

# 2020 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](http://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 2020 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 11 March 2021 at 12:31 PM by Anthony Tait (Principal)

The 2020 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 24 March 2021 at 11:06 PM by Jamie Tobin (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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## 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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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 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. 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, 5.0 EFT teaching staff and 3 ES staff. In 2020 we had an enrolment of 94 students across four classes, 17% of students are Aboriginal or Torres Strait Islander. The school's SFOE in 2020 was 0.4332, 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 2020, 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 2020 the school was supported to improve Reading outcomes through the Differentiated Support for School Improvement (DSSI) team, who worked with staff to build teacher capacity both onsite and remotely. In Term 4 and continuing into 2021, three staff participated in Professional Learning Communities training. Staff were challenged to further build their capacity, by working collaboratively to reflect upon their teaching practice. Overall the positive endorsement from the Staff Survey was 84%, higher than the state mean. Teacher collaboration increased to 100% and Guaranteed and Viable curriculum increased to 86% through increased collaboration on teaching programs.

### 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 and using the Seesaw platform. During onsite learning staff worked closely with our DSSI partners to develop and implement the reading instructional model. Staff also worked to ensure the numeracy instructional model was implemented consistently across the school and developed a spelling instructional model. The instructional models provided a basis for collaborative planning and data analysis and targeted teaching and learning plans.

NAPLAN was not conducted in 2020. Across each year level Teacher Judgement of Student Achievement was slightly above the state median in English and Mathematics.

Reading intervention was provided by utilising education support staff and targeted explicit teaching. Throughout 2020, 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 2021 the school is focused on continuing to improve student outcomes, particularly in the area of reading comprehension. This will be driven by detailed data analysis and highly targeted teaching programs. 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 2020 was to improve engagement for all students. Our target was to maintain Stimulated Learning and Sense of Confidence in the Attitudes to School Survey at 75%. This target was achieved with a 77% positive endorsement in both areas and very positive results in the Remote Learning Student Survey. During onsite and remote learning students worked with teachers and parents to set and work towards challenging learning goals in literacy and numeracy.

Our school has worked with identified families regarding attendance, resulting in a decrease in the number of students not attending school for 20+ days to 23%. This is now similar to the state mean. Overall, 86% 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.

In 2021 the school will focus on improving student's Sense of Connectedness, through the Respectful Relationships program and the introduction of lunchtime activities to cater for varied student interests and provide avenues to foster friendships.

## 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. In particular, the Sense of Connectedness target of 83% in the Attitudes to School Survey was not achieved. Feedback from students, parents and staff in the first period of remote learning allowed us to increase the level of social interaction during remote learning in the second period, via the use of Webex meetings with students. This had an overall positive effect. In 2021, a senior teacher has been appointed as Wellbeing and Engagement Coordinator, to lead an analysis of wellbeing and engagement data and work with our school staff and community to develop sustainable programs and systems to support students.

## Financial performance and position

Little Bendigo Primary School had a net operating surplus of \$58,886. This will cover the additional staffing costs of the Tutoring Program and facilities provision in 2021. Total Financial Commitments were \$97,099, predominantly consisting of funds for a new playground, additional wellbeing programs and the operating reserve. Equity funding in 2020 was \$49,342 which was spent providing additional ICT for students and Education Support staff to conduct our intervention programs. Funds were provided from the Koorie Early Years Literacy & Numeracy Program, which supported the reading and numeracy intervention program for Aboriginal and Torres Strait Islander students. Additional expenditure items included maintenance costs on the original school building.

**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 94 students were enrolled at this school in 2020, 41 female and 53 male.

0 percent of students had English as an additional language and 17 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) which takes into account parents' occupations and education.

