

2021 Annual Report to The School Community



School Name: Buchan Primary School (1905)



- 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 2021 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 29 March 2022 at 06:41 PM by Sarah Walker (Principal)

- This 2021 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 07 April 2022 at 04:03 PM by Sophie Sandy (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

Buchan Primary School was established in 1877 and sits amongst the rolling pastures of the Buchan Valley. The school is located 55km north of Lakes Entrance and 75km east of Bairnsdale in the beautiful East Gippsland region of Victoria.

The township of Buchan is renowned for its caves, limestone cliffs and the Snowy River and comprises of the following essential services; a bush nursing centre, police station, kindergarten, general store and post office, roadhouse, pub, motel, CFA, Bushfire Victoria Community Hub and a neighbourhood house. Buchan has a population of 236 (2016 census data) and its ability to attract families moving into the area is limited by employment, location, housing, no main transport infrastructure, no major supermarket and other essential services. Buchan and the surrounding areas rely on tourism (Buchan Rodeo, Buchan Caves Reserve, Canni Creek Picnic Races at the racecourse) and sporting activities that include; football and netball, cricket, pony club, tennis and the rifle range. The school has strong generational ties and is well supported by the school council and parents.

Buchan Primary School's vision is to strive to maximize every student's wellbeing and learning potential to become lifelong learners and achieve their goals and contribute as global citizens. We endorse the following 4 school values: Be a friend, show respect, be kind and show empathy.

The overall school's socio-economic profile is classed as low to medium and this data is based on the school's Student Family Occupation and Education index (SFOE), which takes into account parents' occupations and education.

Buchan Primary School has a long history of offering stimulated learning opportunities to students with learning and wellbeing our main focus. Our school comprises of small class sizes, spacious grounds and classrooms, a modern uniform and 1:1 netbooks. We offer a range of rich specialist subjects that allow our students to enjoy, share and experience creative and collaborative opportunities and these include: Physical Education, Resilience, Rights and Respectful Relationships (RRRR) and Bounce Back, STEM, Gardening, Cooking, Art (drama, visual arts, Djembe drumming and pottery), Mindfulness, LOTE (Italian) and ICT. The school supplemented student learning with a mobile library (MARC van) visitation each fortnight to provide additional literacy resources and learning experiences to students, as well as non-teaching time planning to classroom teachers. The mobile library service run by the Shire was an additional learning resource.

At the commencement of 2021, the school had a student enrollment of 22 students and this encompassed 16 families. At the start of Term 4, this increased to 23 students and 17 families. The educational setting of the Junior School comprised of Foundation (prep), Grade 1 and Grade 2 classes with a total enrollment of 12 students and a Senior School that comprised of a Grade 4, 5 and 6 classes with a total enrollment of 11 students. Staffing consisted of a full time Principal (0.8 teaching role and 0.2 administration), one full time graduate teacher (1.0 teaching load), a part time Business Manager (0.4), a Student Support Officer (1.0) and a contracted cleaner. The acting principal / teacher continued her role in this position for the remainder of the year with her contract ending in January 2022. More than half the school's enrollments utilise the bus service which transports students from Buchan South, Gelantipy, Butchers Ridge and W Tree.

Framework for Improving Student Outcomes (FISO)

In 2021, the main FISO area identified as requiring specific attention were:

- Learning engagement and wellbeing.
- To build the instructional practice of every teacher.

Staff attended face to face meetings and online learning opportunities throughout the year using Zoom and Webex learning platforms to build on their professional learning. They also worked closely with Elizabeth Eels (Education Improvement Leader) on literacy and was part of the Kaey Cobbin regional literacy workshops.

Throughout the year, Buchan Primary School continued to be an active contributor of the PLC (Professional Learning Community) and regularly met with Swan Reach Primary School to focus on HITS, Amplify and student voice, writing moderation and the use of Fountas and Pinnell as an assessment tool. Whilst we continued to be part of the TUBBS small schools cluster which provided transition, sporting, arts and camping opportunities for our students, these services were not utilised to their full potential due to COVID-19 restrictions impacting on student learning at school. The acting principal regularly attended Principal Network Meetings and forums online as the year progressed. Our School Review which was scheduled in June of Term 2 was cancelled due to COVID-19 and this was rescheduled for Term 1 2022.

Achievement

In 2021, the school employed a full-time graduate teacher to enable a consistent delivery of the curriculum and a non-negotiable timetable was implemented for Literacy and Numeracy.

