

2021 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2022 at 01:21 PM by Anthony Tait (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 02 May 2022 at 08:01 PM by Jamie Tobin (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, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

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

Little Bendigo Primary School, was established in 1878, is located in Ballarat. 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. Little Bendigo Primary School's core values of optimism, compassion and integrity, underpin relationships within our school community. Our staff profile consists of 1 principal, 5.0 EFT teaching staff and 3 ES staff. In 2021 we had an enrolment of 78 students across four classes, 13% of students are of Aboriginal or Torres Strait Islander descent. The school's SFOE in 2021 was 0.3885 with the Overall Socio-Economic Profile remaining in the low-mid range. 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 2021, the school's FISO priorities were Excellence in Teaching & Learning and Positive Climate for Learning. The FISO priorities were chosen to address individual student academic, social and emotional outcomes and trends in NAPLAN reading and numeracy results over the preceding four year period. These priorities were identified through analysis of NAPLAN results, Teacher Judgement and Attitudes to School Survey results. In 2021, teachers and education support staff began implementation of the Professional Learning Communities model, with a focus on analysing student data in Reading, ensuring delivery of a consistent instructional model and teaching to student point of need. Staff extended their capacity by working collaboratively to reflect upon their teaching practice during onsite and remote learning. In what was a challenging school year, parent and staff satisfaction increased and is well above the state average. Positive endorsement from the Parent Opinion Survey was 89.6% and positive endorsement in the School Staff Survey was 92.5% for school climate. The school undertook a review process in Term 4, 2021 which led to the development of a Strategic Plan for 2021-2025.

Achievement

The Annual Implementation Plan (AIP) goal was to optimise the learning growth of all students, by implementing the instructional model consistently across the school. Remote learning impacted upon this Key Improvement Strategy for much of the year, as the model of teaching and learning delivery was altered to suit the new context. Consistency during remote learning was maintained through staff collaboration, consistent implementation of the instructional model and a strong focus on formative assessment. This provided a basis for collaborative planning and data analysis and targeted teaching and learning plans.

Students demonstrated sound academic results and growth over the year. Teacher Judgements in English showed 90% of students achieving at or above expected level and in Mathematics 88.4% of students achieved at or above expected level. Small cohorts participated in NAPLAN in 2021. The percentage of Year 3 students performing in the top three bands in Reading and Numeracy was well above similar schools and this has steadily increased over the past four years. The percentage of Year 5 students performing in the top three bands in Reading and Numeracy is below similar schools, yet the percentage of these students achieving medium and high gain is above similar schools. This indicates that teaching practice at the school in 2021 has been focused on student learning gain for all students.

Reading intervention was provided by utilising education support staff, the Victorian Tutoring Program and targeted

explicit teaching. 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 2022, we will continue our focus on basic literacy and numeracy skills and developing strategies to extend and accelerate student learning.

Engagement

The school's engagement goal in 2021 was to improve engagement for all students. During onsite and remote learning, teachers used classroom activities, cross-class sport and technology, including video calls to maintain friendships and interpersonal skills. This assisted students as they transitioned between onsite and remote learning, and helped ensure a safe and respectful environment at the school. The school focused on improving student attitude to attending school by through strategies including the Respectful Relationships program, the use of lunchtime activities to cater for student interests, a peer reading program and avenues to foster friendships. An Art Program was provided to selected students to increase opportunities to build social connections.

Our school has worked with identified families regarding attendance, resulting in a decrease in the number of students not attending school for 20+ days. This is now similar to the state mean. The average number of student absence days was 16.1, better than similar schools, yet slightly higher than the state average. 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.

Moving forward, extra targeted support for students with low attendance and continuing to engage with families will be the key to improved attendance.

Wellbeing

The school goal to support the wellbeing of all students, through implementing a whole-school approach to health, wellbeing and inclusion was impacted to a degree by remote learning and the need to adapt many programs. During periods of remote learning, staff maintained connections with students and families by regular video and telephone calls to maintain the connection between school and home and to help maintain student interaction and friendships. Students managed to maintain friendships as we transitioned between onsite and remote learning.

