

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 01:08 PM by Aidan Johnston (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 01:16 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 and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do '*Similar Schools*' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does '*NDP*' or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the '*Victorian Curriculum*'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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, early childhood learning centre, general store and post office, roadhouse, pub, motel, café, CFA and a neighbourhood house. As of 30th June 2022, Buchan has a population of 444 (2021 census data). Whilst the population has significantly increased since the 2016 census, the township of Buchan's 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 and the Canni Creek Picnic Races at the racecourse), as well as 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 school council and parents.

Our 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 have 4 values and these are; be kind, show respect, be a friend 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 netbook. We offer a range of rich and engaging specialist subjects that allow our students to enjoy, share and experience creative and collaborative opportunities. These include:

- Physical Education
- Sporting Schools (surfing, swimming lessons and water safety and horse riding)
- After school tennis lessons and coaching, A.F.L clinics, bike education
- Cross country and athletics sport competitions.
- Resilience, Rights and Respectful Relationships (RRRR) and Bounce Back.
- STEM (Science, technology, engineering and mathematics)
- Gardening, Cooking, Art (drama, visual arts, Djembe drumming and pottery)
- Mindfulness
- The Passion Project (Activities on offer included silk painting, horsemanship, felt and sewing activities, outdoor education and knitting).
- The school supplemented student learning with a mobile library (MARC van) visitation each fortnight to provide additional literacy resources and learning experiences to students
- The Shire Library mobile service is an additional learning resource the school utilises.

Throughout the year, Buchan Primary continued to be part of the TUBBS (Tambo Upper, Swan Reach, Bruthen, Nungurner and Metung) small schools cluster which provided transition, sporting (athletics and cross country), arts and camping opportunities for our students. PLC (Professional Learning Communities) informally took place throughout the year with Swan Reach Primary School when needed.

At the commencement of 2022, the school had a student enrollment of 21 students and this encompassed 11 families. At the start of Term 2, this increased to 22 students. 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 3, 4, 5 and 6 classes with a total enrollment of 10 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 Education Student Support Officer (0.7) and a contracted cleaner. The acting principal / teacher became substantive principal 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school appointed the full-time graduate to ongoing to enable a consistent delivery of the curriculum and stability to the school. A tutor in school was appointed throughout the year to work with students below the expected standard of achievement in literacy and/or numeracy. The school held a celebration day in Term 1 to acknowledge the achievement of the school post school review at the Stockman's Camp in Buchan South. The end of the day finished with a community BBQ and celebration cake. The school continued to provide parents with Terms 1 and 3 interim reports and mid semester reports at the end of Terms 2 and 4. Student-led teacher conferences took place in Terms 2 and 4 and parent teacher interviews took place in Terms 1 and 3. NAPLAN testing took place in Term 2 and this was online for Grades 3 and 5 students. The school had a Grade 5 student participate in literacy as part of the Victorian High Ability Program (VHAP).

In 2022, our Teacher Judgement of Student Achievement in English showed that Years Foundation to 6, 81.8% of school students were at or above age expected standards. In Maths, Years Foundation to 6, 90.9% of school students were at or above age expected standards.

In 2022 in Naplan, School Percent of students in top two bands for Grade 5:

- Reading, Year 5 – 50% (similar schools – 36%, network – 40%, state – 44%).
- Writing, Year 5 – 100% (similar schools – 18%, network – 22%, state – 29%).
- Spelling, Year 5 – 50% (similar schools – 23%, network – 28%, state – 37%).
- Grammar & Punctuation, Year 5 – 50% (similar schools – 20%, network – 26%, state – 32%).
- Numeracy Year 5 – 0% (similar schools – 21%, network – 21%, state – 27%).

Wellbeing

Buchan Primary school continued to prioritise and provide a proliferation of wellbeing activities and services to support our students, families and staff throughout 2022.

Staff had the opportunity to be included in the Bushfire Recovery – Workforce Wellbeing and had access to services such as psychology, physiotherapy, exercise physiology and links to other services within the department which may improve health and wellbeing.

Through the utilisation of an agency, the school employed a chaplain to visit the school once per week to engage with families and support them with school and welfare-based issues. The role of school chaplain played a vital link to supporting teacher and parent communication where needed. The school chaplain also served as a support mechanism for students, staff and parents within the Buchan Primary School community.

