

# 2017 Annual Report to the School Community



School Name: Little Bendigo Primary School

School Number: 2093

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Little Bendigo Primary School, established in 1878, is located in the township of Nerrina. Situated 7km east of the Ballarat Post Office. The school has unique grounds abutting natural bush land and a long, rich history reflected in the architecture of the main building and its surrounds.

Our staff profile consists of 1 principal, 5.2 teaching staff and 3 ES staff, range from 2.5 hours per day to full time. We have a current enrolment of 92 students.

We believe it is important to empower our students with the skills, knowledge and understandings to know how to achieve, not just for here and now but also for the future. Through processes of continual improvement, students develop 'learning skills' through a variety of experiences. Some examples of these 'learning skills' include responsibility, self-discipline, ownership, work ethics, persistence, attitude, independence with own learning, having an honest approach to self-achievement, citizenship, building positives, being empathic, building confidence, self-esteem, being a problem solver/rational thinker, being a team member working co-operatively and collaboratively whilst also developing as a leader.

Our individualized approach, framed on the Victorian curriculum also provides for a specialist program in the areas of music, art, physical education, environmental science and Chinese. Camps and excursions are conducted for all year levels to create even greater opportunities for students to use and apply their knowledge, skills and understandings. This individualized approach is enhanced through close relationships with parents and community. This enables many areas of learning, areas for improvement or achievements to be shared and followed through, for example discussions and strategies are put in place if there is an issue with non-attendance.

Our goal is to create 'Passionate, intrinsic lifelong learners' who are empowered to make positive and productive decisions to create a 'Culture of Learning' in our society.

### Framework for Improving Student Outcomes (FISO)

At Little Bendigo Primary School we analyze and meet the specific, individual learning needs of students and provide opportunities for students to apply and use their skills, knowledge and understandings in a variety of contexts for the purpose of 'embedding learning' and to become lifelong learners. We utilise five essential elements of learning: motivation, engagement, connectedness, resilience and respect. These closely align with the FISO model – achievement, engagement and wellbeing.

The action research process we have undertaken for many years is culminating in a wonderful 'True learning environment' - 'A positive, stimulating, supportive, motivating, well resourced and engaging environment where the school community is productive in their pursuit of knowledge, skills and understandings as lifelong learners. (Staff L.B.P.S. 2006) A highlight of this work is our student opinion survey result of 92% in 2017 for 'Respect for diversity'.

Also, our students demonstrating and articulating extremely well how learning occurs, how they achieve and how they are engaged in their learning as part of our school review process. This involved a random group of students from year three to six being questioned by the review panel.

And overall, opinion survey results were quite high, for example with the student opinion survey (years 4 – 6) learning confidence was at 82% (94% for year six), motivation and interest at 92%, stimulating learning 82% (94% for year six) and self-regulation and goal setting at 88%. (94% for year six).

### Achievement

It is very difficult to analyse data to identify trend patterns due to the small numbers, therefore it is essential for us to analyse student achievement for each individual student. This is a routine part of our practice, analyzing the specific, individual learning needs of students to create the learning opportunities for each student to not only develop to their full potential, but to know how to develop to their full potential, so that they may continue to develop in the future. Through this process teachers have an excellent understanding of where students are at and an understanding of the results they are achieving. The data includes Naplan, Victorian curriculum student observations, student surveys, assessment results, samples of work and discussions with staff and parents.

Overall we can celebrate the achievements of our students and obviously the dedicated and consistent efforts of our staff to achieve these results. This is particularly evident of the Naplan mean growth results. In reading, writing and numeracy our school achieved results above the state mean, was comparable to state results in spelling and below in grammar and punctuation.



For year three from 2016, we increased the number of year three students in the top band in the areas of grammar and punctuation, reading and spelling. We also decreased the number of students from the lower band in grammar and punctuation and writing.

For year five from 2016, we increased the number of students in the top band in reading and decreased the number of students in the lower bands in all areas, with all students being at or above national standards in numeracy, reading, spelling and writing.

## Engagement

As engagement is an essential element of learning, it forms part of the foundation of everything we do. We use engagement to empower students with the capacity to make positive and productive decisions as lifelong learners.

Through our analysis and development of this area we have created a range of strategies, for example student learning checklists, buzz-o-meters, positive action plans, peer tutoring, learning journals, specific student surveys to range across literacy, numeracy and specialist areas.