Students responded positively in the Attitudes to School Survey, with Sense of Connectedness at 81.8% and Management of Bullying at 83.8%. Both of these results were higher than the school's own four year average, similar schools and the state average.

Finance performance and position

Little Bendigo Primary School had a net operating surplus of \$52,652 and Total Financial Commitments of \$111,993. These amounts have been set aside to cover increasing ongoing costs including, maintenance, professional development and casual teacher expenses, and wellbeing and academic supports for students. Equity funding of \$37,750 was used to provide additional education support staff for students with additional learning and behavioral support needs. Asset acquisitions of \$28,812 included new playground equipment, books and furniture for classrooms and the library, and classroom books to support the Reading program at home and school. The school leased additional student laptops to support remote and onsite learning.

For more detailed information regarding our school please visit our website at
<http://www.littlebendigops.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 84 students were enrolled at this school in 2021, 39 female and 45 male.

0 percent of students had English as an additional language and 13 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).

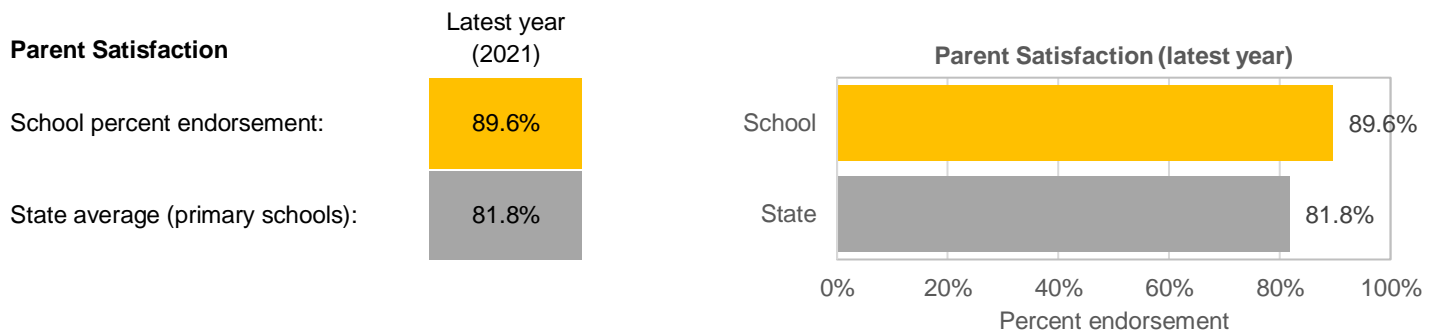
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

