

2019 Annual Report to The School Community



School Name: Little Bendigo Primary School (2093)



- 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 2019 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 09 March 2020 at 10:29 AM by Anthony Tait (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 March 2020 at 07:49 PM by Jamie Tobin (School Council President)

About Our School

School context

Little Bendigo Primary School's core values of optimism, compassion and integrity, underpin relationships within our school community. Our purpose is to create passionate, intrinsically motivated, life-long learners. Our staff profile consists of 1 principal, 5.6 EFT teaching staff and 3 ES staff. In 2019 we had an enrolment of 106 students and ran five classrooms. The school's SFOE in 2019 was 0.4310, resulting in the Overall Socio-Economic Profile changing from "Mid" in 2018 to "Low-Mid" in 2019. Little Bendigo Primary School, established in 1878, is located in the township of Nerrina. 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.

The Victorian Curriculum is implemented at our school and we have a strong focus on students setting learning goals, reflecting upon their own learning and continual improvement. 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. Students develop learning skills through a variety of experiences and have opportunities to use and apply their knowledge, skills and understandings. These learning skills include responsibility, self-discipline, persistence, independence, building confidence and self-esteem, problem solving, working cooperatively and collaboratively and developing leadership skills. Our specialist program is broad and includes Music, Art, Physical Education, Science and Chinese. Camps and excursions are conducted for all year levels and a broad range of curriculum linked excursions and incursions take place each year.

Framework for Improving Student Outcomes (FISO)

In 2019, the school's FISO priorities were Excellence in Teaching & Learning and Setting Expectations & Promoting Inclusion. The FISO priorities were chosen to address individual student academic, social and emotional outcomes and downward trends in NAPLAN reading and numeracy results over the preceding four year period, with data gathered from NAPLAN results, Teacher Judgement and Attitudes to School Survey results.

Staff were challenged to further build their capacity, by working collaboratively to reflect upon their teaching practice. In particular, staff considered how they provided opportunities for students to set goals for and reflect upon their own learning. To support increased student voice, broader representation from students in school decision making was introduced.

Achievement

The school's achievement goal was to "Improve academic achievement across the curriculum, particularly in literacy and numeracy". (FISO dimension: Curriculum Planning & Assessment)

Teachers worked collaboratively to develop and commence implementation of a pedagogical model and worked together to implement more consistent lesson plans in English and Maths. Staff were provided with professional development and implemented individual conferencing with students and used a Professional Learning Communities approach to analyse and discuss student achievement data.

Across the school Teacher Judgement of Student Achievement was slightly above the state median in English and Mathematics. In 2019, our Year 3 and Year 5 cohort numbers were small, with a number of new students enrolling in these years at the beginning of the school year. The school had a smaller number of students in the Top 2 Bands in Reading, Mathematics and Writing. NAPLAN relative growth in Writing and Mathematics for students from Year 3 to Year 5 was above similar schools and for Reading was lower than similar schools. Reading intervention was provided by utilising education support staff and targeted explicit teaching. Throughout 2019, early years teaching staff worked together to provide a more structured and consistent approach to the teaching of reading, writing and mathematics, with positive results. These results support the positive impact of teaching and learning on student achievement within

the school. We can celebrate the achievements of our students and the dedicated and consistent efforts of our staff to achieve these results.

In future years, we will continue to focus on teaching and learning that is targeted to supporting individual student needs and consistent teaching practice, to support increased academic growth. This will be supported through staff reflection, collaboration and focused professional development.

Engagement

The school's engagement goal in 2019 was to "Build the culture of classroom practice that focuses on individualised learning drawing on the shared school instructional model". (FISO dimension: Intellectual Engagement & Self-Awareness). 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.

Individualised learning, applying learning and self-efficacy are strong components of the teaching and learning philosophy at the school, and this is demonstrated by the focus and activity of teaching and learning in each classroom. During the year teachers worked collaboratively with their students and each other, to ensure all students had and were aware of their learning goals in English and Maths.

Average Number of Student Absence Days is similar to the state median and similar schools. Overall, 88% of students stated they had a positive attitude to attending school, based on Student Attitude to School Survey data. This reflects the positive experience that students have to attending our school.