Webex, Zoom and other communication platforms along with the wearing of masks, hand sanitizer and implementing 1.5m social distancing continued to remain the norm throughout 2021, with students in Grades 3 to 6 required to wear a mask in class. This stipulation did not apply to students in the Foundation to Grade 2 classes. The school continued to provide parents with Terms 1 and 2 Interim Reports and mid semester reports at the end of Terms 2 and 4.

Whilst remote learning at home once again occurred throughout the year, it was spasmodic and at shorter intervals, with the senior class being impacted more than the junior school in Terms 3 and 4. The school introduced Essential Assessment in numeracy and the communication online application Schoolstream.

NAPLAN testing took place in Term 2.

The benchmark growth in reading at BPS (33%) was higher than similar schools (30%), network schools (29%) and the State average (27%) in 2021. The relative growth in reading at BPS (33%) was higher than similar schools (24%), network schools (24%) and the State average (24%) in 2021. In 2021, the percentage of Grade 3 students in the top 2 bands for reading at BPS was 25%. In similar schools, this percentage was 68% and 42% for our Network schools, while for the State, it was 60%.

In 2021, the percentage of Grade 5 students in the top 2 bands for reading at BPS was 67%. In similar schools, this percentage was 38% and 41% for our Network schools, while for the State, it was 43%.

In 2021, the percentage of Grade 5 students in the top 2 bands for numeracy at BPS was 67%. In similar schools, this percentage was 35% and 32% for our Network schools while for the State, it was 33%.

The benchmark growth in numeracy at BPS (67%) was higher than similar schools (19%), network schools (24%) and the State average (22%) in 2021. The relative growth in numeracy at BPS (67%) was higher than similar schools (21%), network schools (26%) and the State average (25%) in 2021.

The percentage of students working at or above the expected standards in the curriculum area of English: Reading and Viewing (61%), Speaking and Listening (100%) and Writing (68%) and in the curriculum area for Mathematics: Measurement and Geometry (91%), Number and Algebra (83%) and Statistics and Probability (83%).

Engagement

Our average number of absence days per student in 2021 was 19.6 days with the average number of absence days over a 4-year average being 14.3 days. Buchan Primary School rated 39% for 20 or more absent days per student in 2021 compared to 25% for similar schools and 31% for schools in our network.

Our school survey data showed the following:

Effective teaching practice for cognitive engagement – 100% (stimulated learning).

Emotional and relational engagement for students – 88% (community connections).

Sense of connectedness for students – 98% (similar schools 81%).

Teacher-student relations – 100% (similar schools 95%).
Parent community engagement – 93% (similar schools 86%).

Wellbeing

In 2021, our school modified the delivery of health and wellbeing supports for students and their families to meet the State expectations as it related to COVID-19 and the need to learn remotely at home. Class teachers conducted online classes daily via Webex to deliver explicit, direct instruction, answer student questions, clarify misunderstandings as well as 'check in' with students to support their health and wellbeing. Teachers and parents reported that most students remained engaged during Home Learning, however, a small number of students struggled with the limited face-to-face engagement with their peers while learning at home. Teachers worked closely with parents and students to ensure this daily online contact and additional support was provided to those students who struggled with learning at home.

The school continued to provide the following wellbeing activities and services to support our students, families and staff throughout 2021:

- Student voice was applicable when choosing our wellbeing dog's name and colour. Marley a cavoodle was introduced to the school community in November, Term 4.
- The acting principal began working with Natalie Rutstein Contact Liaison Officer: Be You Bushfire Recovery Program on providing the school community with wellbeing resources and the implementation of a wellbeing program for staff in Term 1 2021 and a family partnership action plan.
- The school partnered with Clifton Creek Primary School to engage in Djembe drumming, and they also worked together to share an artist in school (Djembe drummer) as part of a joint grant partnership. This project culminated in a conflated concert between the two schools.
- The school also adopted the program Smiling Mind - Mindful Champions Program in Term 3.
- The school received a drama grant for the senior class in Terms 3 and 4 and they combined with students at Toorloo Arm Primary School.
- Breakfast cereals and tinned food was available for families to take home. Apples were available daily for students to eat and these items were donated by Food Bank.
- Zones of Regulation continued to be implemented, This framework teaches students strategies and skills to regulate their behaviour and identify their feelings.
- The School continued to use a range of services provided by our SSS - Student Support Services - (GLCH Gippsland Lakes Community Health (Occupational Therapist and Speech Pathologist).
- The school's Child Safe Standards were implemented and reflected in what we did.
- The senior students participated in a five-day camp at Queenscliff, as part of their bushfire recovery journey.
- The school was successful in applying and implementing the following grants to promote wellbeing: school chaplain and speech pathology in schools initiative.