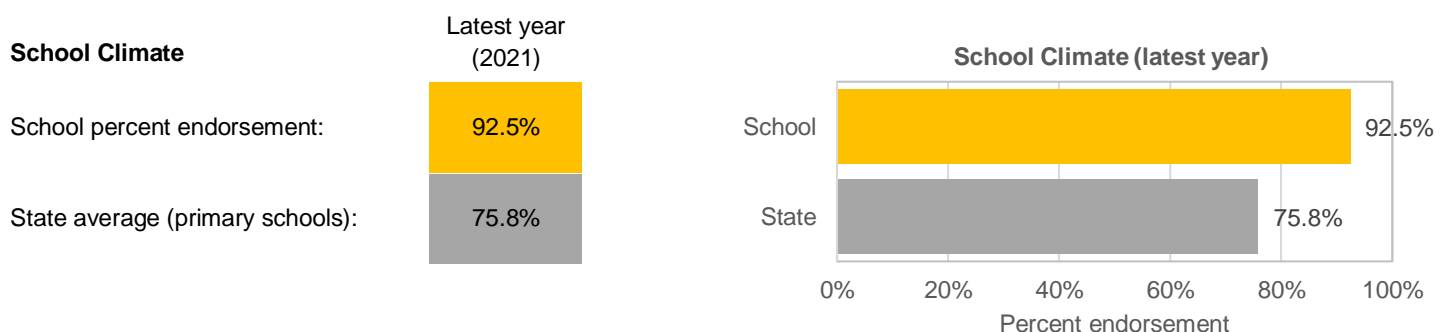


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

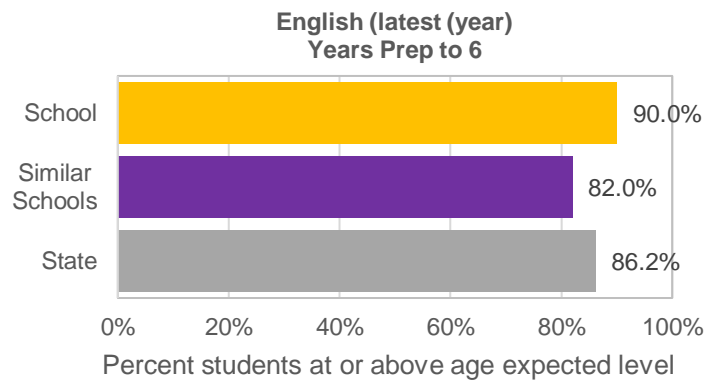
90.0%

Similar Schools average:

82.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

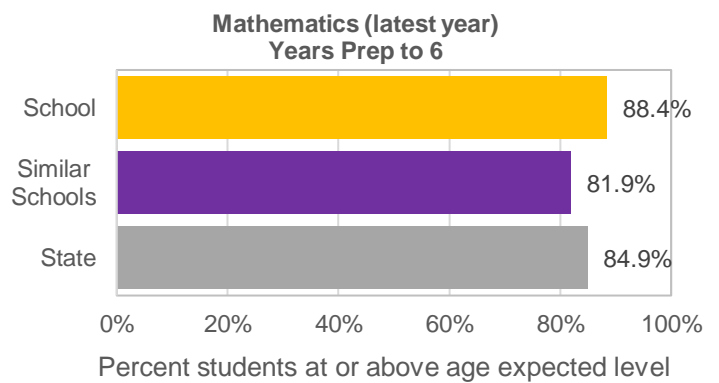
88.4%

Similar Schools average:

81.9%

State average:

84.9%



ACHIEVEMENT (continued)

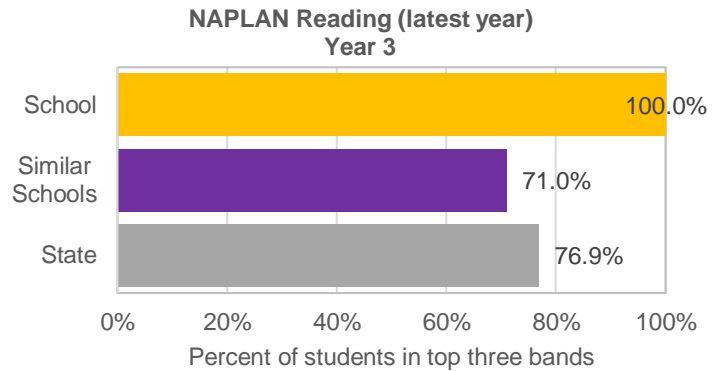
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

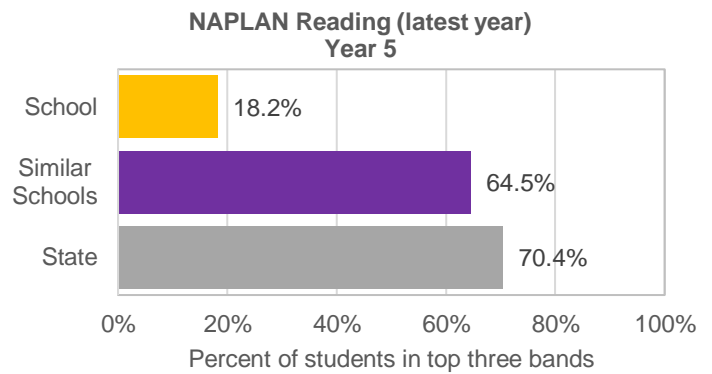
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

