

2022 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 of the previous calendar year 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 22 March 2023 at 02:56 PM by Anthony Tait (Principal)

- This 2022 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 27 April 2023 at 08:52 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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. The school's vision is to create passionate, intrinsic, life-long learners who are empowered to make positive and productive decisions.

Our staff profile consists of 1 principal, 5.2 EFT teaching staff and 3.3 EFT ES staff. In 2022 we had an enrolment of 74 students across four classes, 11% of students are of Aboriginal or Torres Strait Islander descent. The school's Overall Socio-Economic Profile remained in the low-medium 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 took place in 2022.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school's Annual Implementation Plan (AIP) focused on the implementation of key improvement strategies (KIS) related to the Framework for Improving Student Outcomes (FISO). The FISO dimensions focused on were: Building Practice Excellence, Curriculum Planning and Assessment. This focus positively impacted on student achievement and learning growth. Increased achievement and growth in Reading was a focus in 2022, with positive results achieved. Student achievement in the 2022 NAPLAN showed an increase in the percentage of students in the top three bands in Year 3 and Year 5 Reading. Results are now close to the similar schools and state average. Teacher judgement of Reading from Prep to Grade 6 was also above the similar schools and state average. Achievement and growth in NAPLAN Numeracy showed improvement in 2022, above the 4-year average for the school. Numeracy results are trending upwards. Teacher judgement from Prep to Grade 6 was at similar schools and the state average. NAPLAN Year 3 Numeracy results were well above the state average, while Year 5 results were below state average. The improvement in Reading and Numeracy reflects the school's focus and commitment in these areas, and the school is tracking well to achieve the 5-year goals outlined in the School Strategic Plan. Annual Implementation Plan goals in Reading and Numeracy were met. Student survey measures were positive in Stimulating Learning at 86%, Differentiated Learning Challenge at 96% and Goal Setting at 94%. These three measures exceeded our Strategic Plan 2022-2025 targets, and reflect student's positive learning experiences at the school.

Student learning was supported by the Professional Learning Communities model to analyse and discuss student data collaboratively. This provided a basis for collaborative planning and data analysis and targeted teaching and learning plans. Staff survey data had positive results in Academic Emphasis at 86% and Collective Efficacy at 86%.

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.

Wellbeing

The FISO 2.0 focus domains for 2022 were: Building Communities, and Health and Wellbeing.

The school goal to support the wellbeing of all students, through implementing a whole-school approach to wellbeing and inclusion was met in 2022. The Respectful Relationships curriculum was used across all year levels.

Late in 2022 a whole-school mental health Plan was developed and coordinated by a senior teacher, based on student survey and other local data.

Student survey data related to Management of Bullying was 79.6% positive and above the state average. Student survey responses were very positive, with Sense of Connectedness at 92.2% and Advocate at School at 94%.

This shows that students feel connected, comfortable and supported at Little Bendigo Primary School.

Engagement

The school's engagement goal in 2022 was to improve engagement for all students. This was measured by student survey data, parent survey data and attendances rates. The school implemented "It's not Ok to be away" messages and improved opportunities for student voice and agency. Student Voice and Agency was positive at 74%, exceeding the Annual Implementation Plan target. A high percentage of students found learning stimulating, with students survey results at 86%.

The average number of student absence days was 27.5, slightly higher than the similar schools average. This reflected the continuing effects of the pandemic on the health of students. The attendance rate by year level was consistent, with a median of 86%. 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. Moving forward, extra targeted support for students with low attendance and continuing to engage with families will be the key to improved attendance.

Financial performance

The school used funds for staffing, student learning, equipment and resources and facility upgrades and repairs, to achieve our Strategic and Annual Implementation Plan goals. Specific funding lines included the Tutor Learning Initiative, Equity, Mental Health and Inclusion funding, which provided additional direct supports to students and professional learning for staff. The school had a credit surplus of \$24,233 to offset future staffing costs. Little Bendigo Primary School had a net operating surplus of \$11,601 and Total Financial Commitments of \$84,976. 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. Asset acquisitions and replacements included, new shade structures, ember shields to the shelter-in-place building, carpet and groundworks.

All

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 2.0 (FISO 2.0).

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 74 students were enrolled at this school in 2022, 33 female and 41 male.

0 percent of students had English as an additional language and 11 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).

