

2020 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 2020 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 21 March 2021 at 04:10 PM by Sarah Walker (Principal)

The 2020 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 27 April 2021 at 08:58 AM by Richard McAuliffe (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Our welcoming and student focused school is nestled among the rolling pastures in the Buchan Valley. Buchan Primary School was established in 1877 and 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 it 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 the 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, transport infrastructure, housing, a 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 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 and this is classed as medium.

Buchan Primary School has a long history of offering learning opportunities to students in a stimulating and caring environment that is supported by our local community. Our school comprises of small class sizes, spacious grounds and classrooms, a modern uniform and 1:1 netbooks. We offer a range of specialist subjects that allow our students to enjoy, share and experience creative and collaborative opportunities and these include: Physical Education, Respectful Relationships, STEM, Gardening, Cooking, Art 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. Due to COVID-19 restrictions we did not participate in the fortnightly mobile library service offered by the Shire Library, as this was not available.

At the commencement of 2020, the school had a student enrollment of 23 students and encompassed 12 families. By the middle of Term 3 this increased to 24 students and 13 families. The educational setting of the Junior School comprised of a Foundation grade, Grade 1 and Grade 2 classes with a total enrollment of 13 students and a Senior School that comprised of a Grade 4, 5 and 6 classes with a total enrollment of 10 students. Staffing consisted of a full time Principal (0.8 teaching role), one full time graduate teacher (1.0 teaching load), a part time Business Manager (0.4), a casually employed 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 July 2021. 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 2020, the main FISO area identified as requiring specific attention was:

- Excellence in teaching and learning - Building practice excellence KIS (Key improvement strategy) - To build the instructional practice of every teacher.

Staff attended face to face meetings (Term 1) and online learning opportunities throughout the year using Zoom and Webex learning platforms to build on their professional learning.

Throughout the year, Buchan Primary continued to be an active contributor of the PLC (Professional Learning Community) who regularly met with Metung and Swan Reach Primary Schools to focus on reading and the use of Fountas and Pinnell as an assessment tool. Whilst we continued to be part of the TUBBS small schools cluster which provides transition, sporting, arts and camp opportunities for our students, we didn't access these services as they were cancelled due to COVID-19.

The Principal regularly attended Principal Network Meetings and forums online as the year progressed. Our School Review which was scheduled for Term 2 2020 was cancelled due to COVID-19 and has been rescheduled for Term 2 2021.

Achievement

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. Due to COVID-19 NAPLAN tests were not conducted in 2020.

Webex, Zoom and other communication platforms along with the wearing of masks, hand sanitizer and implementing 1.5m distance became the new norms as Term 2 commenced with the implementation of home schooling. Whilst the school remained open during this time for essential workers, many children remained at home. Term 2 saw the introduction of remote learning from home and the school introduced hard copy take home weekly learning packs and daily Webex sessions. Whilst this impacted on student learning, the school was still able to provide parents with Term 1 Interim Reports and mid semester reports at the end of Term 2. The School introduced online learning opportunities for the students that were differentiated and self-directed during this time. This included MAPPEN (Online inquiry based learning), Literacy Planet and Mathletics into the curriculum. In Term 4, staff and students participated in quite a few incursions using Webex such as the Chinese Cultural activities and RACV Safety Squad and two Grade 5 students participated in the Student Excellence Program - Victorian High Ability Program too.

The percentage of students working at or above the expected standards in English (82.95) and Mathematics (81.95) in Years Prep to 6 and we were just below the State average (English 86.3% and Mathematics (85.25).

Engagement

Our average number of absence days per student in 2020 was 8.1 days with the average number of absence days over a 4 year average being 14.2 days. A Similar School Comparison rating (12.3 days in 2020 with the average number of absence days over a 4 year average being 14.3 days) This indicates that Buchan Primary School recorded less absences than expected. The average attendance rate for each year level was as follows: Prep 96%, Year 1 NDP, Year 2 96%, Year 3 NDA, Year 4 NDP, Year 5 NDP and Year 6 96%. The common reasons for non-attendance included illness and extended family holidays. Our Business Manager and staff took on a whole school approach and followed up on student absences on a daily basis, as well as distribute regular reading material via the school newsletter to convey the importance of regular attendance. The school also encouraged children to bring healthy foods into the classroom and munch on them throughout the day to help to promote sustained concentration and engagement in their work.

