

2022 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).
- 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 06 May 2023 at 02:03 PM by Carolyn Tavener (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

Attested on 16 May 2023 at 02:00 PM by Greg Stehle (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school 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.

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)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Bendigo Primary School is situated in central Bendigo. Our school community is diverse and includes families that live in our school zone as well as a number of families from neighbouring suburbs. Many of our families have close links to the school forged over many years with multiple members of the family attending school here, including grandparents, parents and now their children. Our school values the support and positive relationship we have with our Parents and Friends Group, a pro-active School Council, local community groups such as Food Share, Long Gully Community garden, and the unique presence of our past students, parents and staff group, known as the 'Violetarians'.

Our school buildings reflect our pride in links with the past and commitment to planning engaging learning spaces and experiences for all students. We have a well maintained main building housing the Administration areas and currently our Senior grades. The upper building currently houses our Junior grades, two kitchen areas, undercover outdoor learning area and student toilets close to the classrooms. In 2022 we have an enrolment of 206 students in Grades Foundation- 6 organised in 9 grades- F, F/1, 1/2 x3, 3/4 x2, 4/5 and 6. The school presently has 12 Koorie students enrolled and we ensure their culture is recognised throughout the curriculum and school activities. We have seven students supported with funding via the Disability Inclusion program or the Program for Students with Disabilities. Our Student Family Occupation and Education index value is medium. The school has 12.9 equivalent full-time (EFT) teaching staff and 5.46 full-time equivalent (EFT) Education Support staff. Our teaching staff consists of nine classroom teachers, four specialist teachers, one Learning Specialist and our Principal. Our Education Support Staff includes two Business Managers who share the role, a gardening program coordinator, maintenance person, six integration aides and a school crossing supervisor. Our six integration aides not only support students in the classroom, they also run our Spades program- Speech Therapy Aided program.

Our vision is to provide a challenging learning environment for all students and the educational, technological and social skills that enable them to become valued members of the community. Our school values are- integrity, respect and honesty. Underpinning our values are Play is the Way's five founding pillars: self- awareness, self- control, self-motivation, being able to manage our relationships and empathy. Our learning program includes many opportunities for our students to build links with community, to work together to achieve a goal and to follow their interests. All grades participate in our gardening program; learning about the seasons of a garden, working next to parent and community volunteers to care for and create new garden areas, to harvest produce and learn how it can be prepared and eaten. The curriculum for our junior grades has a strong play based focus with weekly Investigation times providing many opportunities for students to direct their own learning. Our senior grades have Inquiry time each week; a time when they can develop questions about the area of learning and develop their own inquiry to answer those questions. We follow the Vic Curriculum. Every student participates in daily Literacy and Numeracy lessons and weekly specialist lessons in PE, Chinese, Music and Art. We plan and teach to support each student at their point of need and work with families to develop positive partnerships that support their children to 'Be their Best'.

Progress towards strategic goals, student outcomes and student engagement

Learning

Over 2022, we continued our strong focus on working together to refine and implement our school instructional models in literacy and numeracy. Visual representations of each model were created to better enable us to explain the models to our students and to have a version of them we can display in our classrooms. Our specialist teachers also created an instructional model to mirror classroom instructional models, but more suited to specialist lessons. We continued to work with literacy expert, Narissa Leung, and mathematics expert, Michael Minas, to support the embedding of our instructional models and effective teaching strategies. We continue to implement the Fountas and Pinnell resource and have begun working with our regional Educational Improvement Leader to ensure we are collating our whole school data and using that data effectively to inform our planning for individual student needs. Our literacy and maths intervention programs continued to support identified students, with all students making progress. The Teacher Judgement results in Mathematics shows 86.5% percent of students is at or above age expected standards, above similar schools and State averages. Teacher judgement results in English shows 82.8% percent of our students at or above age expected standards, slightly below State average. Our NAPLAN Year 3 reading and year 5 NAPLAN numeracy results are above similar schools. Our positive collaborative staff planning and Professional Learning Community practices are reflected in our 2022 Staff opinion survey results in 'Collective focus on student learning' 95%, 'Staff trust in colleagues' 84% and 'Collective responsibility' 87%. The 2022 Staff survey School Climate endorsement of 74.9%, is above the state average which is 73.4%.