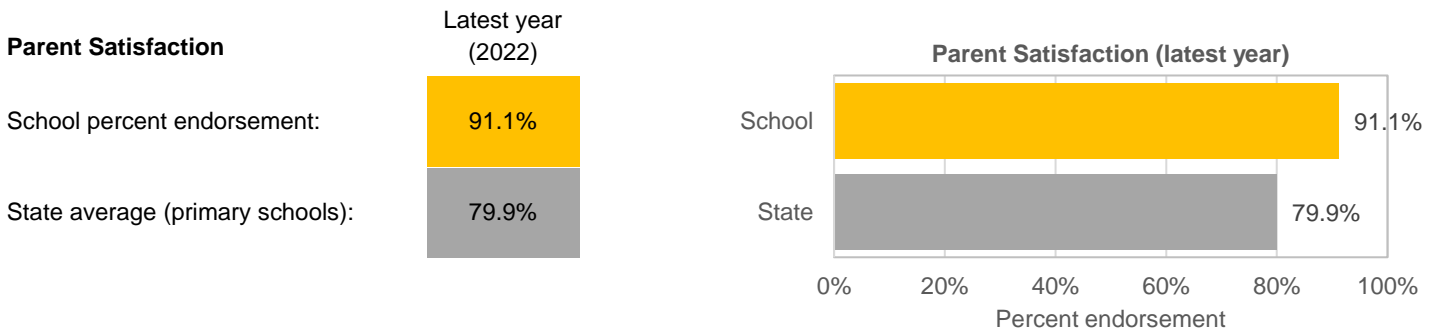
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

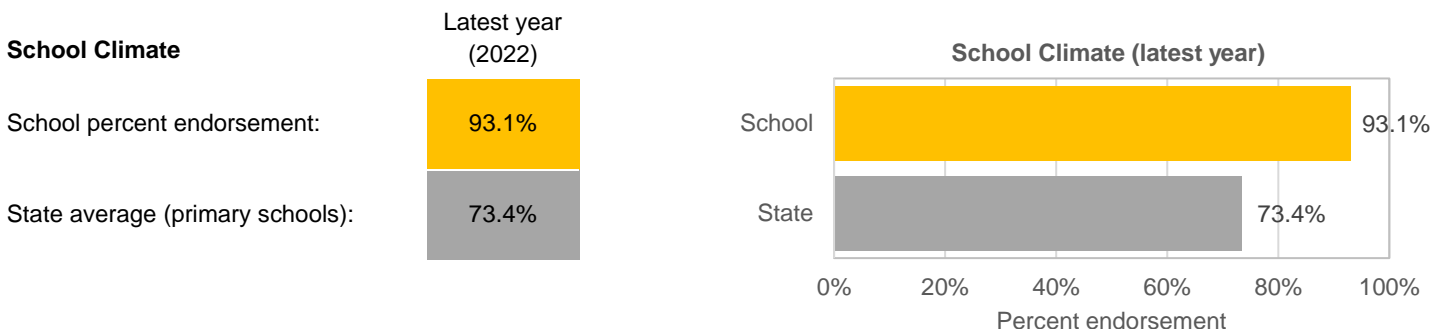


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

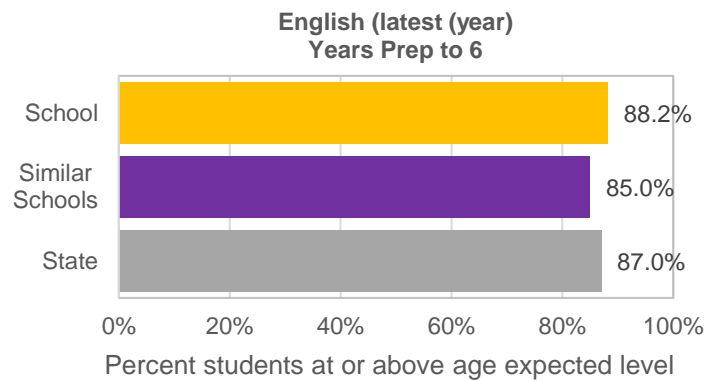
88.2%

Similar Schools average:

85.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

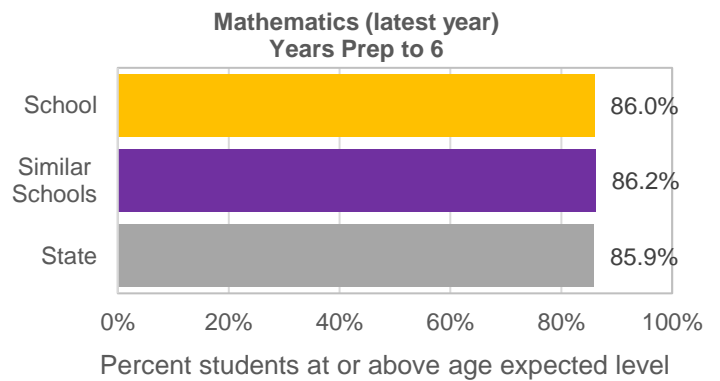
86.0%

Similar Schools average:

86.2%

State average:

85.9%



LEARNING (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.