Wellbeing

The school's wellbeing goal in 2019 was to "Improve Student Connectedness to School". (FISO dimension: Setting Expectations & Promoting Inclusion), as measured by the Attitudes to School Survey results for Years 4 to 6 students. Data from the Staff and Parent Opinion Surveys was positive. 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. 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.

The Respectful Relationships curriculum was introduced at all year levels and will continue in future years. This program supports positive interactions between students, self-esteem and problem solving skills. Positive comments from the school and broader community expressing how students come across as being very happy and polite, are a reflection on the relationships between students, staff and families. This is supported by data and feedback, which was very close to or slightly above the state median, with 81% of students having a positive sense of connection to the school, 82% of staff being positive about the school environment and 93% of parents responding positively to the Parent Opinion Survey.

Financial performance and position

Little Bendigo Primary School had a net operating surplus of \$78,258. This resulted from a slight increase in total operating revenue, including an increase in equity funding to \$44,914. There was a decrease in salaries and allowances (school-level payroll), as some additional staffing was paid for from the school's credit budget. Funds were provided from the Koorie Early Years Literacy & Numeracy Program, which supported reading and numeracy intervention. An extraordinary expenditure item was the installation of a shade structure valued at \$18,000 over the playground and additional funding was spent on urgent maintenance works. The operating reserve has been increased to comply with department requirements and funds set aside to continue maintenance works in future years.




For more detailed information regarding our school please visit our website at
<http://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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







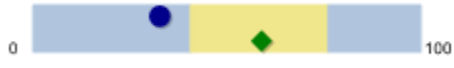

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 106 students were enrolled at this school in 2019, 51 female and 55 male.</p> <p>ND were EAL (English as an Additional Language) students and 14 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</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>Below ●</p> <p>Below ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>42%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>33%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>67%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>42%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>75%</td> <td>8%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	42%	42%	17%	Numeracy	42%	33%	25%	Writing	8%	67%	25%	Spelling	42%	42%	17%	Grammar and Punctuation	75%	8%	17%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>89 %</td> <td>87 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	87 %	91 %	92 %	90 %	86 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$847,040	High Yield Investment Account	\$44,095
Government Provided DET Grants	\$205,906	Official Account	\$6,776
Government Grants Commonwealth	\$450	Total Funds Available	\$50,871
Revenue Other	\$3,051		
Locally Raised Funds	\$52,198		
Total Operating Revenue	\$1,108,645		
Equity¹			
Equity (Social Disadvantage)	\$44,914		
Equity Total	\$44,914		
Expenditure		Financial Commitments	
Student Resource Package ²	\$814,384	Operating Reserve	\$33,385
Books & Publications	\$1,467	Other Recurrent Expenditure	\$2,334
Communication Costs	\$1,261	School Based Programs	\$1,862
Consumables	\$27,838	Funds for Committees/Shared Arrangements	\$8,555
Miscellaneous Expense ³	\$40,407	Maintenance - Buildings/Grounds < 12 months	\$4,500
Professional Development	\$3,674	Total Financial Commitments	\$50,636
Property and Equipment Services	\$55,686		
Salaries & Allowances ⁴	\$59,732		
Trading & Fundraising	\$13,403		
Travel & Subsistence	\$856		
Utilities	\$11,680		
Total Operating Expenditure	\$1,030,387		
Net Operating Surplus/-Deficit	\$78,258		
Asset Acquisitions	\$16,497		

- (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 26 February 2020 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.

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)

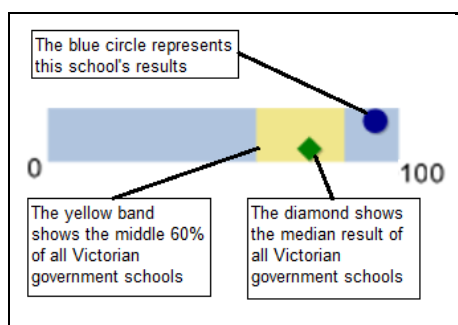
Engagement

- 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).

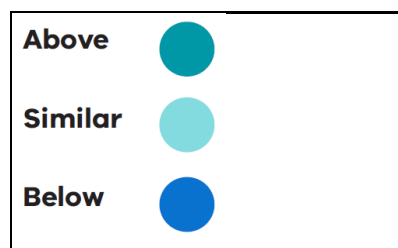


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').