Wellbeing

We continued to implement the 'Play is the Way' program and the Resilience, Rights and Respectful relationships curriculum. We worked closely with our KESO to support our Koorie students and families with Individual Education and Behaviour Plan meetings, our Koorie student leader meetings and to complete our Cultural Audit and develop our Action Plan. We reviewed and updated our Child Safety policies and procedures. In 2022 our Disability Inclusion coordinator was released from the classroom for a day to support students, families and staff with collecting and completing Disability Inclusion profile requirements as well as being an additional support person at IEP meetings. Our 2022 Parent survey results in 'Respecting diversity' 86%, 'Promoting positive behaviour' 82% and 'Confidence and resiliency' 85% reflect the work we do to create safe learning spaces and to support our students to make positive connections with each other and school. As do Our Student Attitude to School survey result in 'Sense of Connectedness' is 81.8%, which is above Similar Schools and State Average, and our 'Management of Bullying' result of 83%, also above Similar Schools and State Average.

Engagement

Leadership conducted classroom visits over Term 3 to collect data around the implementation of Learning Intentions and Success Criteria in our classrooms. The results showed we needed to improve how we were using Learning Intentions and Success Criteria to ensure our students understood what they were learning, why and how they would know they were being successful. All PLCs made this the focus for their learning over Term 3 with improvement happening quickly. Classroom visits conducted towards the end of Term 3 showed many more students being able to articulate what they were learning and why. Term 4 PLC work focussed on the 'why' and giving effective feedback to our students so they know their next steps in learning. Attendance continues to be an area of concern despite our average number of absence days, 21.9%, being below similar schools, 24%, and the State Average, 23.3%. Our Engagement and Wellbeing School Improvement Team developed a document to detail our processes and supports when a student's absences hit a certain percentage. This document was finalised late 2022 and will be implemented in 2023. Our 2022 Parent survey results have 'School Communication' at 74%, satisfaction at 76.9%, and 'School Pride and confidence' at 79%.

Other highlights from the school year

It was fantastic to be able to enjoy some whole school events and excursions again. All our students participated in gymnastics sessions and swimming lessons. On the last day of the year, our school came together to enjoy our school concert, created by our music teacher and students working together to celebrate a great year and to farewell two much loved long term staff members. Our Foundation to year 2 students enjoyed a range of incursions to support their learning about the environment. Our Grade 3/4 students enjoyed their day out at Sovereign Hill and our Grade 5/6 students had a ball at Twisted Science. Our choir participated at the local Long Gully Community Garden breakfast and were interviewed by ABC regional radio. We are looking forward to continuing to re-build connections with our school and local community in 2023.

Financial performance

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 the funding was provided or raised. We received a Bushfire Preparedness Vegetation grant to support our grounds maintenance over the fire season. Equity funding supports the staffing of our gardening program, Speech Therapy Aided program and additional integration aides to support classroom learning. We received a Commonwealth Sporting Schools grant that enabled us to purchase baseball equipment and employ a teacher to run baseball sessions. As we have a number of large maintenance projects planned for 2023 we have committed funds to this budget to ensure these jobs are completed in a timely manner.

For more detailed information regarding our school please visit our website at
<https://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 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 206 students were enrolled at this school in 2022, 102 female and 104 male.

5 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

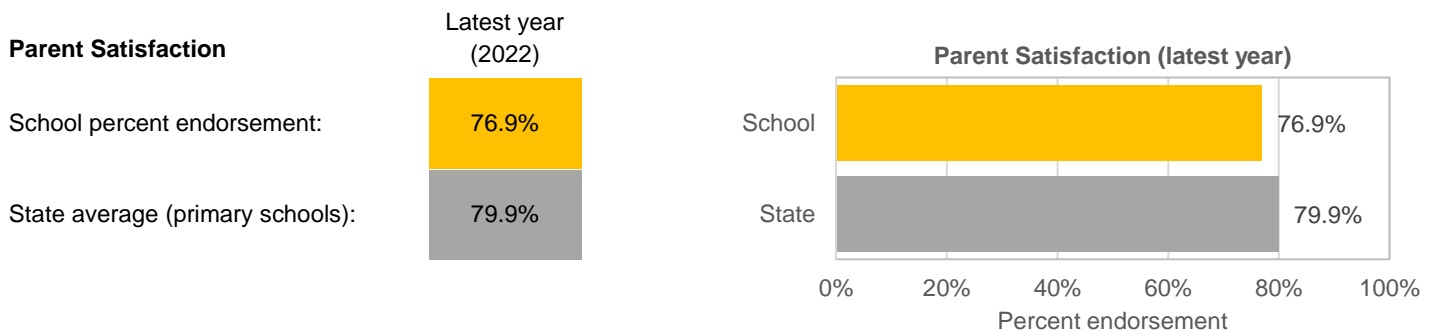
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

