

# 2019 Annual Report to The School Community



**School Name: Buangor Primary School (2072)**



- 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 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 30 September 2020 at 02:27 PM by Sally Peacock (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 13 November 2020 at 07:10 AM by Brooke Jess (School Council President)

## About Our School

### School context

Buangor Primary School is a rural school situated between Beaufort and Ararat just off the Western Highway. We are a part of the Ararat Schools Network. Buangor Primary School had an official enrolment of 31 students in 2019. The Foundation intake for 2020 is 2 which will take the school enrolment to 21. The school has three main building areas. The original redbrick building and attached residence was erected in 1878 and today caters for Science/Literacy and Art. There is a large double portable that was erected at the end of 2015 and is the Junior classroom one end and the Senior classroom the other. The third weatherboard building houses our Library, First Aid Room, Staffroom, Principal's Office and Business Manager's Office. The school grounds are extensive, leading to native bush land and a backdrop of Mount Cole and Mount Buangor. Students are drawn from the farming communities of Buangor, Warrak, Raglan, Middle Creek and Ballyrogan. Our overall socio-economic profile is low-mid.

The school's motto is "Fostering Learning for Life." We promote excellent values and the development of well-rounded, independent students with positive peer group interactions. We have a teaching principal, one ongoing teacher (0.4) 2 graduate teachers (one full time and one at 0.8) and a business manager (0.4). All teachers are very progressive in their approach to education and ongoing professional development has been identified as an important component in moving the school forward. In 2019, it will be intended that this approach will continue and greater networking with other like schools will be investigated.

The school offers a vast range of extra-curricular activities throughout the year. These include group days each month with Moyston and Maroona Primary Schools, swim/gym program, camps, sporting clinics with Kelly Sports, excursions, interschool football and netball, hip-hop classes and athletic sports.

The whole school community is supportive and committed to the future development of the school. This includes parents conducting afterschool sporting training (athletics, cricket and football), helping to maintain the grounds by attending working bees, attending parent/teacher interviews and supporting an array of fundraising activities.

### Framework for Improving Student Outcomes (FISO)

During 2019, Buangor PS focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment and Intellectual engagement and self awareness. This included:

- building teacher capacity to analyse and use Reading assessment data to plan for each student's learning needs,
- developing a consistent and well balanced reading program
- monitoring student learning growth
- strengthening processes for actively engaging students in setting learning goals, evaluating their progress and for the provision of teacher feedback.
- developing Individual Learning Plans (ILP) for every student.

To support implementation of these KIS, key staff undertook Literacy Leaders professional development. Positive gains in the School Staff Survey showed clear evidence of their impact. Collective efficacy and planning also showed positive changes in teacher practice and student learning outcomes.

### Achievement

In 2019 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. This included the goals of: all Year 5 students who participate in NAPLAN will achieve medium/high growth in reading and to increase the percentage of all students achieving at or above the expected level according to teacher judgement against the Victorian Curriculum.

- All students in grade 5 in 2019 achieved medium growth in Naplan reading.
- In Reading and Viewing students in Prep, Year 1 and Year 4 had an increase in % achieving at or above the expected level. Year 2, Year 3, Year 5 and 6 remained the same or had a decrease in % achieving above or at the expected level.
- In Speaking and Listening students in Prep, Year 3, Year 4 and Year 5 had an increase in % achieving at or above the expected level. Year 1, Year 2 and Year 6 remained the same or had a decrease in % achieving above or at the expected level.
- In Writing students in Prep, Year 1, Year 5 had an increase in % achieving at or above the expected level. Year 2, Year 3, Year 4 and Year 6 remained the same or had a decrease in % achieving above or at the expected level.
- In Measurement and Geometry students in Prep, Year 1, Year 2, Year 3, Year 5 and Year 6 had an increase in % achieving at or above the expected level. Year 4 remained the same or had a decrease in % achieving above or at the expected level.
- In Number and Algebra students in Prep, Year 1, Year 3, and Year 6 had an increase in % achieving at or above the expected level. Year 2, Year 4 and Year 5 remained the same or had a decrease in % achieving above or at the expected level.
- In Statistics and Probability students in Prep, Year 1, Year 2, Year 3 and Year 6 had an increase in % achieving at or above the expected level. Year 4 and Year 5 remained the same or had a decrease in % achieving above or at the expected level.