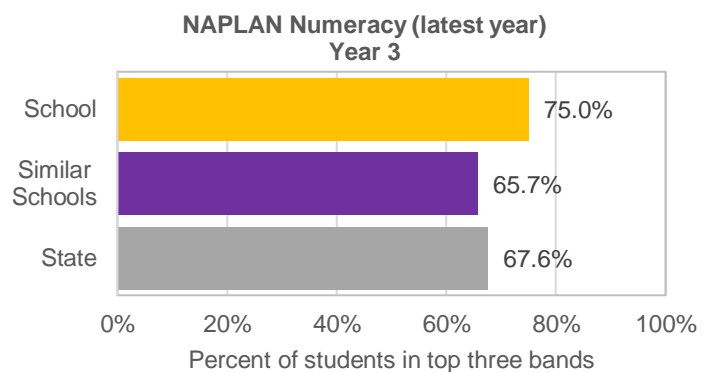
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	59.4%
Similar Schools average:	71.0%	69.9%
State average:	76.9%	76.5%



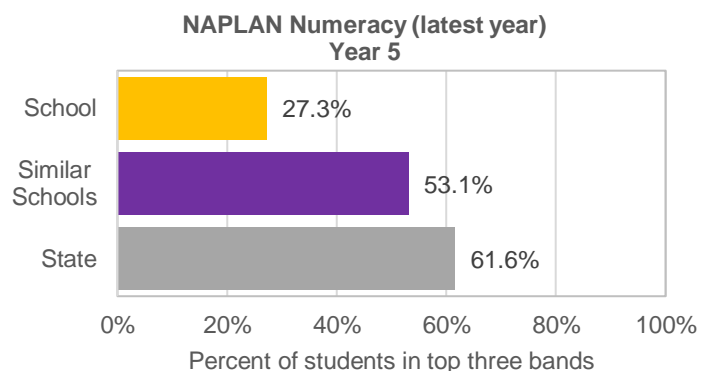
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	18.2%	51.4%
Similar Schools average:	64.5%	63.8%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	45.2%
Similar Schools average:	65.7%	64.7%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	27.3%	41.7%
Similar Schools average:	53.1%	51.4%
State average:	61.6%	60.0%



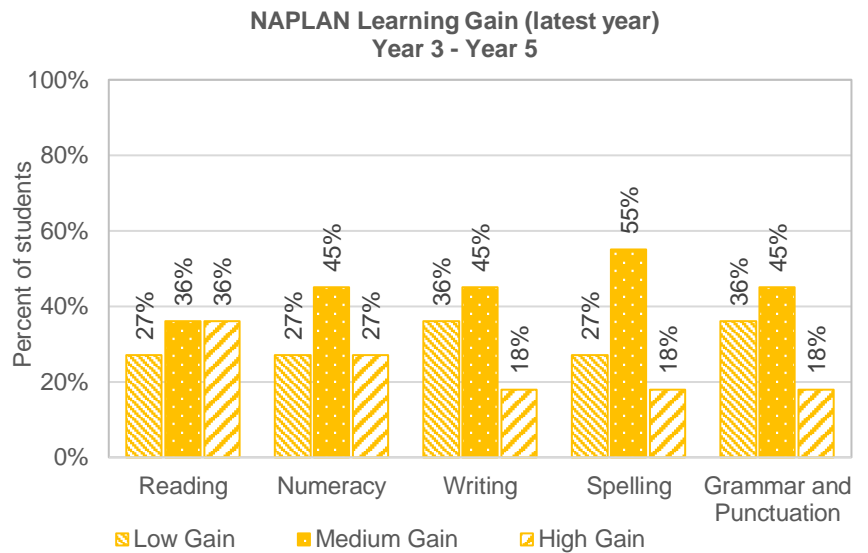
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	36%	36%	22%
Numeracy:	27%	45%	27%	21%
Writing:	36%	45%	18%	19%
Spelling:	27%	55%	18%	18%
Grammar and Punctuation:	36%	45%	18%	19%