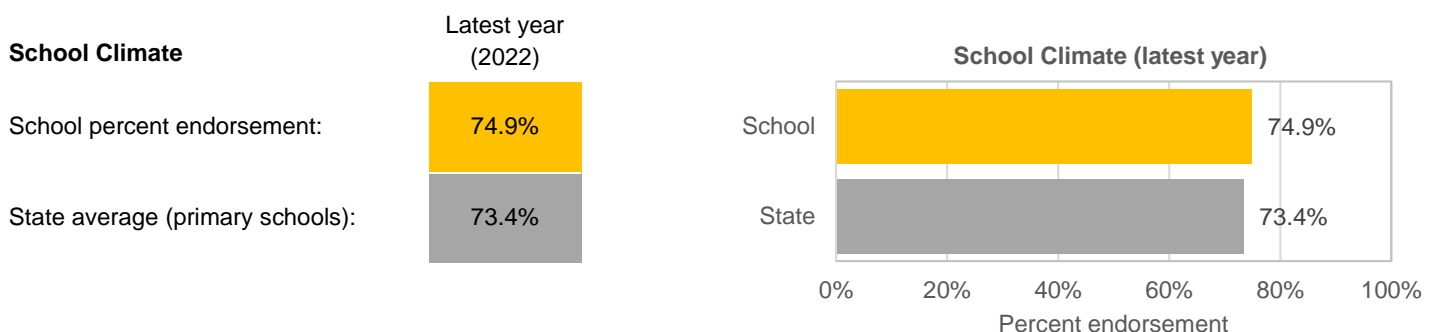


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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:

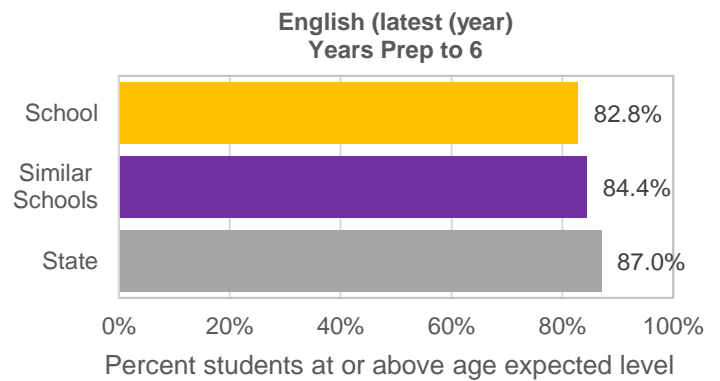
82.8%

Similar Schools average:

84.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

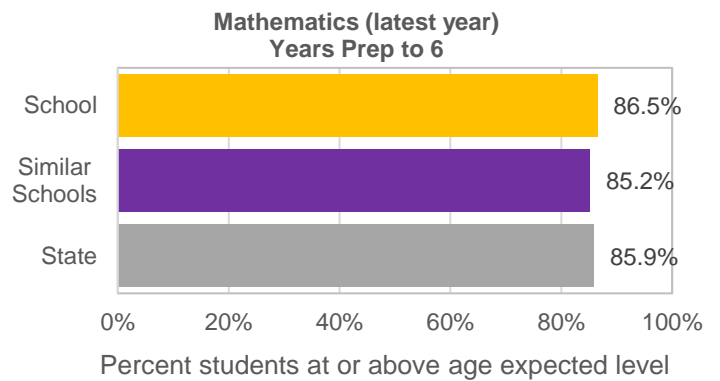
86.5%

Similar Schools average:

85.2%

State average:

85.9%



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.

