

2019 Annual Report to The School Community



School Name: Bacchus Marsh Primary School (0028)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 01 July 2020 at 04:24 PM by Melinda Williams (Principal)

The 2019 Annual Report to the school community:

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

Attested on 02 July 2020 at 01:30 PM by Lachlan Hodgson (School Council President)

About Our School

School context

Bacchus Marsh Primary School (BMPS) is located in the Central Highlands area, South West Victoria Region, approximately 60 kilometres northwest from the Melbourne Central Business District. The school opened on May 13 1850, and maintains a proud connection to its historical place in the community.

2019 was our year of strategic review and our 2016–19 School Strategic Plan (SSP) for Bacchus Marsh Primary School (BMPS) set an achievement goal that every child in every classroom would make at least expected learning progress by maximising their learning growth in literacy and numeracy. This goal was partially met, with significant progress evident in writing and numeracy achievement, and some promising progress in reading achievement. A second goal to develop student curiosity, creativity, critical thinking, problem solving and engagement in learning was also partially met. Survey data indicated that there were high levels of student connectedness, and a high degree of parent satisfaction. Additional data indicated that students' positive endorsement of stimulated learning and a sense of confidence had increased.

A third goal to develop student resilience and behaviours that reflect the school values was again partially achieved. Through a social and emotional wellbeing program, and implementation of school values, behaviour practices and processes, student morale and resilience had improved. All targets were not met leaving a clear focus for wellbeing and engagement in our new School Strategic Plan, 2019-23.

Our values, kindness, respect, learning, teamwork and integrity, inform our school culture and seamlessly support our motto 'consider others'. Visitors consistently commend our students, administration, teaching and education support staff on the 'feel' of our school. Commitment to the development of respectful, nurturing relationships and inclusive practices, with and between students, staff, school council, parents, carers, volunteers, local schools and the wider Bacchus Marsh community, will remain a key expectation, articulated consistently.

Our vision is to develop self-sustaining, life-long learners in a recognised centre of educational excellence and is enhanced through our Pedagogical Model which reinforces the DET vision: 'all students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning, which equip them with the knowledge, skills and disposition for life-long learning and shaping the world around them.'

Our mission is to provide, in a nurturing environment, a quality education that challenges all students to strive for, and thus attain their highest potential academically, socially, creatively and physically.

The school consists of ten main buildings, including six portables which each house two learning areas. The buildings accommodate 38 classes overall, with additional specialist spaces to accommodate the teaching of history, science, kitchen, art, music, and Chinese language. There is a stand-alone gymnasium and a range of outdoor courts including a basketball/netball court and synthetic grass courts. There are a range of covered play areas, sandpits, playground equipment, and the school adjoins and accesses community recreational space, Masons Lane.

2019 enrolment peaked at 900 students. Across our four year strategic plan, enrolments have steadily increased from 820 in 2015.

The Student Family Occupation (SFO) index was 0.48 and the Student Family Occupation Education (SFOE) index was 0.41 (low/medium) in 2019. 227 students attracted equity funding, 34 down on 2018.

The staffing profile of BMPS included a non-teaching principal, four assistant principals, supporting daily organisation, teaching and learning and wellbeing leadership. 49.8 equivalent full time teachers (including teachers on maternity leave, long service leave and leave without pay for the year) two learning specialists, 13.90 equivalent full time education support staff (including literacy support at 0.46EFT), one business manager, three administration staff and one maintenance staff member at 0.6 EFT.

The school provides an approved curriculum framework differentiated to meet student needs. Specialist subjects as previously noted comprise visual and performing arts including music, physical education, science, a kitchen/garden program, chinese language along with a designated history learning space and access to a history specialist teacher 0.2 time fraction.

The school offers a before school, after school and holiday care program.

Framework for Improving Student Outcomes (FISO)

FISO Priority: Excellence in teaching and learning (curriculum planning and assessment)

Establishment of curriculum based and year level professional learning teams have led to improved teaching and learning practices. Professional Learning Teams were based on PLC inquiry cycles where team goals were formulated to ensure greater rigor in program delivery. PLT goals were specific, targeted and ensured consistency across whole school literacy and numeracy practice. The pedagogical model, incorporating a workshop approach and the high impact teaching strategies, assisted in transforming the professional vocabulary, learning and practice of teaching staff across mathematics, reading and writing. The workshop model was implemented as a consistent instructional strategy with all staff attested to improved teaching and learning practice with the support of their PLT using the FISO improvement cycle, classroom observation and feedback. High relative growth in both writing and numeracy, and improving trend data in reading provided further evidence to substantiate this priority area as a highlight.