Wellbeing

The start of 2020 resulted in devastating bushfires that negatively impacted our community, landscape and surrounding areas. Throughout Term 1 the school was flooded with acts of kindness from strangers who donated stationery and perishable and nonperishable goods to our school community. We were also supported by the DET with wellbeing services made available to staff and students throughout the year as post bushfire trauma prevailed in Term 2 onwards. Term 1 also saw the introduction of a Bushfire Practitioner, Kelly Duncan and 2 Bushfire Recovery Managers Michelle Hibbert and Doug Jones. In Terms 2 and 3 we worked closely with the Buchan Bushfire Recovery Hub and other community service providers to support children and families within our school community with student wellbeing and support.

The school also provided the following wellbeing activities and services to support our students, families and staff throughout 2020:

- Webex sessions with Dr Rob Gordon a clinical psychologist.
- David Younger a clinical psychologist provided information sheets on tips and resources and coping strategies on recovering after a bushfire.
- In Term 1 we had face to face meetings with parents and David Younger.
- We were also given a Bushfire Recovery Support grant payment from DET.
- Journey of Hope was implemented in Term 4.
- Parents were given free Webex sessions with Steve Biddulph on raising boys and girls.
- 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.
- Breakfast and lunches were available daily for students through 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).
- Respectful Relationships was taught as part of the Victorian Curriculum and focused on the topics of emotional literacy, personal strengths, positive coping, problem solving, stress management, help-seeking, gender and identity and positive gender relations.
- The school's Child Safe Standards were implemented and reflected in what we do.

Student Attitudes to School - Sense of Connectedness shows the school achieved 72.7% which is lower than the 4 year average of 73.3%. Our data shows we are below Similar School Comparison average of 80.4% 2020 and 79.9% 4 year average. Whilst this data shows that we are below similar schools, 2020 was a year like no other due to our school community recovering from drought, bushfires, COVID-19 and remote learning from home.

Student Attitudes to School - Management of Bullying completed annually by students in Year levels 4 to 6 showed the school achieved 84.8% which is higher than the 4 year average of 77.8%. Our data shows we are above Similar School Comparison 83% and 4 year average 82.9%. These percentages reflect positive responses as they relate to agree or strongly agree responses.

Financial performance and position

Buchan Primary School was successful in applying for the following special grants in 2020 and we were very appreciative of the positive impact these had on student and staff wellbeing, engagement and learning environment:

ICT Schools Plus: \$16,000

Schools Pride: \$84,000 (LED lights, external and internal painting of school)

Bushfire Preparedness: \$13,892

Music: \$5,737 (Musical instruments purchased).

Bushfire funding: \$20,000 (Wellbeing, psychologists, CRT's, whole school activities).

Extra cleaning funding: \$8,775 (COVID-19)

State School Relief - \$5750

Student Wellbeing - \$5,000

Respectful Relationships: \$10,000

The carry forward surplus was \$155,000. Some of this money is committed to the following: Parent bushfire student support relief: \$6,000, Respectful Relationships: \$10,000, Bushfire funding: \$20,000m Annual contract (Maintenance) \$8,500, Parents Club \$6,500 and the remaining \$102,000 balance 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 23 students were enrolled at this school in 2020, 6 female and 17 male.

NDP 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) which takes into account parents' occupations and education.

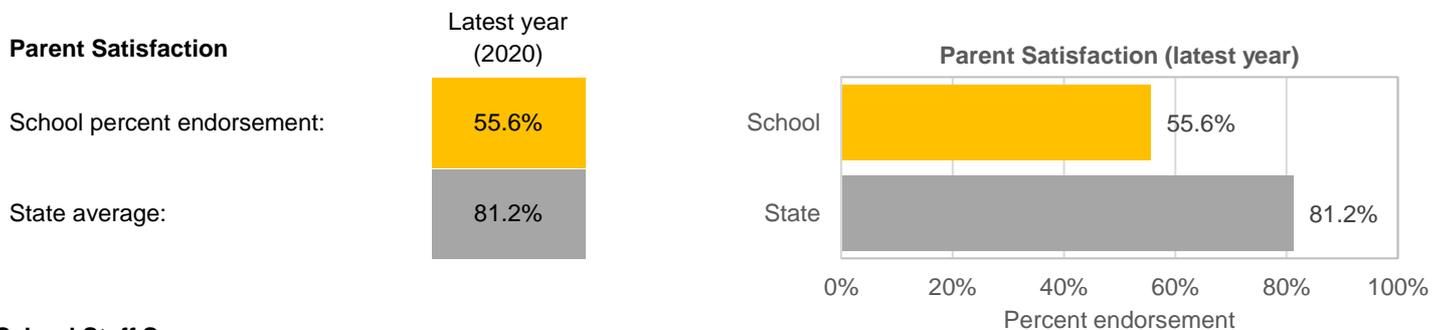
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