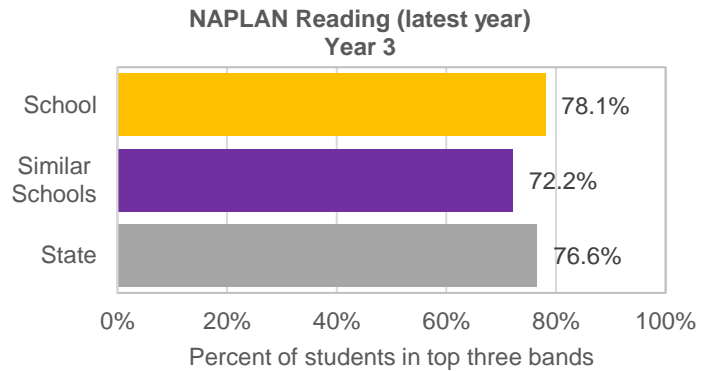
NAPLAN

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.

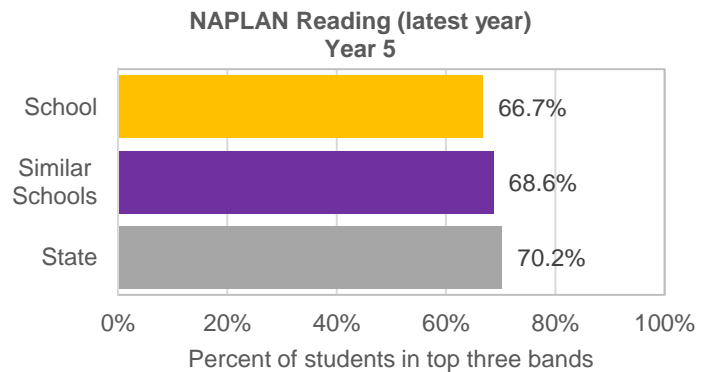
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.1%	76.2%
Similar Schools average:	72.2%	71.7%
State average:	76.6%	76.6%



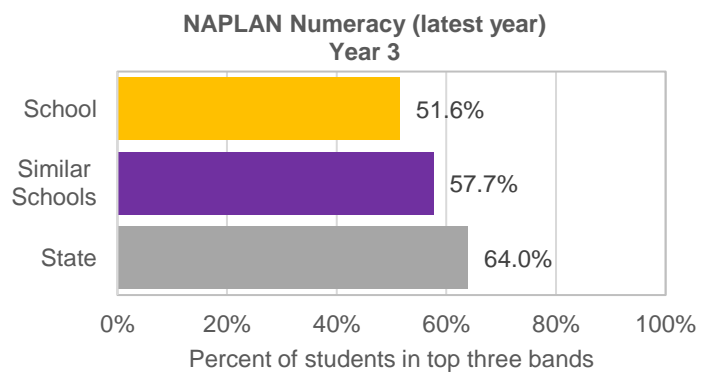
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	58.6%
Similar Schools average:	68.6%	66.2%
State average:	70.2%	69.5%



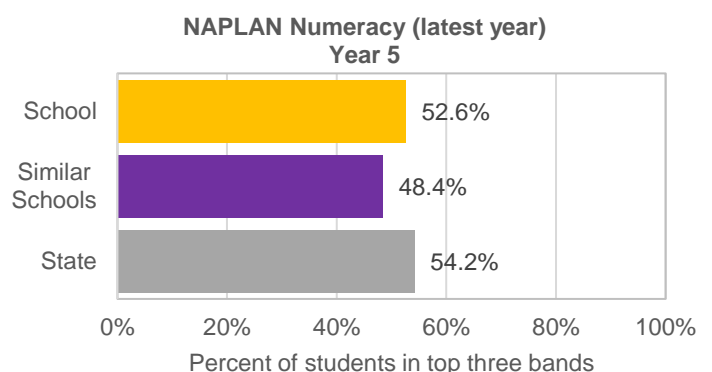
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.6%	56.1%
Similar Schools average:	57.7%	62.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.6%	54.2%
Similar Schools average:	48.4%	53.1%
State average:	54.2%	58.8%