The school also continued to work alongside Senior Recovery and Resilience Practitioner Kelly Duncan who was instrumental in the organisation of our school concert. This included djembe drumming through a professional drummer who did lessons with students. Students also sung the 'We Are One' song in Aboriginal language. Our developing relationship with Clifton Creek Primary School continued to blossom through the engagement of whole school activities once a term to support transition to Secondary School and foster friendship groups. They also participated in the Wayupa Cultural incursion.

The school demonstrated a sustainable approach to authentically building connections with a wellbeing dog with people and places within our school community and gained our accreditation with the agency Dogs Connect. We continued to liaise with the agency to provide a healthy, balanced and sustainable working life for our school wellbeing dog, Marley. This cultivated in fortnightly Webex meetings that aimed at providing support for staff at implementing strategies and support for Marley. Marley has been helping students learn about regulation through the demonstration of ways that she can co-regulate with people, as well as ways that she can self-regulate with herself. Marley has also reduced stress and anxiety with many students.

We continued to implement Zones of Regulation, this framework taught students strategies and skills to regulate their behaviour and identify their feelings. In addition, the school signed up to the Berry Street Model at the end of 2022 and this program will be implemented in 2023 and 2024. The school also signed up to the School Wide Positive Behaviour in Schools (SWPBS) Initiative at the end of 2022, with this service being implemented in 2023. The School continued to use a range of services provided by our Student Support Services (SSS) - Gippsland Lakes Community Health (GLCH) occupational therapist and speech pathologist. Staff also engaged in Speech Pathology online professional learning. Students also had the opportunity to participate in Play Therapy sessions with Relationships Australia. Students were also offered camps in 2022. The school's Child Safe Standards were implemented and reflected in what we did.

Breakfast cereals and tinned food was available for all families to take home, with apples provided daily for students to eat. These items were donated by Food Bank. The school community was also part of the Rural Recharge Community Concert with artist & performer, Paul Kelly.

Data gleaned from the Attitudes to School Survey (ATOSS) indicated that 100% of students strongly agree that they have a Sense of Connectedness at school, which mirrors 2021 data and is a 27% improvement on 2020 data. 100% of students also felt that they had an Advocate at School and 100% of students reported positively to the Management of Bullying.

Engagement

New furniture was purchased in the classrooms which were ergonomically friendly and this included tables, chairs, wobble chairs, conference tables and seated floor chairs.

Our average number of absence days per student in 2022 was 24.4 days with the average number of absence days over a 4-year average being 16.5 days. Buchan Primary School rated 52% for 20 or more absent days per student in 2022 compared to 45% for similar schools and 51% for schools in our network.

Our school survey data showed the following:

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

Sense of connectedness for students – 100%

Teacher-student relations – 100%

Parent community engagement – 67%

For students in Years 4-6 the data indicates that the trend of students reporting greater engagement in learning continues. This is very pleasing, as the school continues to challenge teaching staff to develop a myriad of engaging curriculum delivery styles and methods, opportunities for student collaboration and the use of ICT in the classroom to boost motivation and engagement. Buchan Primary School also continued to implement many engaging experiences for all of our students to increase self-efficacy and agency. Junior School Council was also integrated in 2022 and became a significant feature with students making innovations to the school program and running special events.

Financial performance

In 2022, our financial position as a school was strengthened through sound management processes and protocols, these processes included tabling finance reports and discussing them at School Council. The school ended the year with a cash surplus in the budget.

In 2022, the school received funding under the Tutor Learning Initiative which enabled the school to continue to employ a tutor who worked with students behind the expected level of achievement in literacy.