ENGAGEMENT

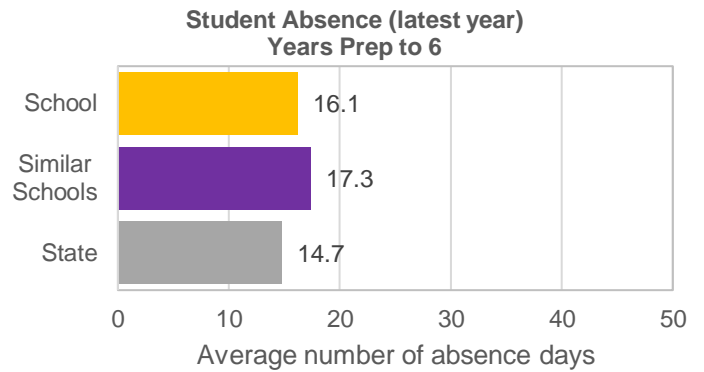
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.1	17.7
Similar Schools average:	17.3	16.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	93%	93%	92%	91%	91%	90%

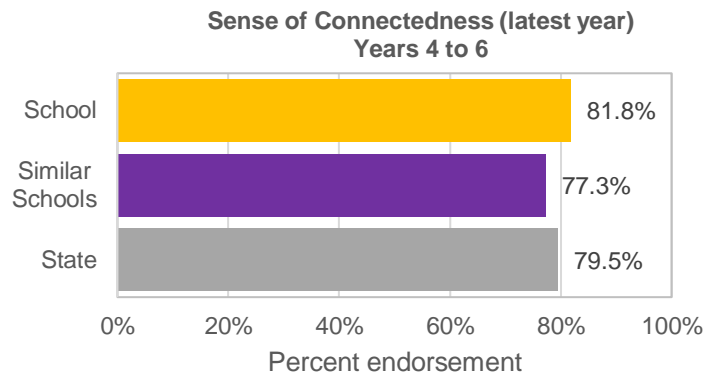
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.8%	79.7%
Similar Schools average:	77.3%	77.5%
State average:	79.5%	80.4%

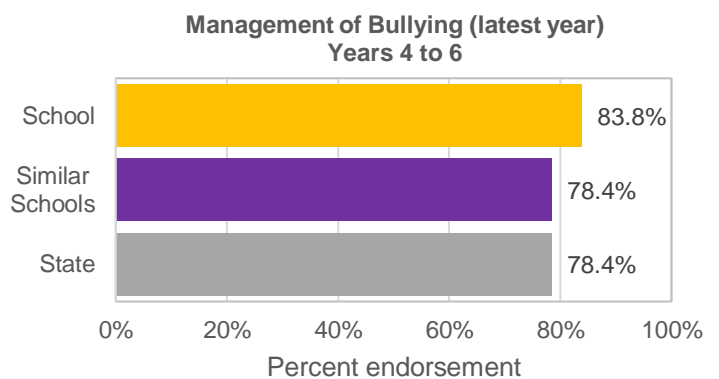


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.8%	81.9%
Similar Schools average:	78.4%	78.6%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$805,517
Government Provided DET Grants	\$204,074
Government Grants Commonwealth	\$4,700
Government Grants State	\$0
Revenue Other	\$1,629
Locally Raised Funds	\$19,630
Capital Grants	\$0
Total Operating Revenue	\$1,035,551

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,750
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,750

Expenditure	Actual
Student Resource Package ²	\$793,506
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$14,140
Communication Costs	\$1,181
Consumables	\$17,529
Miscellaneous Expense ³	\$3,931
Professional Development	\$1,291
Equipment/Maintenance/Hire	\$16,758
Property Services	\$74,977
Salaries & Allowances ⁴	\$31,079
Support Services	\$8,544
Trading & Fundraising	\$7,847
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,116
Total Operating Expenditure	\$982,898
Net Operating Surplus/-Deficit	\$52,652
Asset Acquisitions	\$28,812

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$107,453
Official Account	\$11,050
Other Accounts	\$0
Total Funds Available	\$118,503

Financial Commitments	Actual
Operating Reserve	\$23,807
Other Recurrent Expenditure	\$635
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$59,610
Beneficiary/Memorial Accounts	\$0
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	\$27,941
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$111,993

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.