similar Schools average:	61.0%	62.0%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	60.9%
Similar Schools average:	52.9%	49.9%
State average:	61.6%	60.0%



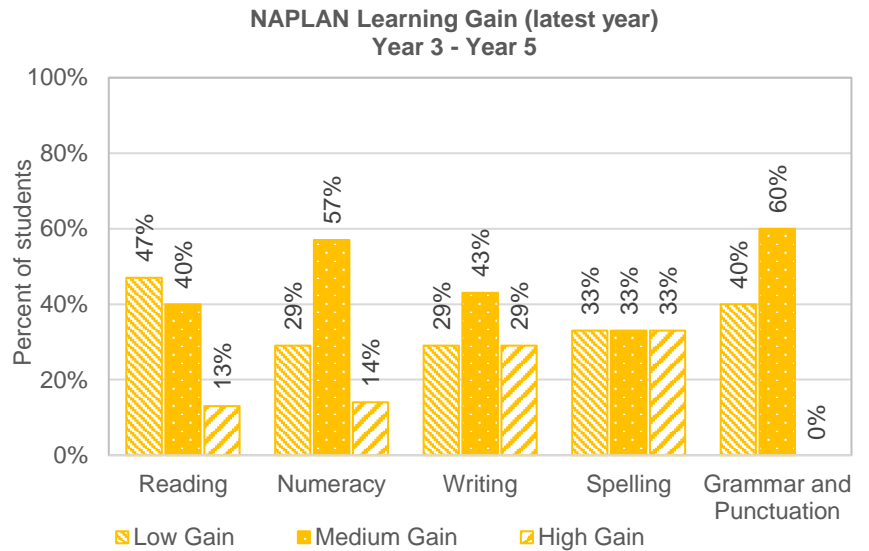
**ACHIEVEMENT (continued)**

**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:	47%	40%	13%	23%
Numeracy:	29%	57%	14%	22%
Writing:	29%	43%	29%	19%
Spelling:	33%	33%	33%	20%
Grammar and Punctuation:	40%	60%	0%	19%



## ENGAGEMENT

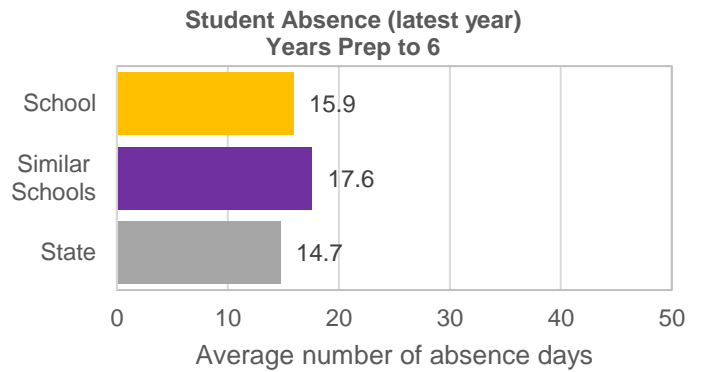
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.9	17.5
Similar Schools average:	17.6	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):	89%	93%	95%	93%	94%	92%	88%

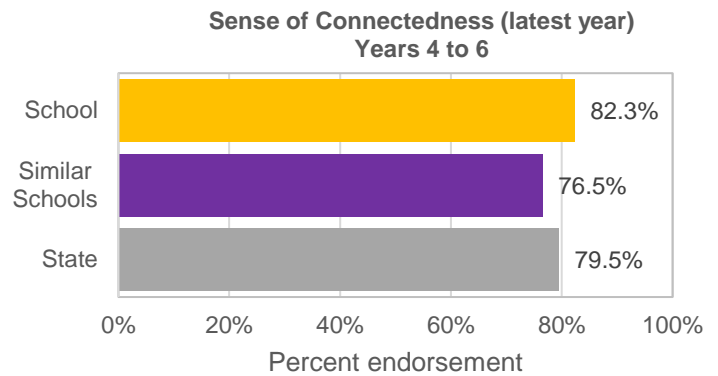
## WELLBEING

**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:	82.3%	77.2%
Similar Schools average:	76.5%	78.0%
State average:	79.5%	80.4%

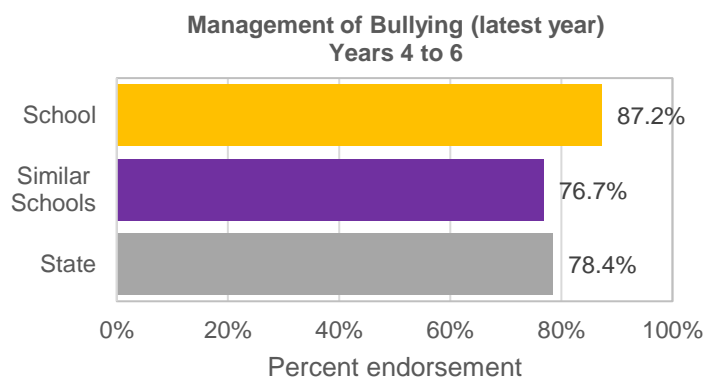


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	87.2%	80.7%
Similar Schools average:	76.7%	78.5%
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	\$2,139,846
Government Provided DET Grants	\$370,841
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$14,685
Locally Raised Funds	\$62,052
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,587,424</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$149,131
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$149,131</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,013,301
Adjustments	\$0
Books & Publications	\$3,319
Camps/Excursions/Activities	\$37,345
Communication Costs	\$4,092
Consumables	\$97,229
Miscellaneous Expense <sup>3</sup>	\$22,572
Professional Development	\$10,102
Equipment/Maintenance/Hire	\$56,661
Property Services	\$103,015
Salaries & Allowances <sup>4</sup>	\$72,743
Support Services	\$606
Trading & Fundraising	\$1,291
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,938
<b>Total Operating Expenditure</b>	<b>\$2,460,215</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$127,208</b>
<b>Asset Acquisitions</b>	<b>\$20,801</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$144,734
Official Account	\$7,126
Other Accounts	\$3,643
<b>Total Funds Available</b>	<b>\$155,503</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$64,137
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$4,972
School Based Programs	\$30,522
Beneficiary/Memorial Accounts	\$3,643
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	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$128,275</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.*