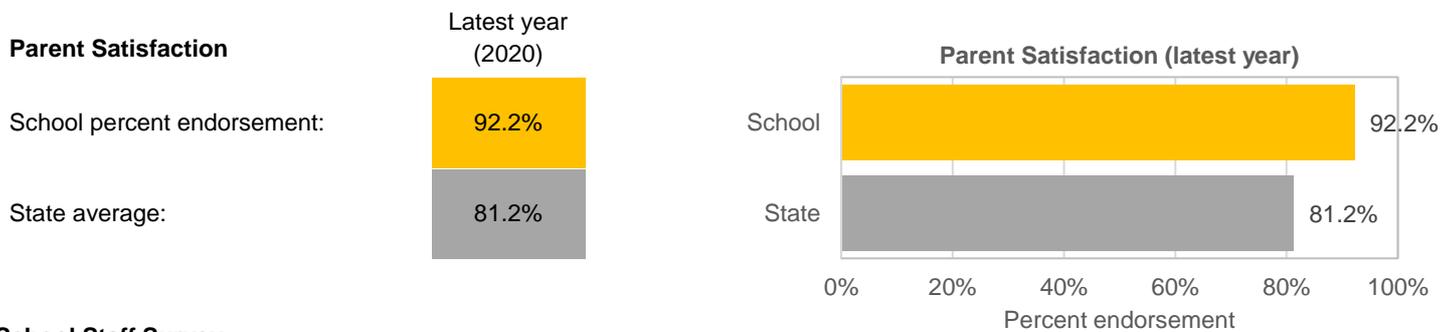
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

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

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

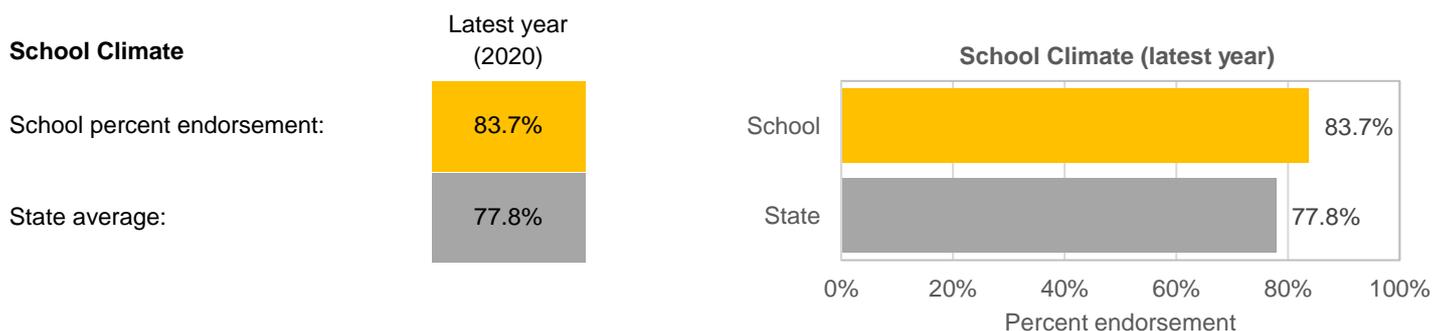


### School Staff Survey

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

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

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



## 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  
(2020)

School percent of students at or above age expected standards:

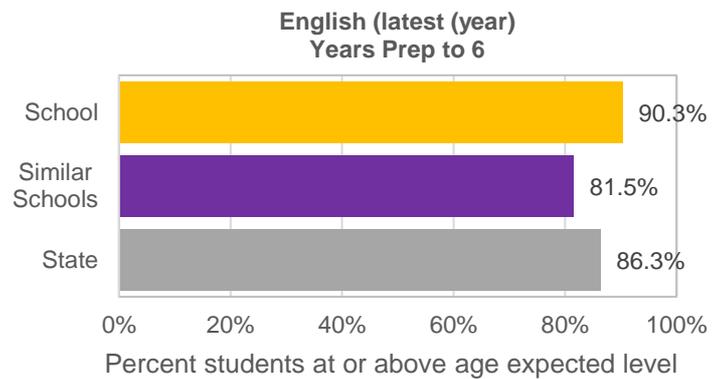
90.3%

Similar Schools average:

81.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

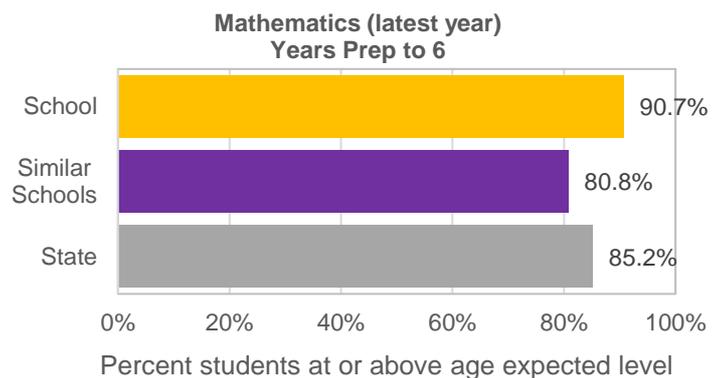
90.7%

Similar Schools average:

80.8%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

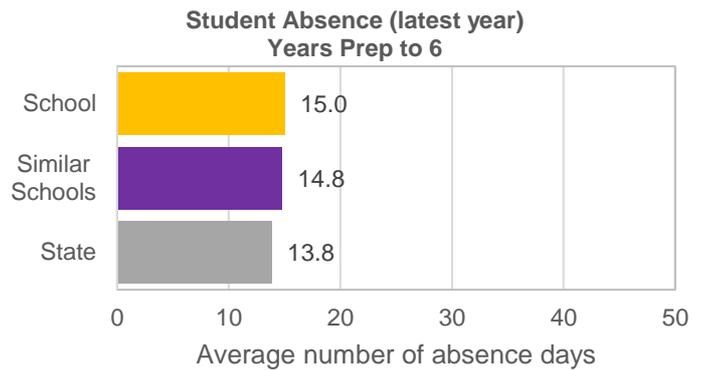
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.0	17.3
Similar Schools average:	14.8	15.7
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	88%	92%	92%	94%	94%

**WELLBEING**

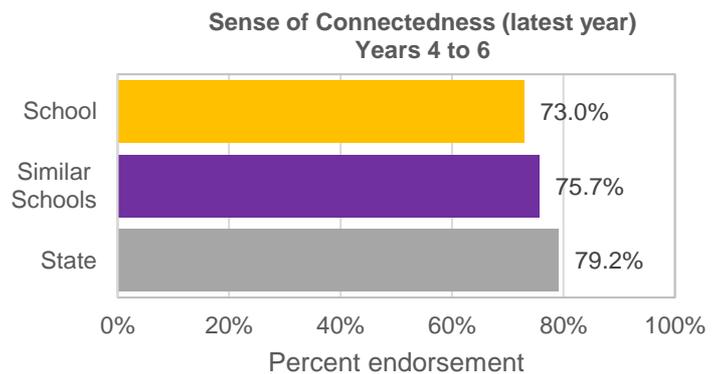
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	73.0%	80.7%
Similar Schools average:	75.7%	77.8%
State average:	79.2%	81.0%



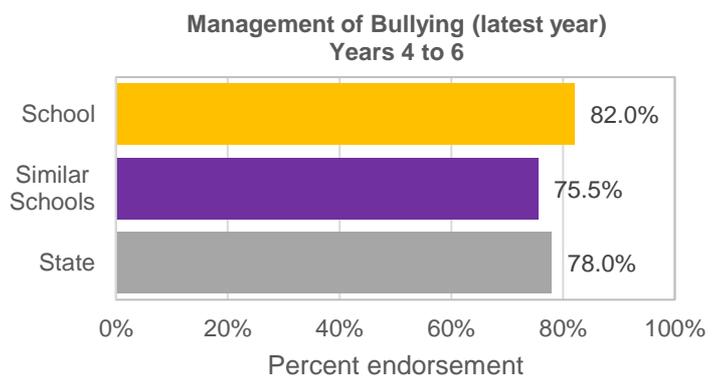
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	82.0%	82.7%
Similar Schools average:	75.5%	79.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$781,952
Government Provided DET Grants	\$216,557
Government Grants Commonwealth	\$12,343
Government Grants State	NDA
Revenue Other	\$1,689
Locally Raised Funds	\$19,614
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,032,155</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$49,343
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$49,343</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$767,406
Adjustments	NDA
Books & Publications	\$6,836
Camps/Excursions/Activities	\$11,000
Communication Costs	\$1,292
Consumables	\$26,421
Miscellaneous Expense <sup>3</sup>	\$3,451
Professional Development	\$1,860
Equipment/Maintenance/Hire	\$22,591
Property Services	\$67,550
Salaries & Allowances <sup>4</sup>	\$43,057
Support Services	\$4,351
Trading & Fundraising	\$7,201
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$10,253
<b>Total Operating Expenditure</b>	<b>\$973,269</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$58,886</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$84,743
Official Account	\$12,583
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$97,326</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$28,735
Other Recurrent Expenditure	\$6,191
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$36,190
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$25,983
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$97,099</b>

*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.*