Buchan Primary School was also successful in applying for the following special grants in 2022 and we were very appreciative of the positive impact these had on student and staff wellbeing, engagement and learning environment:

- The school received a grant for OHSC. However, due to the school's inability to appoint 2 supervisors, this grant has been rolled over to 2023.
- Shade sail grant for \$25,000. This was installed in Term 4.
- Donation of \$5,000 towards funding for a school bus.
- Shelter in Place building works.
- Renovation of maintenance shed

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 21 students were enrolled at this school in 2022, 7 female and 14 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

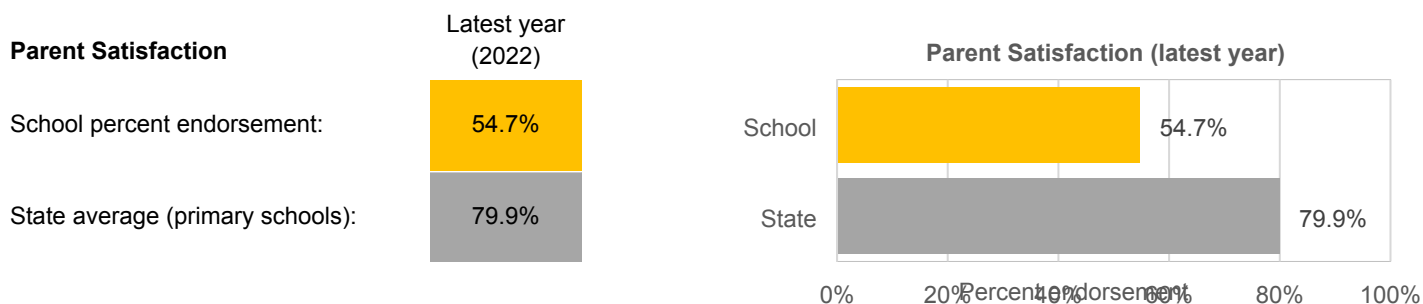
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

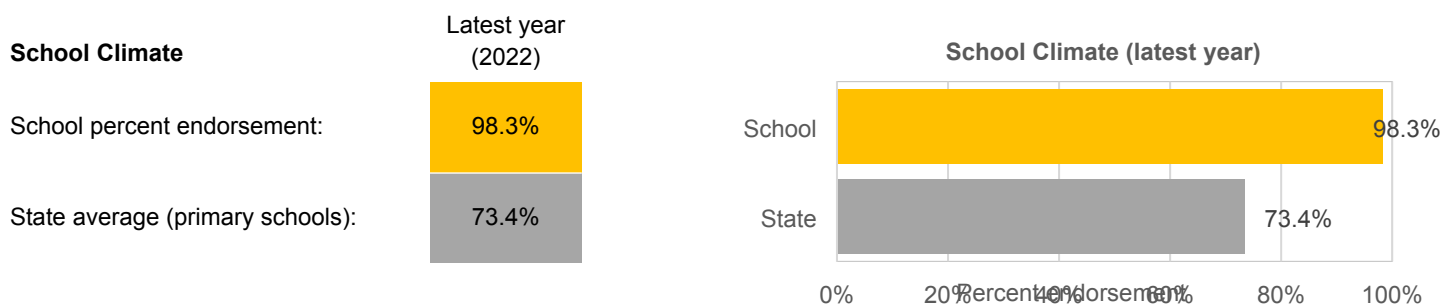


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

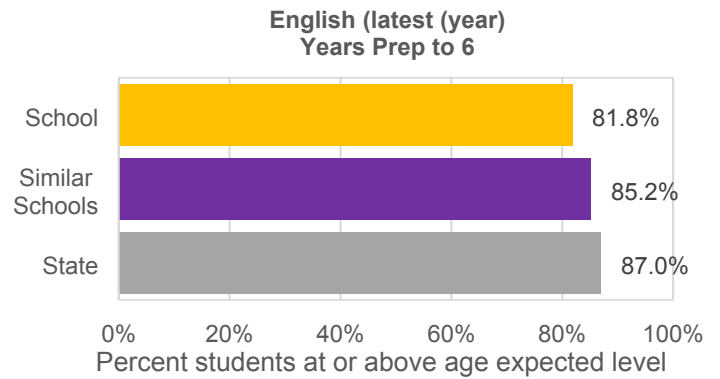
81.8%

Similar Schools average:

85.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

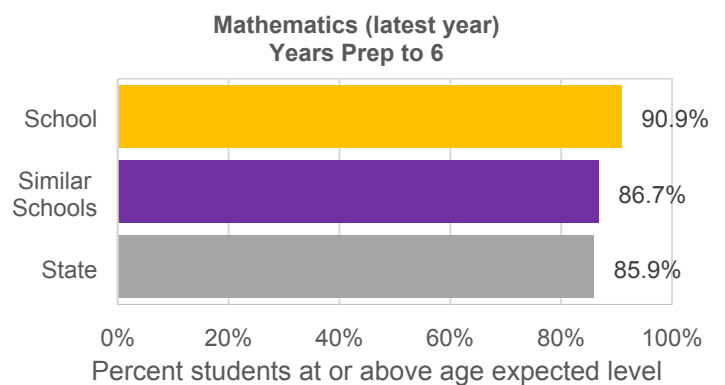
90.9%

Similar Schools average:

86.7%

State average:

85.9%



LEARNING (continued)

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

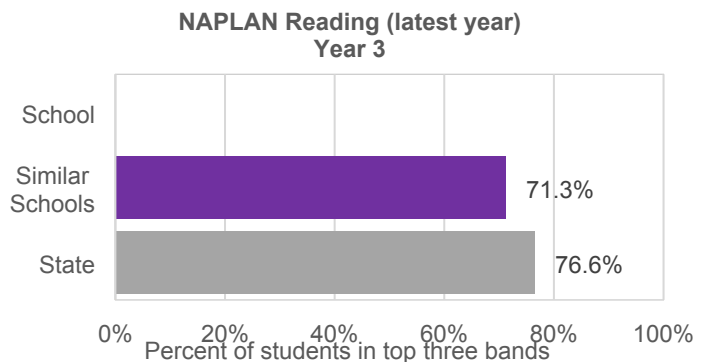
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

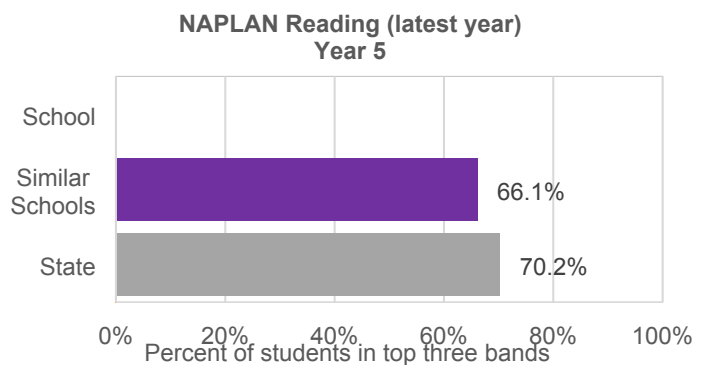
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	71.3%	74.0%
State average:	76.6%	76.6%



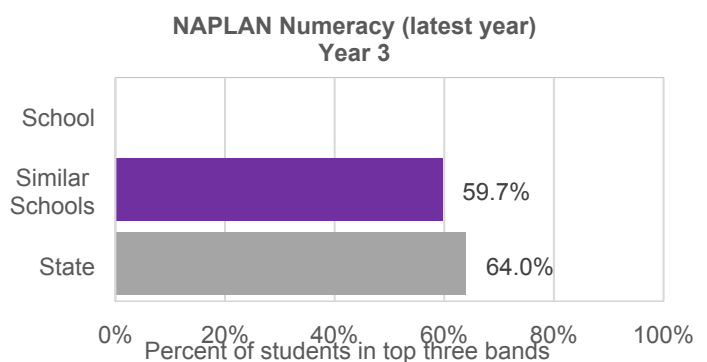
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	44.4%
Similar Schools average:	66.1%	70.9%
State average:	70.2%	69.5%



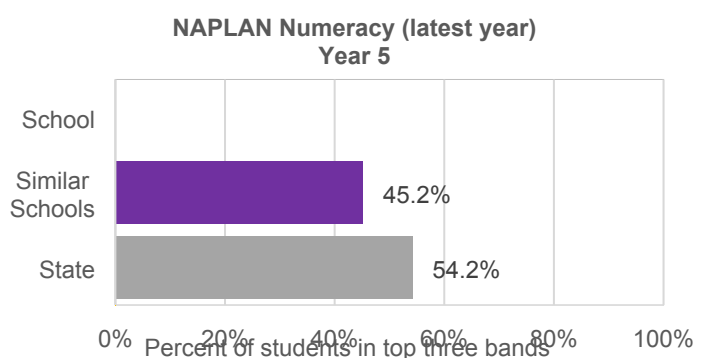
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	59.7%	71.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	44.4%
Similar Schools average:	45.2%	58.5%
State average:	54.2%	58.8%