Our absences rates are below similar schools and state levels. Our Average 2017 attendance rate was 95% for years one, two and four, 92% for prep, 93% for years three and six and 89% for year five.

## Wellbeing

Our essential elements of learning including motivation, connectedness, resilience and respect are core to everything we do. We use a wide range of activities in a variety of settings to enable students to understand self, others and their place in space. Students use conflict resolution, peer mediation and staff implement a wide range of strategies to further develop student's ability to problem solve, use self-discipline and develop lifelong leadership and team member skills.

Our excellent results in this area are reflected through parent opinion surveys and positive comments from community expressing how students come across as being very happy and polite.

Student, staff and parent perspectives include 95% of staff were positive about school climate, 100% of parents (for the fourth year) were satisfied with the school overall and 86% of students felt connected with our school. These results are above state results.

Some data of the student opinion survey in the area of student safety included; advocate at school 93%, managing bullying 87% and respect for diversity 92%.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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><b>Enrolment Profile</b></p> <p>A total of 85 students were enrolled at this school in 2017, 38 female and 47 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</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><b>NAPLAN Year 3</b></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> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p><b>Reading</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>15%</td></tr> <tr><td>Medium</td><td>62%</td></tr> <tr><td>High</td><td>23%</td></tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>8%</td></tr> <tr><td>Medium</td><td>69%</td></tr> <tr><td>High</td><td>23%</td></tr> </table> <p><b>Writing</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>31%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>15%</td></tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>31%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>15%</td></tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>46%</td></tr> <tr><td>Medium</td><td>54%</td></tr> </table>	Gain Level	Percentage	Low	15%	Medium	62%	High	23%	Gain Level	Percentage	Low	8%	Medium	69%	High	23%	Gain Level	Percentage	Low	31%	Medium	54%	High	15%	Gain Level	Percentage	Low	31%	Medium	54%	High	15%	Gain Level	Percentage	Low	46%	Medium	54%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 1040 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>92 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>89 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	95 %	95 %	93 %	95 %	89 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	95 %	95 %	93 %	95 %	89 %	93 %										



## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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)

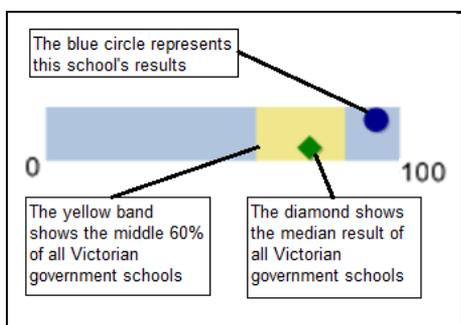
### Engagement

- 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).

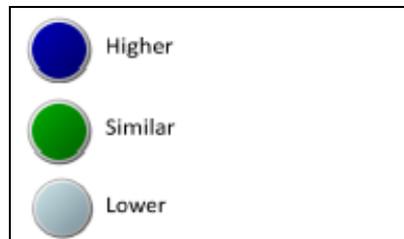


## What does *School Comparison* refer to?

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

Of the \$53,321 of locally raised funds, \$27,004 was for camps/excursions, camps are held for all year levels, \$5,964 for trading operations which includes school uniforms and book club and \$8,777 for essential items – student requisites - totalling \$41,745.

The annual result was in surplus to save towards developing outdoor/indoor learning spaces.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$703,732	High Yield Investment Account	\$25,996
Government Provided DET Grants	\$118,017	Official Account	\$4,556
Government Grants State	\$2,200	<b>Total Funds Available</b>	<b>\$30,553</b>
Revenue Other	\$14,639		
Locally Raised Funds	\$53,321		
<b>Total Operating Revenue</b>	<b>\$891,908</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$60,393		
<b>Equity Total</b>	<b>\$60,393</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$666,484	Operating Reserve	\$10,000
Books & Publications	\$33	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$1,353	Capital - Buildings/Grounds incl SMS<12 months	\$14,036
Consumables	\$18,163	Other recurrent expenditure	\$1,517
Miscellaneous Expense <sup>3</sup>	\$45,169	<b>Total Financial Commitments</b>	<b>\$30,553</b>
Professional Development	\$2,073		
Property and Equipment Services	\$45,856		
Salaries & Allowances <sup>4</sup>	\$47,477		
Trading & Fundraising	\$9,479		
Utilities	\$10,466		
<b>Total Operating Expenditure</b>	<b>\$846,554</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$45,354</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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.*