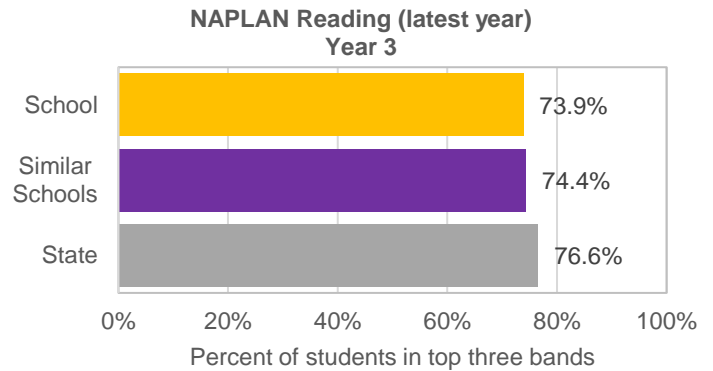
NAPLAN

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 2019, 2021 and 2022 data.

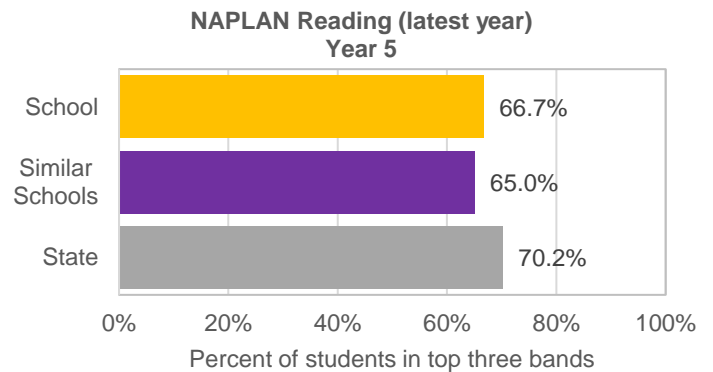
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.9%	61.0%
Similar Schools average:	74.4%	73.1%
State average:	76.6%	76.6%



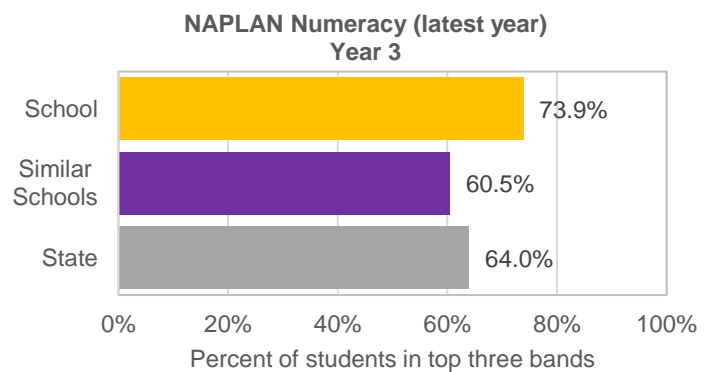
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	41.4%
Similar Schools average:	65.0%	64.2%
State average:	70.2%	69.5%



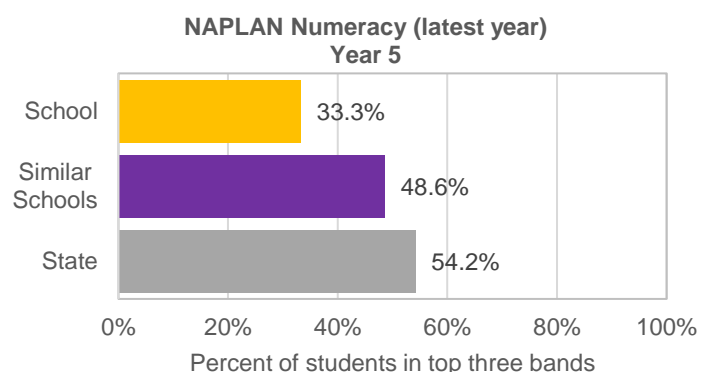
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.9%	60.0%
Similar Schools average:	60.5%	62.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	31.0%
Similar Schools average:	48.6%	52.9%
State average:	54.2%	58.8%



