

2015 Annual Report to the School Community

Buchan Primary School

School Number: 1905



Name of School Principal:

Warwick Fraser

Name of School Council
President:

Susie Edwards

Date of Endorsement:

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Buchan Primary School is located in the remote, small community of Buchan 55km north of Lakes Entrance and 75km north east of Bairnsdale, East Gippsland.

Buchan's core purpose is to provide an education foundation that enables each child to achieve his or her potential. We want our students to learn a wide range of skills and concepts to prepare them as lifelong learners. We aim to enhance community values in our students: resilience, self-esteem, respect for others, enthusiasm for learning, willingness to strive and the confidence to aim high, make individual choices and respond positively and creatively to change and challenges. We provide a comprehensive, inclusive curriculum in the Victorian Essential Learning Standards, plus special programs such as school camps, Energy Breakthrough, visual and performing arts, annual swimming program, first aid, Waterwatch and are committed to maintaining ongoing community partnerships with the Buchan Bush Nursing Centre, Buchan Early Years Reference Group and Buchan Caves Reserve, which reflect local needs, priorities and opportunities.

A strong and continuing focus is on our Performance and Development Culture – which drives our teachers to constantly aspire to improve the teaching and learning processes

Achievement

Teacher judgement of student learning in Mathematics suggests our school is performing at a higher level to other schools after accounting for the background characteristics of our students. However

Due to having only one student in grade 5 and no grade 3 students our NAPLAN Data is not available to be studied this year but the grade 5 student did achieve above expected level in most areas.

Student learning will be further supported by a high expectation on all staff to participate in targeted professional development to improve the delivery of programs operating within the school and outside the school in our TUBBS Cluster.

Engagement

Our attendance data show we are lower to like schools across the state. The attendance data is as follows:

Prep – 91%

Grade 1 – 82%

Grade 2 – 90%

Grade 3 – 93%

Grade 4 – 79%

Grade 5 – 92%

Grade 6 – 94%

These results were unexpectedly low as compared to previous years due to a high number of family holidays, new students that were used to taking days at previous schools, health concerns and family issues.

Where one day missed is equivalent to 0.5%. This is the average of the students in that grade level.

Student Engagement will be further supported through the following programs: physical education programs, special events and excursions, stronger student leadership program, netbook program and Energy Breakthrough.

Wellbeing

Our Attitudes to School survey data, derived from our Year 5 and 6 students' opinions. The trend data shows we were steady, up or down by 0.15%. Our school continues to strengthen our relationship with our 6 other clusters schools, attending sporting events as a single team, sharing camps i.e Grade 5/ 6 Doxa and combined 3/4 camp at Karoonda.

Productivity




In 2015 the school class structure for our students was a F/1/2 class with an top of the range expert teacher working at 0.8 and a 3/4/5/6 class with the Principal working 0.8 in the class. A teacher covered both grades one day a week and provided time release for the other 2 teachers with an hour of physical education and ICT. We also employed a business manager at 0.4 and an ESO at 0.16 to assist with students requiring help with literacy. One day a term we employed a speech therapist to assist teachers and the ESO with planning and developing ILP's. We had 1 student with disabilities who departed in June. At the end of the year we had a total operating surplus of \$24,055, this is a combination of the credit and cash areas of the budget. This was achieved by the reduced use of CRT's and the flexibility of the staff to cover absences. The school currently has 2 classrooms, one art room a small multipurpose room and a library that is very well resourced. We have 2 playgrounds with equipment for the students, plus basketball court and a small oval. Nonattendance by students is being followed up by teachers checking with parents for any absence without a note and asks to explain the reasons why students have not been attending school.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

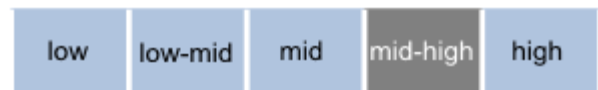
School Profile

Enrolment Profile

A total of 29 students were enrolled at this school in 2015, 16 female and 13 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.







School Staff Survey





Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:  
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>





Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ●

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57%</td> <td>43%</td> <td>-</td> <td>57%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>43%</td> <td>57%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>29%</td> <td>14%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>86%</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>57%</td> <td>29%</td> <td>57%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	57%	43%	-	57%	Numeracy	-	43%	57%	43%	Writing	57%	29%	14%	29%	Spelling	-	86%	14%	14%	Grammar and Punctuation	14%	57%	29%	57%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Numeracy	-	43%	57%	43%																												
Writing	57%	29%	14%	29%																												
Spelling	-	86%	14%	14%																												
Grammar and Punctuation	14%	57%	29%	57%																												









Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>91 %</td> <td>82 %</td> <td>90 %</td> <td>93 %</td> <td>79 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	82 %	90 %	93 %	79 %	92 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	82 %	90 %	93 %	79 %	92 %	94 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

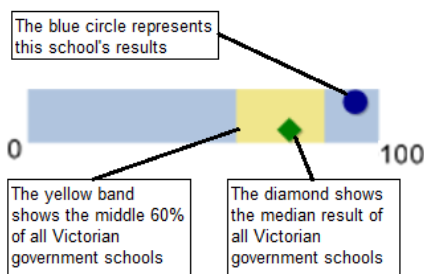
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

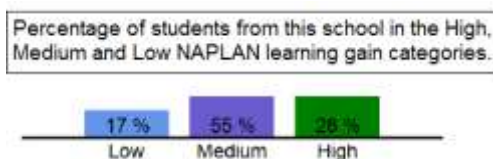
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

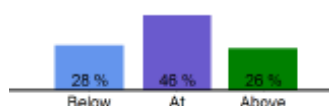


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$331,149
Government Provided DE&T Grants	\$54,201
Revenue Other	\$7,686
Locally Raised Funds	\$20,626
Total Operating Revenue	\$413,662

Funds Available	Actual
High Yield Investment Account	\$7,207
Official Account	(\$349)
Total Funds Available	\$6,858

Expenditure	
Student Resource Package	\$303,669
Books & Publications	\$3,590
Communication Costs	\$1,851
Consumables	\$8,836
Miscellaneous Expense	\$20,982
Professional Development	\$73
Property and Equipment Services	\$33,193
Salaries & Allowances	\$2,476
Trading & Fundraising	\$5,432
Travel & Subsistence	\$1,964
Utilities	\$7,542
Total Operating Expenditure	\$389,607

Financial Commitments	
Operating Reserve	\$6,858
Total Financial Commitments	\$6,858

Net Operating Surplus/-Deficit	\$24,055
Asset Acquisitions	\$0

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

[Insert financial commentary here]