FISO Priority: Excellence in teaching and learning (building practice excellence)

Instructional leadership in literacy led to whole school consistency in the teaching of reading, ensuring implementation of shared reading strategies using a common language and approach. It has also built teacher capacity to approach thinking within, about and beyond the text to support differentiated instruction for students. The school implemented the use of a commercial literacy continuum to benchmark students and to inform teaching at their point of need. The use of the assessment system had informed the development of student goals and reading behaviours to notice, teach and support. Staff regularly hosted school visits and actively contributed to the local Bacchus Marsh network through a Middle Years Literacy Community of Practice (COP) involving all government schools within Bacchus Marsh.

Priority: Positive climate for learning setting expectations and promoting inclusion

BMPS was held in high esteem by its community, as the panel evidenced through a wide range of parent, student and staff focus groups. Student enthusiasm for learning, a focus on strong learning outcomes, and a broad range of curriculum offerings to cater for student need and interest were valued by the community, and supported through the specialist program. Community input to a number of educational programs was evident, for example, in volunteers assisting in the delivery of the kitchen/garden program, and through authentic and visible art projects involving community input. Further, authentic opportunities for learning existed in school-based community events such as the Farmer's Market, reflective of the Bacchus Marsh rural and market community. This inclusive climate was further supported by the school's positive education curriculum, where a positive psychology philosophy for the whole community was being implemented. Ongoing and effective communication ensured an authentic partnership with the school community, and was linked to positive student outcomes. Numerical data evidenced this level of familial support with 97% parent satisfaction noted from the School Performance Report.

Achievement

Top 2 band NAPLAN data has been encouraging and as part of the South West Victoria Region this will be monitored carefully for our Year 3-5 transition cohorts especially in Reading.

Percentage of students above benchmark growth Naplan Reading 3-5 in 2019 (34%) was well above the results for primary schools with similar characteristics (23%)

Staff within the PLT structures are much more focussed on whole cohort data and consistent use of the FISO Improvement Cycle to respond to formative and summative data sets and take shared responsibility for goals and targets. Next steps will develop our focus in Writing and Vocabulary.

Percentage of students above benchmark growth Naplan Writing 3-5 in 2019 (30%) was well above the results for primary schools with similar characteristics (22%)

Spelling data is currently below the achievement levels across the other strands and requires some development which will involve extending the Letters and Sounds differentiated program beyond F-1 and into Grade 2 in 2020.

Word Study in Years 3 to 6 will extend beyond the use and application of Words Their Way developmental stages to include study of vocabulary related to student inquiries informed by the work of Christine Topfer.

Literacy Learning Intervention will continue with a particular focus on Grade 1 and 2 students.

Holding firm on our authentic problem based approach to mathematics with the big picture support of Dianne Siemons

Big Ideas in Primary Mathematics led by a Learning Specialist will be maintained.
 Percentage of students above benchmark growth Naplan Numeracy 3-5 in 2019 (40%) was well above the results for primary schools with similar characteristics (22%)

Our 27 PSD students were supported to achieve their Individual Education Plan goals through targeted classroom instruction and additional in class education support.

Engagement

We did not meet our targets using Student Attitudes to School data Grade 4-6 in 2019 in the areas of Learning Confidence - Target 85% Actual 79%, School Connectedness - Target 90% Actual 84%
 Student Voice and Agency - Target 80% Actual 64%, Motivation and Interest - Target 87% to 80%
 Positive Education Enhanced Curriculum implementation is enhancing consistency across year levels in the area of 'social competency' and a return to consistent restorative practice behaviour management techniques and strategies will be supported by the commencement of a relationship with REAL SCHOOLS who will work alongside leadership, teachers and parents.