Student Attitudes to School Survey – Students in Years 4 to 6 not experiencing bullying (Parent Factor) 99% and similar schools 83%. Percentage of students with no negative online experience in 2021 92% and similar schools 85%. Percentage of students with 5 or more days in 2021 with physical activity 88% and similar schools 75%. Subjective physical health for students in Years 4 to 6 88% and similar schools 82%. Managing bullying for students in years 4 to 6 100% and similar schools 83%.

Finance performance and position

Buchan Primary School was successful in receiving the following grants which benefited the students at the school in many ways, as it related to their wellbeing, academic and social and emotional needs:

Respectful Relationships \$10,000.00

National School Chaplaincy Program \$20,280.00 (Employed a chaplain one day a week)

Tutor Learning Initiative \$15,000.00 (Employed extra staff to do the tutor in schools role)

Wellbeing Dog \$16,872.00 (ongoing costs for our wellbeing dog Marley)

Drums \$5,500.00 (Purchased drums)

Extra Cleaning funds \$4,410.00 (Covid)

The carry forward surplus was \$199,985.00. Some of this money is committed to the following:

Building and maintenance works \$31,500.00

Parents club \$6,500.00

Respectful Relationships \$20,000.00

Parents bushfire relief \$4,200.00

The remainder of the surplus is uncommitted.

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

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 22 students were enrolled at this school in 2021, 6 female and 16 male.

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

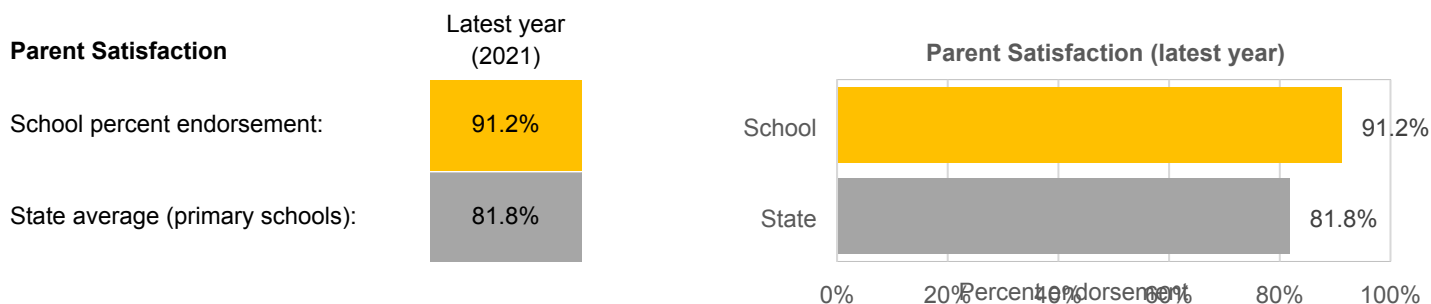
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