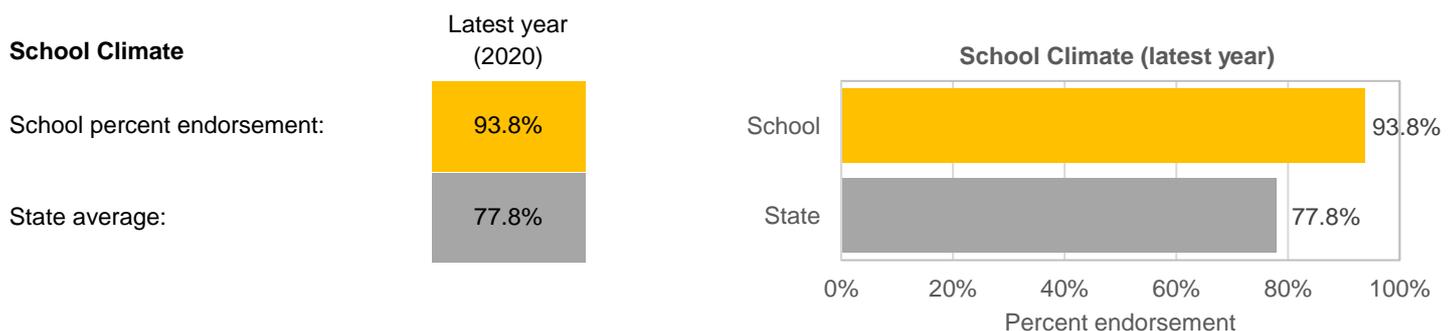


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

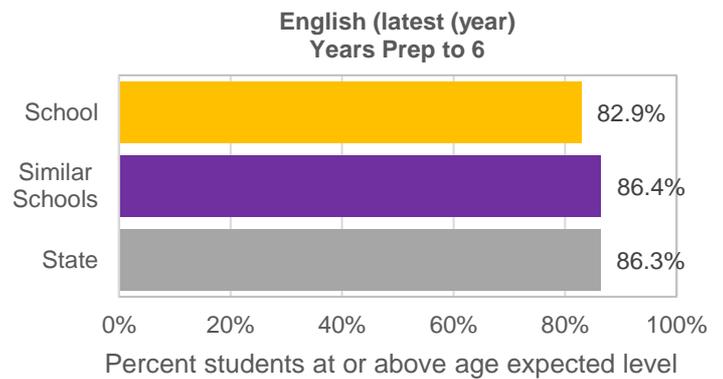
82.9%

Similar Schools average:

86.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

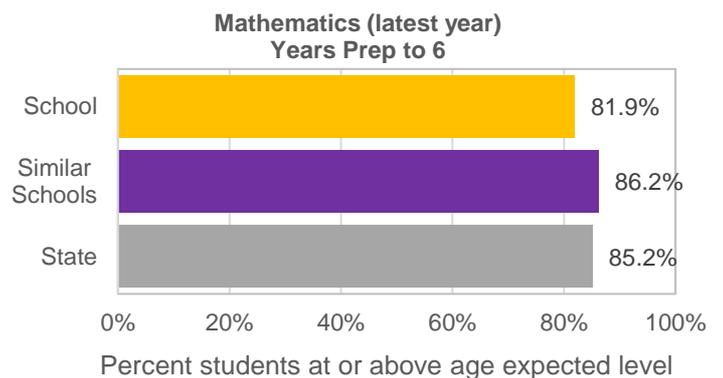
81.9%

Similar Schools average:

86.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

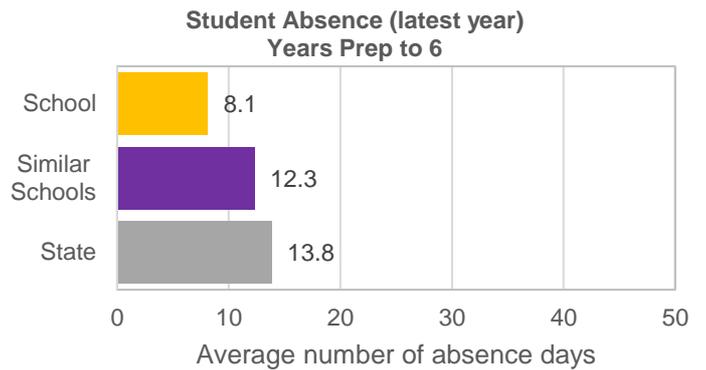
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.1	14.2
Similar Schools average:	12.3	14.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	NDP	96%	NDA	NDP	NDP	96%

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.

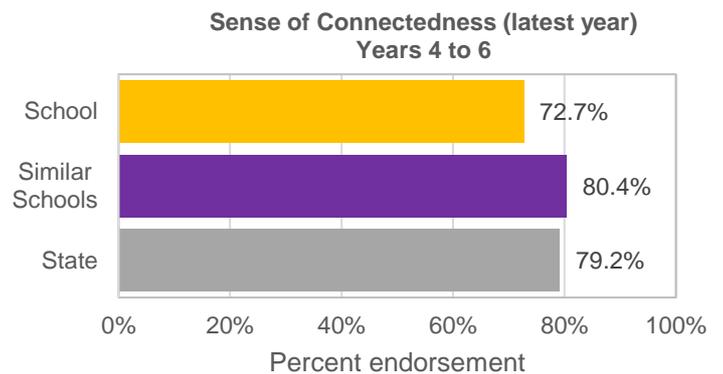
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	72.7%	73.3%
Similar Schools average:	80.4%	79.9%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

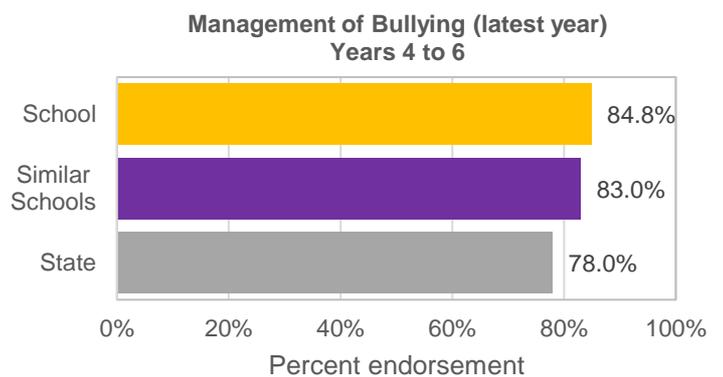
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	84.8%	77.8%
Similar Schools average:	83.0%	82.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$309,277
Government Provided DET Grants	\$186,740
Government Grants Commonwealth	\$36,650
Government Grants State	\$84,000
Revenue Other	\$1,001
Locally Raised Funds	\$18,665
Capital Grants	NDA
Total Operating Revenue	\$636,334

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,107
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$10,107

Expenditure	Actual
Student Resource Package ²	\$291,243
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$3,200
Communication Costs	\$1,687
Consumables	\$17,257
Miscellaneous Expense ³	\$7,367
Professional Development	\$1,269
Equipment/Maintenance/Hire	\$36,069
Property Services	\$93,593
Salaries & Allowances ⁴	\$22,435
Support Services	NDA
Trading & Fundraising	\$2,285
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$4,091
Total Operating Expenditure	\$480,494
Net Operating Surplus/-Deficit	\$155,840
Asset Acquisitions	\$18,715

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$150,212
Official Account	\$2,042
Other Accounts	NDA
Total Funds Available	\$152,254

Financial Commitments	Actual
Operating Reserve	\$17,873
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$6,500
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$8,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$62,873

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.