

**2014 Annual Report to
the School Community**

**Bacchus Marsh
Primary School**

School Number: **28**



Name of School Principal: Ian Wren

Name of School Council
President: Lachlan Hodgson

Date of Endorsement: 24 March 2015

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Bacchus Marsh Primary School's purpose is to provide, in a nurturing environment, a quality education that challenges all students to attain their highest potential academically, socially, creatively and physically. We encourage students to become lifelong independent learners who will make positive contributions to the wider community. Bacchus Marsh is a school that promotes a happy and safe environment and provides programs of a high quality. At BMPS our motto is "To Consider Others". Our values are used to support our students in becoming positive citizens within their community. We are committed to the values of: Kindness, Respect, Learning, Teamwork and Integrity. Bacchus Marsh Primary School is Victoria's oldest and first operating State Primary School and was established in 1850. The school is situated in a semi-rural community within commuting distance from the nearest major city, Melbourne. Bacchus Marsh Primary School is the largest primary school in the surrounding area. Bacchus Marsh is an area of rapid growth. Our school provides a vibrant and broad curriculum. Our key emphasis is on the teaching of Literacy, Numeracy and Social Skills. Students access extensive high quality specialist programs including Art, Kitchen Garden, PE, Science, Music and History. Mandarin Chinese is taught as a second language. Technologies are embraced with a range of teaching tools including netbooks, iPads, flip cameras and interactive whiteboards in every classroom. Children learn in state of the art facilities. Teaching staff comprise 70 teaching staff and 17 support staff.

Achievement

Our goals are about rigorous school improvement and achieving excellence. The priority focus of BMPS is to develop the potential of each student and cater to their point of learning need. We aim to achieve above like schools in Literacy and Numeracy. The school comparison measure states we are performing at a similar level to other schools. Our Naplan results for Literacy are showing a steady improvement especially in reading a focus area. The performance of our Year 3 students in Reading and Numeracy are above the State which confirms our hard work and focus. Year 5 student results are similar to the state median in both Literacy and Numeracy. We have committed to improving our literacy and numeracy results so are pleased to see this data. Our Numeracy results are also showing improvement and we are confident this pattern will continue. We continue to highlight exemplary teaching practice in Numeracy with our staff and have provided extensive Professional Learning. All staff's performance plans were focussed on Literacy or Numeracy teaching and learning. Our strategic plan is focussed on improving learning outcomes for every student in Literacy and Numeracy. In 2015 we have continued to employ teaching and learning coaches to provide professional learning for all staff. We have 4 coaches in our school led by an Assistant Principal with the focus on Curriculum. The coaches assist all staff with the teaching of Numeracy in Professional Learning Teams. This sustained approach to improvement will have a positive effect on future data. Students on the disability program, showed satisfactory results or above, in achieving their individual goals.

Engagement

The child is proudly at the centre in our school. Our school is committed to providing a safe, caring, stimulating, child centred and friendly environment. Our four year results show we have continued to be in the top 10% of schools in Victoria. Our results in Student Engagement continue to be outstanding. Our student absence data is similar to the state average. As part of our strategic plan, our school will continue to promote consistent attendance due to its high correlation with student outcomes. Our Wellbeing teacher has as her major focus the improvement and monitoring of student absence. We have excellent transition programs at BMPS. Our school will continue to provide and enhance comprehensive programs for various transitions our students make to, from and throughout school. Our strategic plan aims to strengthen pathways for all students with focus on entry during the year and transition throughout year levels. BMPS has well established programs in place and has forged strong links in the community to support the various transitions our students make. Year 5 & 6 students are provided with roles in the school that allow them to act as positive role models. Our Year 6 students are prepared for transition by the leadership opportunities offered and a range of programs. Strong links have been formed with the local Secondary College to assist transition. Our 2014 exiting Year 6 children enrolled in a range of local government, Catholic and independent schools. Preschool children have an extensive transition program before entering our school as Preps. Links with local kinders and childcare facilities allow for many visits to the school. Our Year 3 children, as part of our Buddy Program, visit local kinders. Several information sessions, tours and school activity sessions add to the excellent programs we have in place to assist families prior to commencing school.

Wellbeing

Relationships are at the core of our school philosophy. We focus on forming relationships with each other and encourage student input and leadership. Our school is safe and we focus on ensuring we are inclusive in all we do. We value our culture and all work together to ensure everyone has a face and is valued. Our beautiful school environment is stimulating, challenging and inclusive. BMPS has a clear code of behaviour and whole school behaviour management strategy with a strong focus on kindness and consideration of others. We have high expectations of student behaviour and strive to make BMPS a safe and friendly school. We use the PATHS program to promote social skills. Our curriculum is varied to engage and motivate children in their learning and caters for a variety of learning needs. We have a well-resourced and exciting Investigations approach in Prep to improve engagement and learning especially with boys. Playground 28 has been a great success. We cater for children's needs during breaks by providing quiet areas and activities at lunchtime. The Inquiry approach to learning is being implemented to stimulate problem solving and thinking. Student Voice was a 2014 priority. Assessment and reporting involves the student at the centre with goal setting. We are very proud of our wellbeing program and our students. We have appointed a wellbeing teacher at our school and in 2014 she worked 0.6.