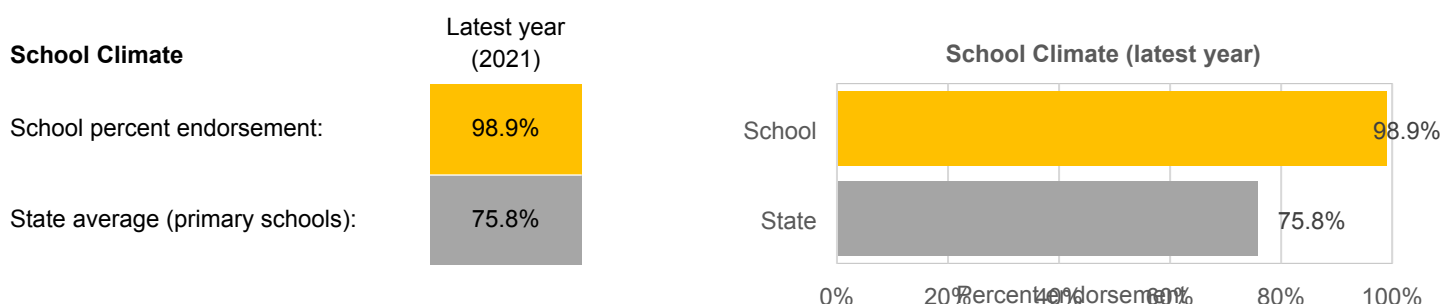


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

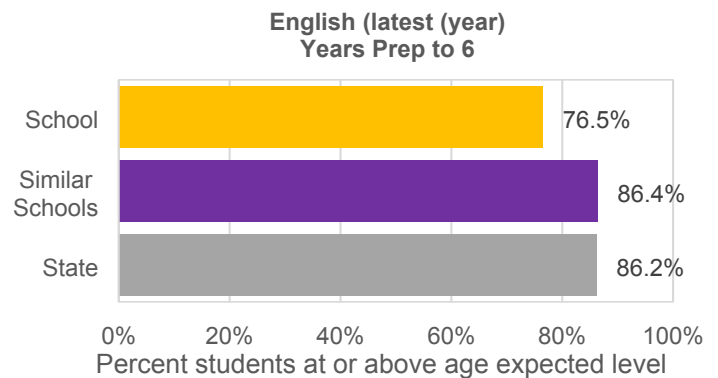
76.5%

Similar Schools average:

86.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

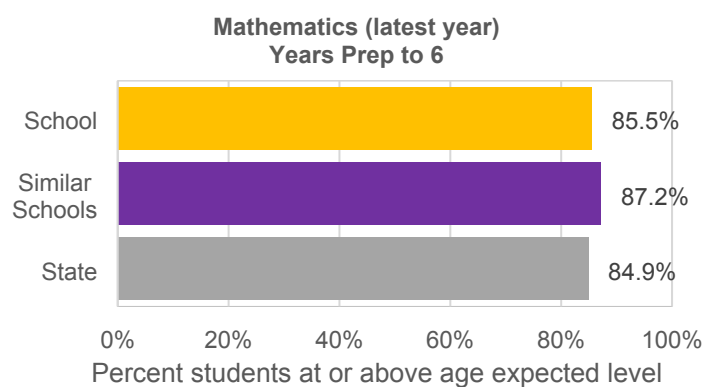
85.5%

Similar Schools average:

87.2%

State average:

84.9%



ACHIEVEMENT (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.

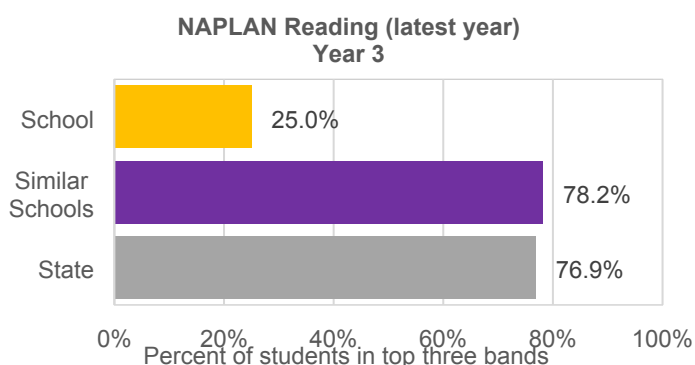
NAPLAN

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 2018, 2019 and 2021 data.

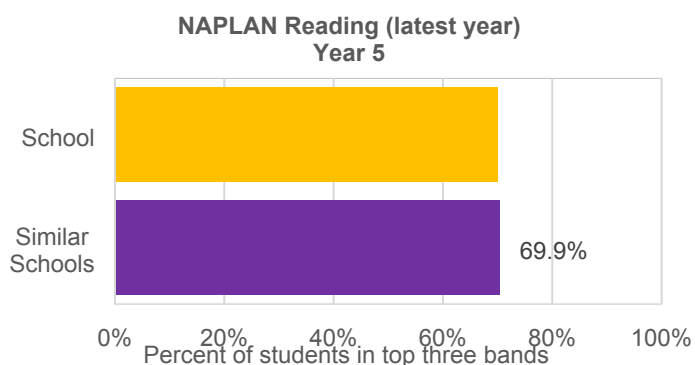
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	70.0%
Similar Schools average:	78.2%	73.4%
State average:	76.9%	76.5%