WELLBEING

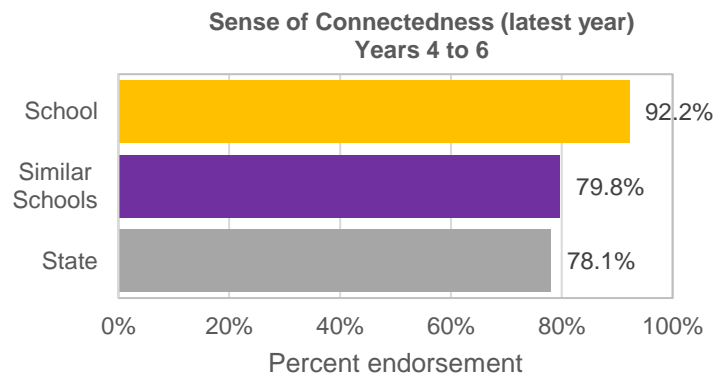
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	92.2%	80.0%
Similar Schools average:	79.8%	80.2%
State average:	78.1%	79.5%

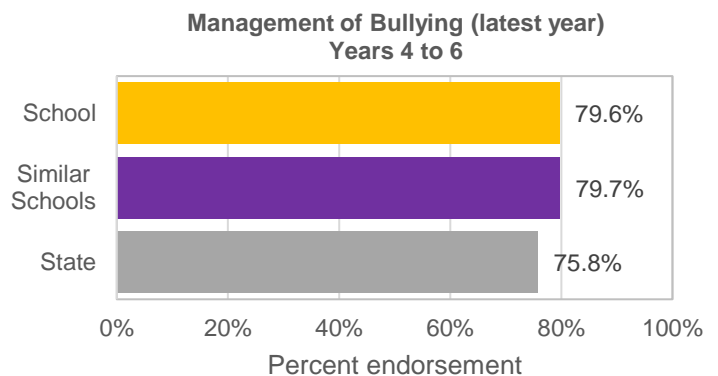


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	79.6%	81.8%
Similar Schools average:	79.7%	82.2%
State average:	75.8%	78.3%



ENGAGEMENT

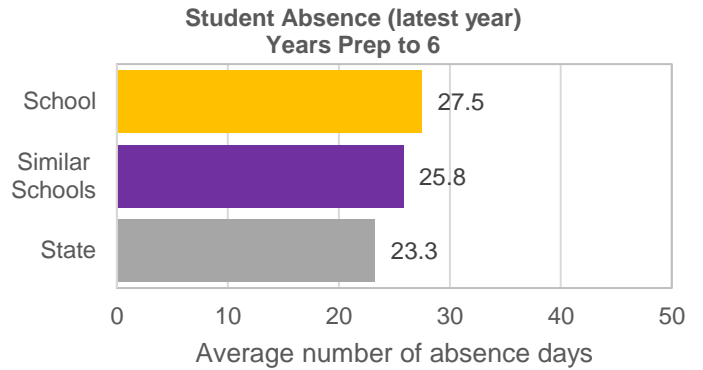
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.5	19.4
Similar Schools average:	25.8	19.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	85%	87%	86%	89%	88%	83%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$894,287
Government Provided DET Grants	\$169,563
Government Grants Commonwealth	\$9,200
Government Grants State	\$10,000
Revenue Other	\$3,787
Locally Raised Funds	\$30,248
Capital Grants	\$0
Total Operating Revenue	\$1,117,085

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,647
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,647

Expenditure	Actual
Student Resource Package ²	\$865,836
Adjustments	\$0
Books & Publications	\$136
Camps/Excursions/Activities	\$25,742
Communication Costs	\$1,132
Consumables	\$22,455
Miscellaneous Expense ³	\$3,622
Professional Development	\$4,351
Equipment/Maintenance/Hire	\$17,059
Property Services	\$76,810
Salaries & Allowances ⁴	\$49,213
Support Services	\$11,694
Trading & Fundraising	\$15,066
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,368
Total Operating Expenditure	\$1,105,485
Net Operating Surplus/-Deficit	\$11,601
Asset Acquisitions	\$16,458

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$83,618
Official Account	\$1,720
Other Accounts	\$0
Total Funds Available	\$85,338

Financial Commitments	Actual
Operating Reserve	\$31,134
Other Recurrent Expenditure	\$5,524
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$27,044
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	\$21,275
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$84,976

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.