Productivity

To cater to our students needs we ensure we allocate sufficient and adequate resources across the school. We staff our school to allow the smallest class sizes possible. We have a high quality specialist program which we staff to enable the range of learning styles to suit student's needs. We have a rigorous process for staff selection to ensure we employ the highest quality staff available. Our timetable is managed to allow PLTs to plan and work together across year levels. Our facilities are of the highest standard and we continue to improve. In 2014 the school fully funded a new Art Space to provide a creative learning environment. Our playgrounds are safe and stimulating. Our fundraising group provided new shade sails and a new adventure playground. We always work in creative ways to ensure our students have access to the best available.

We identify priority areas for our school and ensure funding is provided to achieve outcomes. School Council is very supportive of our school. Professional Learning is a priority for our staff and we are constantly focused on the child at the centre and how we can use data to cater to each child's individual point of need. ILPs are essential to cater for student's needs and our curriculum is aimed at differentiated learning. Our students are supported to develop learning goals to scaffold their learning. We provide timetabled opportunities for one on one interview days and 3 way reporting with the student at the centre. 2015 is the year of review for our school and we will undertake a self-evaluation with all members in our community to guide and provide a vision for the future.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 781 students were enrolled at this school in 2014, 374 female and 406 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
 Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>59%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>60%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>63%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>53%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	59%	25%	Numeracy	22%	60%	18%	Writing	39%	43%	18%	Spelling	24%	63%	12%	Grammar and Punctuation	27%	53%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1046 918"> <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>93 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	92 %	92 %	93 %	92 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	92 %	92 %	93 %	92 %	92 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

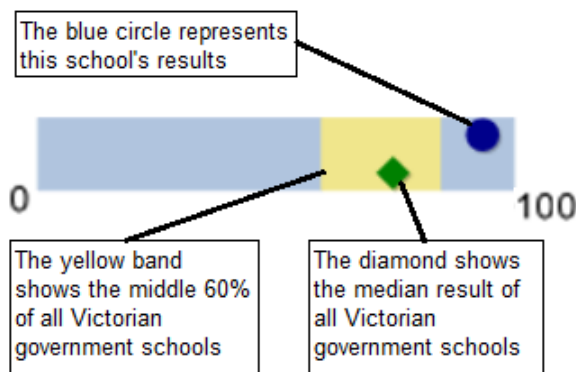
What are student outcomes?

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

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

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

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



What is a *School Comparison*?

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

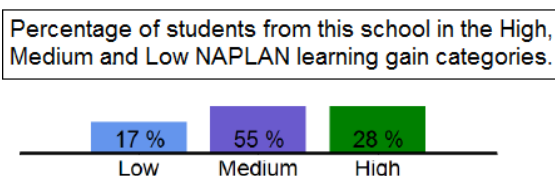
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

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

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

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



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

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

What is the meaning of '*Data not available*'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,965,509
Government Provided DE&T Grants	\$630,315
Government Grants Commonwealth	\$37,702
Revenue Other	\$38,580
Locally Raised Funds	\$541,666
Total Operating Revenue	\$6,213,772

Funds Available	Actual
High Yield Investment Account	\$56,803
Official Account	\$38,437
Other Accounts	\$275,707
Total Funds Available	\$370,947

Expenditure	
Student Resource Package	\$4,931,948
Books & Publications	\$10,668
Communication Costs	\$9,481
Consumables	\$100,596
Miscellaneous Expense	\$301,291
Professional Development	\$37,039
Property and Equipment Services	\$634,091
Salaries & Allowances	\$221,018
Trading & Fundraising	\$105,186
Travel & Subsistence	\$12,730
Utilities	\$60,031

Financial Commitments	
Operating Reserve	\$204,495
Asset/Equipment Replacement < 12 months	\$13,500
Capital - Buildings/Grounds incl SMS<12 months	\$30,005
Maintenance - Buildings/Grounds incl SMS<12 months	\$31,839
School Based Programs	\$56,468
Region/Network/Cluster Funds	\$7,285
Other recurrent expenditure	\$27,355
Total Financial Commitments	\$370,947

Total Operating Expenditure **\$6,424,080**

Net Operating Surplus/-Deficit **(\$210,308)**

Asset Acquisitions **\$0**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Our School Council funded the Art Space during the year and this contributed \$188,231.00 towards the deficit. The remainder of the deficit can primarily be attributed to the purchase of the first piece of new playground equipment at a cost of \$41,811.00.

The remaining reserves place the school in a sound position to provide the students of BMPS with the resources and facilities to enable them to meet the school's aims and goals.