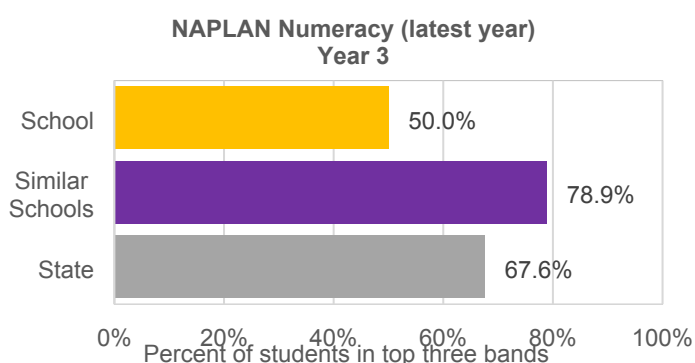
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	55.6%
Similar Schools average:	69.9%	66.5%
State average:	70.4%	67.7%



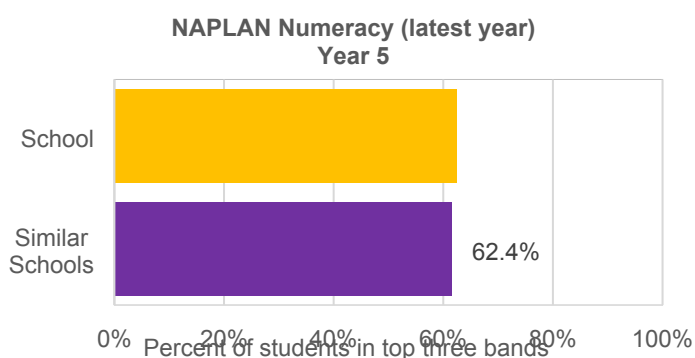
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	60.0%
Similar Schools average:	78.9%	76.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	55.6%
Similar Schools average:	62.4%	59.8%
State average:	61.6%	60.0%



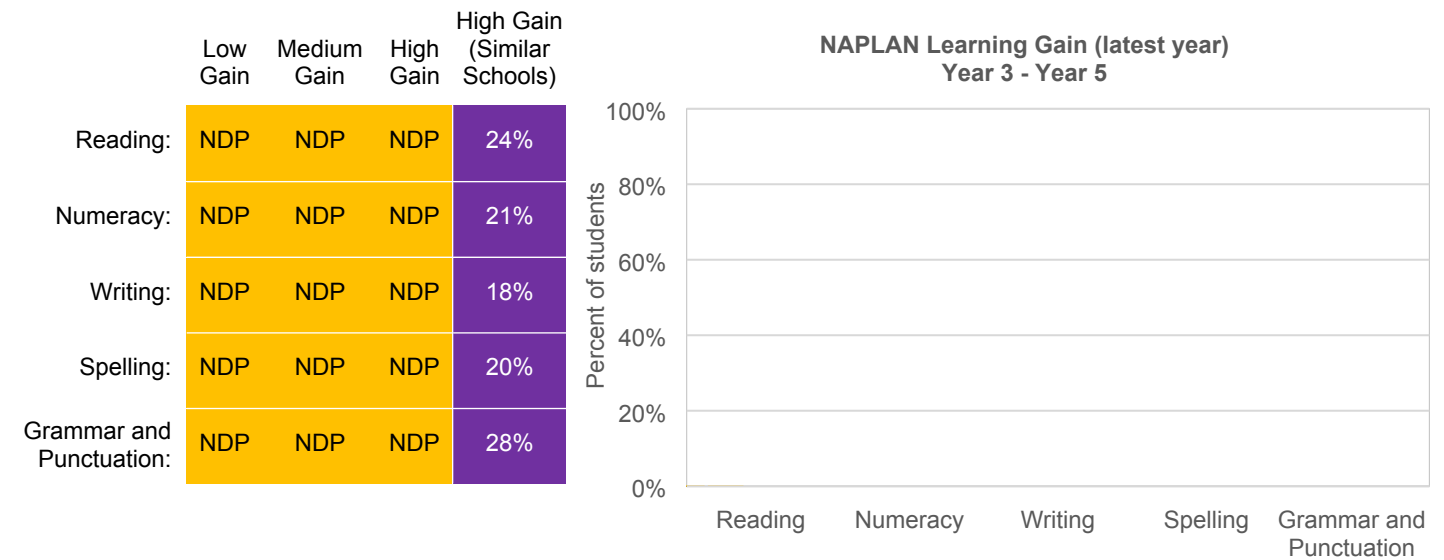
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain

Year 3 (2019) to Year 5 (2021)



ENGAGEMENT

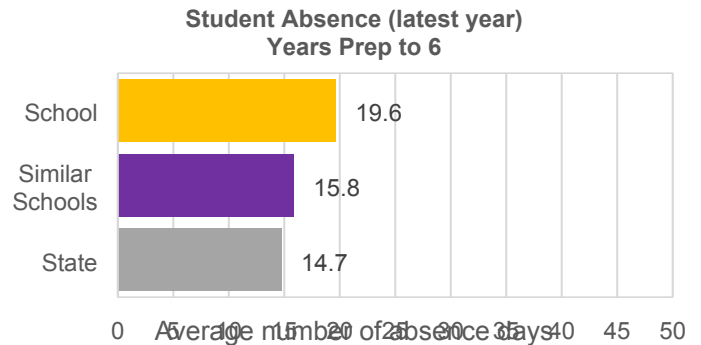
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.6	14.3
Similar Schools average:	15.8	14.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	93%	NDP	92%	NDP	NDP	89%

WELLBEING

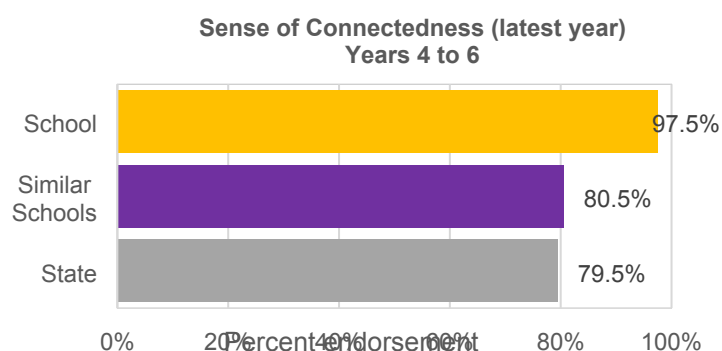
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2021)	4-year average
School percent endorsement:	97.5%	79.5%
Similar Schools average:	80.5%	80.1%
State average:	79.5%	80.4%



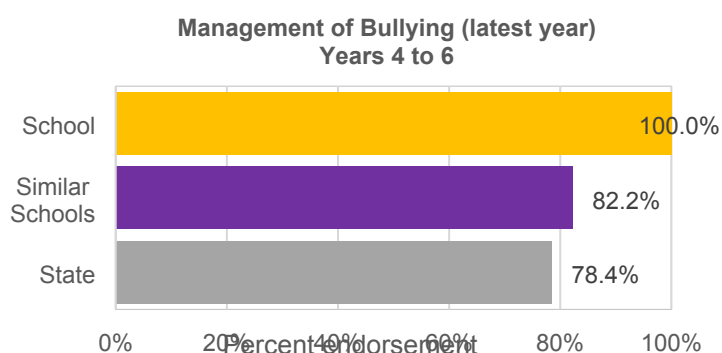
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	100.0%	81.2%
Similar Schools average:	82.2%	82.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$331,179
Government Provided DET Grants	\$205,465
Government Grants Commonwealth	\$8,646
Government Grants State	\$3,500
Revenue Other	\$1,132
Locally Raised Funds	\$33,616
Capital Grants	\$0
Total Operating Revenue	\$583,537

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,035
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,035

Expenditure	Actual
Student Resource Package ²	\$304,661
Adjustments	\$0
Books & Publications	\$255
Camps/Excursions/Activities	\$18,208
Communication Costs	\$1,534
Consumables	\$19,385
Miscellaneous Expense ³	\$4,994
Professional Development	\$1,538
Equipment/Maintenance/Hire	\$18,218
Property Services	\$39,149
Salaries & Allowances ⁴	\$40,158
Support Services	\$20,280
Trading & Fundraising	\$1,778
Motor Vehicle Expenses	\$4,455
Travel & Subsistence	\$0
Utilities	\$3,887
Total Operating Expenditure	\$478,501
Net Operating Surplus/-Deficit	\$105,037
Asset Acquisitions	\$8,250

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$195,927
Official Account	\$4,059
Other Accounts	\$0
Total Funds Available	\$199,986

Financial Commitments	Actual
Operating Reserve	\$24,341
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$24,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$31,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$86,541

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.