WELLBEING

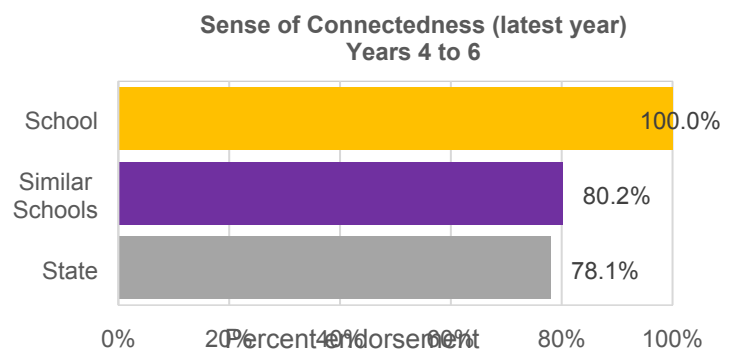
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	100.0%	85.3%
Similar Schools average:	80.2%	79.9%
State average:	78.1%	79.5%

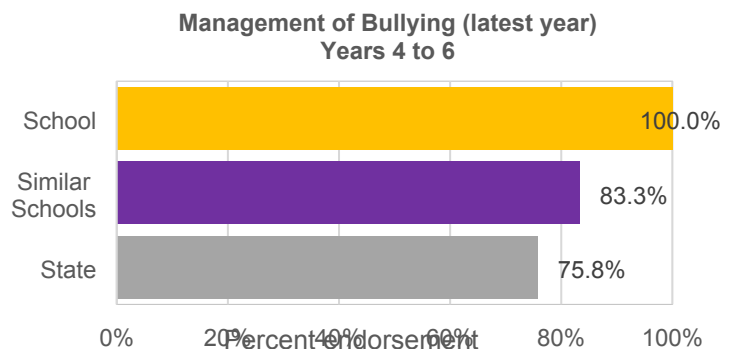


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	100.0%	87.3%
Similar Schools average:	83.3%	82.0%
State average:	75.8%	78.3%



ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

Latest year
(2022) 4-year
average

School average number of
absence days:

24.4 16.4

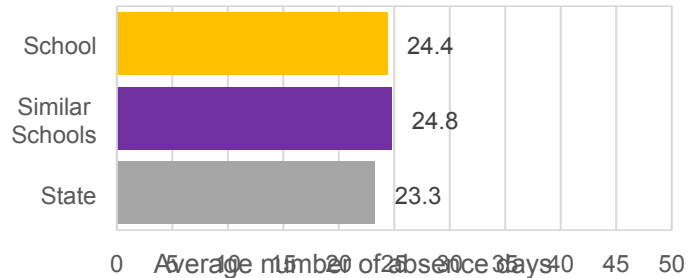
Similar Schools average:

24.8 17.0

State average:

23.3 17.0

Student Absence (latest year) Years Prep to 6



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	NDP	86%	NDP	92%	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$379,880
Government Provided DET Grants	\$139,267
Government Grants Commonwealth	\$155,000
Government Grants State	\$0
Revenue Other	(\$6,944)
Locally Raised Funds	\$17,464
Capital Grants	\$0
Total Operating Revenue	\$684,666

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,820
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,820

Expenditure	Actual
Student Resource Package ²	\$312,954
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$18,581
Communication Costs	\$1,588
Consumables	\$19,210
Miscellaneous Expense ³	\$7,338
Professional Development	\$3,774
Equipment/Maintenance/Hire	\$15,907
Property Services	\$67,774
Salaries & Allowances ⁴	\$48,182
Support Services	\$20,947
Trading & Fundraising	\$2,738
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,788
Total Operating Expenditure	\$523,781
Net Operating Surplus/-Deficit	\$160,885
Asset Acquisitions	\$20,132

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$285,158
Official Account	\$1,322
Other Accounts	\$0
Total Funds Available	\$286,480

Financial Commitments	Actual
Operating Reserve	\$25,996
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$5,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$59,996

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.