WELLBEING

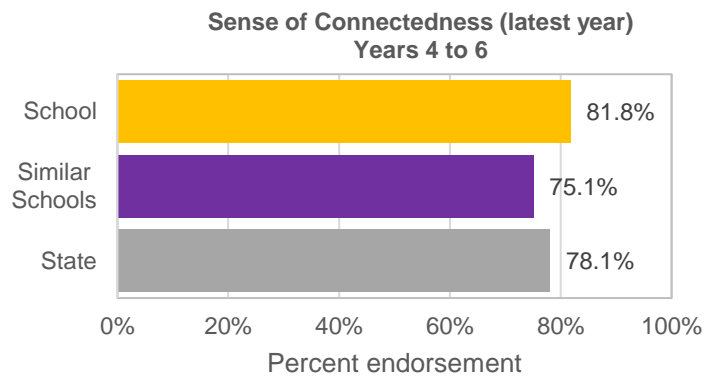
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	81.8%	77.6%
Similar Schools average:	75.1%	77.4%
State average:	78.1%	79.5%

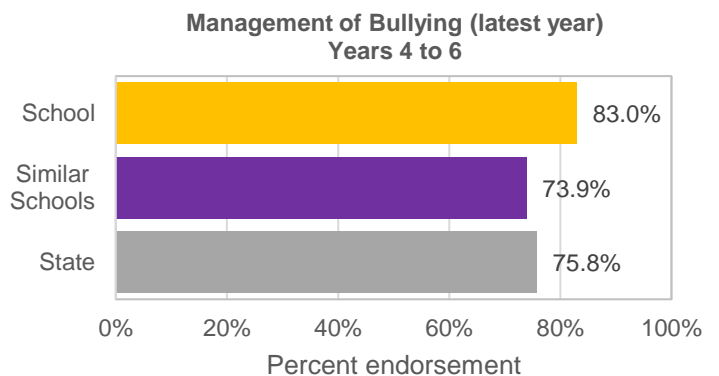


Student Attitudes to School – Management of Bullying

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:	83.0%	81.7%
Similar Schools average:	73.9%	76.9%
State average:	75.8%	78.3%



ENGAGEMENT

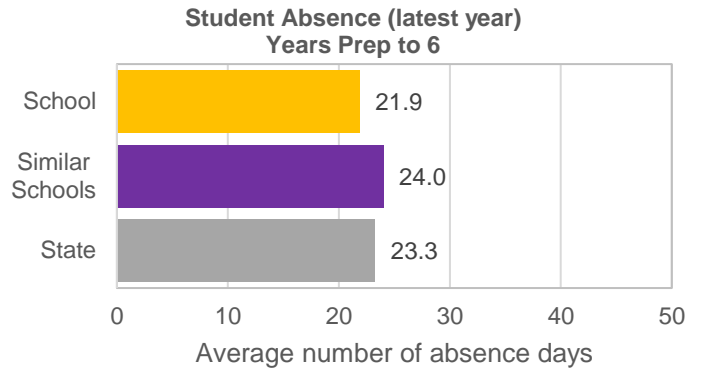
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.9	18.4
Similar Schools average:	24.0	17.9
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):	87%	91%	89%	92%	88%	89%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,247,787
Government Provided DET Grants	\$416,593
Government Grants Commonwealth	\$1,900
Government Grants State	\$0
Revenue Other	\$18,062
Locally Raised Funds	\$39,891
Capital Grants	\$0
Total Operating Revenue	\$2,724,233

Equity ¹	Actual
Equity (Social Disadvantage)	\$127,087
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$127,087

Expenditure	Actual
Student Resource Package ²	\$2,100,999
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$36,397
Communication Costs	\$4,369
Consumables	\$76,804
Miscellaneous Expense ³	\$11,101
Professional Development	\$10,190
Equipment/Maintenance/Hire	\$37,991
Property Services	\$93,290
Salaries & Allowances ⁴	\$88,547
Support Services	\$3,500
Trading & Fundraising	\$1,888
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,473
Total Operating Expenditure	\$2,499,550
Net Operating Surplus/-Deficit	\$224,683
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

Funds available	Actual
High Yield Investment Account	\$233,592
Official Account	\$7,251
Other Accounts	\$0
Total Funds Available	\$240,844

Financial Commitments	Actual
Operating Reserve	\$58,479
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$25,000
School Based Programs	\$82,140
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	\$50,000
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$229,262

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.