Regarding student absences: 20 or more days absent was at 28% which is slightly up on similar schools at 26%.
 Strict monitoring, connection with students and families and follow up of unapproved absence by our Wellbeing Assistant Principal continues to take place involving individual engagement, attendance and learning plans.
 Improvement in attendance as a result of this rigor is encouraging for individual students.

Our Inquiry AIP Team has been investigating this data and our work continues to develop staff capacity to support students to explore Voice, Choice and Agency in their learning.

We are working on the development of more authentic learning tasks across the curriculum and using formative assessment to support students to set goals linked to the learning sequence in all curriculum areas, but particularly in areas of passion and interest.

Wellbeing

The PEEC has been implemented across F to 6 and staff have been required to provide feedback to the curriculum writers. We have endeavored to embed the POS ED components through lessons, Student of the Week acknowledgements, information nights for parents/carers and Mindfulness practice across all year levels. We are still in the process of Learn Live Teach and Embed for our staff and ultimately, our students. Student Resilience data from the AtSS was targeted to move from 81% to 85% and our result was 83%. In terms of School Connectedness, we targeted a move from 86% to 90% and our result was 84%.

Again continuing to build resilience and connectedness within our students through Positive Education and supporting the authentic activation of student voice, choice and agency is high priority. We are examining our current school values in relation to the Positive Education strands and 24 Character Strengths to look for further opportunities for alignment and commitment to the 'Learn-Live-Teach-Embed' cycle.

Financial performance and position

At the end of 2019 the school continued to maintain a surplus. The surplus funds ensure the school is well positioned to maintain sufficient reserve funds in addition to resourcing school based programs in 2020. Equity funding was used to support the numeracy, literacy and student wellbeing programs. State and Commonwealth Grants received throughout 2019 were used to establish and enable the purchase of assets and resources for the schools Maker Space. This along with the introduction of a Bring Your Own Device program at Grade 4 has given a very positive boost to Design Thinking at BMPS along with the enhancement of basic digital technology skills required for achievement of the Victorian Curriculum standards.

Revenue raised through fundraising during 2019 will be utilised to upgrade the school's grounds and buildings throughout 2020.

For more detailed information regarding our school please visit our website at
www.bacchus.marsh.ps@education.vic.gov.au

Performance Summary

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

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

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 899 students were enrolled at this school in 2019, 422 female and 477 male.

3 percent of students had English as an additional language and 2 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	90.0	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.8	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.4	89.7	81.7	95.0	Below
Mathematics	89.3	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	78.6	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	71.0	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	79.1	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	78.8	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	73.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	70.5	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	69.7	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	68.2	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	16.5	50.4	33.1
Numeracy	15.1	43.7	41.2
Writing	19.5	50.4	30.1
Spelling	25.4	50.8	23.8
Grammar and Punctuation	15.6	50.0	34.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.0	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	15.7	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	92	92	91	92	92	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	84.3	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	83.3	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.4	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	84.2	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$7,082,302
Government Provided DET Grants	\$940,249
Government Grants Commonwealth	\$19,654
Government Grants State	\$86,831
Revenue Other	\$13,106
Locally Raised Funds	\$615,904
Capital Grants	\$0
Total Operating Revenue	\$8,758,044

Equity ¹	Actual
Equity (Social Disadvantage)	\$253,583
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$253,583

Expenditure	Actual
Student Resource Package ²	\$6,978,050
Adjustments	\$0
Books & Publications	\$7,743
Communication Costs	\$5,477
Consumables	\$209,767
Miscellaneous Expense ³	\$349,822
Professional Development	\$30,746
Property and Equipment Services	\$475,147
Salaries & Allowances ⁴	\$399,075
Trading & Fundraising	\$47,939
Travel & Subsistence	\$10,131
Utilities	\$63,133
Total Operating Expenditure	\$8,577,029
Net Operating Surplus/-Deficit	\$181,015
Asset Acquisitions	\$57,232

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$434,823
Official Account	\$28,521
Other Accounts	\$2,596
Total Funds Available	\$465,940

Financial Commitments	Actual
Operating Reserve	\$247,106
Other Recurrent Expenditure	\$12,973
Provision Accounts	\$0
Funds Received in Advance	\$74,057
School Based Programs	\$111,688
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	\$20,115
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$465,940

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').