## Engagement

Buangor Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

The work in this area is ongoing, intentional and, in 2019 included school leaders, celebration of learning days, transition program along with student mentor partnerships. A range of opportunities for student voice and development of student agency continued to be nurtured.

The school had a focus on improving stimulated learning in the classroom and goal setting, as indicated in the 2019 AIP. Although the target of increase in % of positive endorsement was similar to like schools and the state the target for our school was not met.

In 2019, Buangor Primary School continued to work with families to ensure students were at school and learning. The school continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences.

## Wellbeing

While our data from our AToSS is similar and above to like schools there are some areas we would like to continue to work on. In particular, the enjoyment and interests students have in their learning and student confidence. The implementation of The Resilience Project, Respectful Relationships as well as work in student voice will hopefully have a significant impact on the data.

Promoting positive relationships amongst peers, staff and our wider community is an area we have been actively committed to.

Unfortunately, we do not have enough data from the Parent Opinion Survey to make any judgements in relation to this area.

The staff satisfaction, according to the School Staff Survey, fell within the 60% of all Victorian school and was even with the state median.

### **Financial performance and position**

Buangor Primary School maintained a very sound financial position throughout 2019. The 2018-2022 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$104,240. This surplus occurred through generous community grants and donations to camps, excursions and targeted teaching areas in 2019. The school received \$13,875 in equity funding, this was used for purchasing assessment programs and teacher learning materials.

All our fundraising efforts for 2019 went toward resurfacing our sports court.

**For more detailed information regarding our school please visit our website at [www.buangor-ps.vic.edu.au](http://www.buangor-ps.vic.edu.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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 32 students were enrolled at this school in 2019, 19 female and 13 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Below </p> <p>Below </p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison	
Results for this school: <span style="color: blue; font-weight: bold;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green; font-weight: bold;">◆</span>		<span style="background-color: #00A651; color: white; border-radius: 50%; padding: 2px;">A</span> Above	<span style="background-color: #A6C9EC; color: white; border-radius: 50%; padding: 2px;">S</span> Similar
		<span style="background-color: #0070C0; color: white; border-radius: 50%; padding: 2px;">B</span> Below	
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	No Data Available	
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	No Data Available	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>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.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>Similar School Comparison</b> 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.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="margin: auto;"> <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>96 %</td> <td>97 %</td> <td>89 %</td> <td>96 %</td> <td>95 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	97 %	89 %	96 %	95 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	97 %	89 %	96 %	95 %	92 %	92 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$490,645	High Yield Investment Account	\$58,688
Government Provided DET Grants	\$85,711	Official Account	\$5,964
Government Grants Commonwealth	\$2,200	<b>Total Funds Available</b>	<b>\$64,652</b>
Government Grants State	\$2,200		
Revenue Other	\$6,464		
Locally Raised Funds	\$46,307		
<b>Total Operating Revenue</b>	<b>\$633,526</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$13,875		
<b>Equity Total</b>	<b>\$13,875</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$386,405	Operating Reserve	\$18,330
Books & Publications	\$1,296	Other Recurrent Expenditure	\$1,483
Communication Costs	\$601	Funds Received in Advance	\$250
Consumables	\$18,864	Asset/Equipment Replacement < 12 months	\$3,000
Miscellaneous Expense <sup>3</sup>	\$43,300	Capital - Buildings/Grounds < 12 months	\$4,615
Professional Development	\$2,358	Maintenance - Buildings/Grounds < 12 months	\$17,157
Property and Equipment Services	\$22,211	<b>Total Financial Commitments</b>	<b>\$44,835</b>
Salaries & Allowances <sup>4</sup>	\$13,594		
Trading & Fundraising	\$7,865		
Travel & Subsistence	\$125		
Utilities	\$6,965		
<b>Total Operating Expenditure</b>	<b>\$503,583</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$129,942</b>		
<b>Asset Acquisitions</b>	<b>\$5,235</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 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
- 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)
- 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 *School Comparison* refer to?

The 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 '*ND*' 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 and Community Schools 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 their first 11 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').