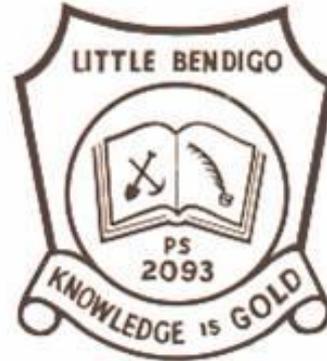


2016 Annual Report to the School Community



School Name: Little Bendigo Primary School

School Number: 2093



Name of School Principal:

Karolina Kuzmich

Name of School Council President:

Jamie Tobin

Date of Endorsement:

Monday 8th May 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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 full time teaching staff and 0.8 ES staff. We have a current enrolment of 85 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)

In 2010 we finalized our design of learning to 'Create a culture of learning in our society' which we based on our five elements of learning: motivation, engagement, resilience and respect. These closely align with the FISO model – achievement, engagement and wellbeing. Through this work which has involved analyzing and meeting the specific, individual learning needs of students, in 2015 we created our school strategic plan goals of:

1. Providing opportunities for students to apply and use their skills, knowledge and understandings in a variety of contexts for the purpose of 'embedding learning'.
2. To improve student learning outcomes in all disciplines with the expected one year growth.
3. To further develop the school's unique 'Culture of learning'.
4. To create passionate, intrinsic, lifelong learners, based on the elements of engagement, connectedness, self-motivation, resilience and respect.

Improvement initiatives were identified as 'Building practice excellence' and 'Empowering students and building school pride.' We have undertaken a huge journey of pedagogical analysis which has involved a number of changes in learning mindsets. This has resulted in many positive outcomes including staff using a deeper level of reflection of pedagogy to gain greater student achievements and has created an enhancement of the genuine and productive relationships with parents to further develop student learning.

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.

This is particularly evident in the Naplan data where learning gain is well above the national and state mean except in writing, which is slightly lower, however writing is well above when looking at the matched school mean. (For students that were attending Little Bendigo for both Naplan tests.)

The main emphasis has been placed on empowering students and building school pride, in 2017 this will continue but the emphasis will be placed on 'Building practice excellence' with a number of strategies already in place.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



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 low with an average attendance rate for each year level of at least 92% and year 6 being 96%.

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, positive comments from community expressing how students come across as being very happy and polite. The attitudes to school survey results are also above region and state results in all areas such as classroom behavior, student safety, student morale, school connectedness, stimulating learning and teacher effectiveness. Student motivation and learning confidence is slightly lower but understood to be due to a variety of factors, with a number of strategies in place.

For more detailed information regarding our school please visit our website at
www.littlebendigops.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 77 students were enrolled at this school in 2016, 31 female and 46 male. There were 0% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| Achievement | Student Outcomes | School Comparison |
|---|---|---------------------------------|
| <p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

| 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> Similar</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

| 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> | <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>67%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>22%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>44%</td> <td>33%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 11% | 67% | 22% | Numeracy | 44% | 22% | 33% | Writing | 44% | 44% | 11% | Spelling | 33% | 44% | 22% | Grammar and Punctuation | 22% | 44% | 33% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 11% | 67% | 22% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 44% | 22% | 33% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 44% | 44% | 11% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 33% | 44% | 22% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 22% | 44% | 33% | | | | | | | | | | | | | | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| 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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>95 %</td> <td>97 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 95 % | 97 % | 94 % | 93 % | 92 % | 94 % | 96 % | <p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 95 % | 97 % | 94 % | 93 % | 92 % | 94 % | 96 % | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |

How to read the Performance Summary

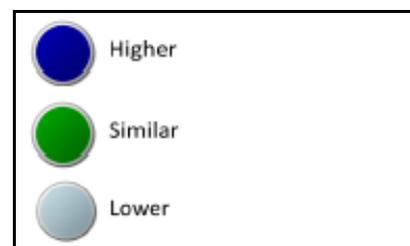
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

Of the \$47 799 of locally raised funds, \$24 713 was for camps/excursions, camps are held for all year levels, \$8900 for trading operations which includes school uniforms and bookclub and \$9 681 for essential items – student requisites - totalling \$43 294.

The annual result was in surplus with future thought to develop outdoor/indoor learning spaces.

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2016 | | Financial Position as at 31 December, 2016 | |
|--|------------------|--|-----------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$629,017 | High Yield Investment Account | \$17,383 |
| Government Provided DET Grants | \$104,879 | Official Account | \$6,362 |
| Revenue Other | \$1,743 | Total Funds Available | \$23,745 |
| Locally Raised Funds | \$47,799 | | |
| Total Operating Revenue | \$783,437 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package | \$609,283 | Operating Reserve | \$10,000 |
| Books & Publications | \$671 | Asset/Equipment Replacement < 12 months | \$3,745 |
| Communication Costs | \$1,495 | Capital - Buildings/Grounds incl SMS<12 months | \$10,000 |
| Consumables | \$13,140 | Total Financial Commitments | \$23,745 |
| Miscellaneous Expense | \$35,272 | | |
| Professional Development | \$4,179 | | |
| Property and Equipment Services | \$42,672 | | |
| Salaries & Allowances | \$22,719 | | |
| Trading & Fundraising | \$12,230 | | |
| Utilities | \$10,134 | | |
| Total Operating Expenditure | \$751,796 | | |
| Net Operating Surplus/-Deficit | \$31,641 | | |
| Asset Acquisitions | \$0 | | |

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.