

# 2018 Annual Report to The School Community



**School Name: Buxton Primary School (1669)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 15 March 2019 at 10:03 AM by Andrew Bagnall  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 23 April 2019 at 10:12 PM by Jennifer Wood  
(School Council President)

## About Our School

### School context

Buxton Primary School was established in 1875 and continues to be an important part of the Buxton community. It is situated at the foot of the Cathedral Range in the Acheron Valley within the Shire of Murrindindi. The school is located on Maroondah Highway on two hectares, which has Land for Wildlife status. The grounds are spacious and well equipped with playground apparatus, asphalt games court, oval and established garden beds. The grounds contain shrubs and trees, a natural bush area and vegetable patch, orchard and chicken coop. In 2011, the administration and staff amenities were refurbished during an upgrade of the original school building. A new standalone BER building was completed in 2012, providing twenty-first century learning spaces for all students, along with teacher administration facilities. Early in 2015, an old school building was renovated and transformed into an environmental science facility.

Student enrolments in 2018 fluctuated from 11 to 13. Due to the size of the group, we established one classroom/ cohort, combining all years levels into the one classroom. In 2017 we had: Foundation- 0 enrolments, year 1- 2 enrolments, Year 2- 1 enrolment, year 3-2 enrolments, year 4- 3 enrolments, Year 5- 2 enrolments, year 6- 0 enrolments. The SFOE index was 0.4354, just below the state-wide median of 0.4400. Our teaching group was made up of: 2.4 EFT classroom teachers, The benefit of a multi-age and multi-ability classroom has been the high levels of differentiation required to ensure all students are engaged and learning. Work-force bridging and the excess process had been implemented, with the intention to reduce classroom teachers to 1.4 for the beginning of 2019.

Buxton Primary School implements the Victorian F-10 Curriculum from Foundation Year to Year 6, including Taungurung Language. Classroom library lessons are provided by a MARC van and Art lessons by a MACC van on a fortnightly rotation. Learning and teaching is supported by digital technologies, including interactive whiteboards and updated Acer Chromebooks, utilising the Google Classrooms platform. The school is well-supported by parent and community members who assist with the reading program and provide specialist music teaching for Year 2 – 6 students, who learn to play steel pans, and an active after-school sports/activities program. There is a rich and diverse incursion, excursion and co-curricular program, which included cross-country skiing. Students also have access to after school and in-school Sporting Schools program funded by the Australian Sport Commission.

Buxton PS is a Resource Smart School, committed to enhancing and supporting biodiversity through a range of programs that strengthen links within the school and wider community. Students are engaged in projects that are genuinely student owned, and which develop the school community - including projects based around the school garden and landscape restoration. Students actively participate in Zoos Victoria and Greening Australia programs designed to raise awareness and educate the community about environmental issues and to promote sustainable practices. An integrated curriculum has been developed, promoting meaningful learning experiences around the school food gardens and natural resources.

The Kids Teaching Kids program is an avenue through which student leadership can be promoted in a real manner which impacts on the local and wider community, raising awareness of and working within campaigns to fight the extinction of Victoria's emblematic fauna. Students run events and share their stories at forums outside the school community, educating other students, teachers and community members.

A new mission statement and associated school values (Respect, Perseverance, Responsibility, Honesty and Fun) were developed at a community forum in 2014, to underpin relationships between all stakeholders in the school and to determine future direction of school activities. These core values frame the way students negotiate relationships, interact with one another, and engage them in the process of learning.

Students, parents and staff have developed a unique school that places an emphasis on community and puts the students at the very heart of every decision. The distinctive culture of the school, its relationship with the local community, its strength in supporting student wellbeing and its wide variety programs ensure that Buxton Primary School remains vibrant and relevant.

## Framework for Improving Student Outcomes (FISO)

2018 was a review year for Buxton Primary School, with the School Review process taking place in Term 4. The Annual Implementation Plan for 2018 targeted effective planning and documentation to support best practice with writing instruction. Over the course of the year, writing instruction became more explicit with the school being involved in small school workshops with similar schools to build collaborative capacity of teachers. Teachers developed their capacity to develop individual writing goals, and supported students to improve their ability to critique their own writing and provide feedback for others. The use of digital technologies enabled students to share writing examples and access feedback more effectively. The School Review process led to reflection on current practice around writing, with the school encouraged to document a writing curriculum that recognises the unique set of skills and experiences students develop at this school. The level of differentiation within the classroom was recognised as a strength, and the ownership students took for their learning was also a key feature of growth at the school. Following the review, an identified need was the continued focus on differentiation, individual learning goals for students, and recognising the need to update the school values and mission statements. These were identified as essential areas of focus for Term 1 2019.

## Achievement

An area of celebration for 2018 was the strong reading growth where all students achieved at least 1 year of learning in reading comprehension for 1 year of school (using the On-Demand assessment platform). We recognised that targeted individual learning goals for reading, high interest in reading, and regular conferencing with students as the effective practices that led to strong growth for all students. Proposed future directions are to develop a similar model for writing instruction, including students in the decision making process about how we set up learning goals and the role students play in self-managing their learning.

## Engagement

Students have become more deeply engaged in the decision making process at school, making recommendations to School Council about spending of funds, setting up learning goals for reading, and being actively involved in decisions about school matters on a regular basis. Student engagement identified through the lens of student attendance reflects a student and family group who care about their school and the learning that takes place at school. With the exception of Prep (86%), all other students had attendance rates above 90%. Continuing to address challenges for children as they occur, and providing a curriculum that is authentic, relevant and contextual will enable students to see school as a place that is worthwhile. We will continue to challenge students to take responsibility for their learning, and engage them in the decision making process formally in 2019.

## Wellbeing

Over the past year, both student attitudes towards school connectedness and the management of bullying have trended upwards. Students see the school as a safe place where issues that occur are dealt with swiftly and effectively. We encourage children to work together to solve problems, and to take responsibility for their decisions and actions through a process of open communication. We are proud of our growth in this area, which has occurred because of attention to each student's wellbeing and needs, rather than a particular program to be implemented. Personal responsibility, kindness and open-mindedness have been hallmarks of an authentic environment that cares about children's wellbeing and health.

## Financial performance and position

The school accessed Work-Force Bridging in 2018, and managed processes of redundancy and retirement effectively. This was the 2nd year of WFB for the school, and we are pleased that 2019 will see a return to a surplus after several years of WFB and deficits. In 2018 the school also received Level 2 funding for students with disabilities, and the school employed a classroom support worker.




In 2018, the school continued to acquit funding related to the Children's Art Project , funding which the school received from the Marysville and Triangle Community Foundation in 2016. it is anticipated this funding will be fully acquitted in 2019.

## Performance Summary

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

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

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

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

### School Profile

#### Enrolment Profile

A total of 13 students were enrolled at this school in 2018, 4 female and 9 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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


















## Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Higher</p> <p> Higher</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p> Higher</p> <p>No Data Available</p> <p> Similar</p>




## Performance Summary





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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>














## Performance Summary

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

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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>86 %</td><td>94 %</td><td>93 %</td><td>96 %</td><td>91 %</td><td>93 %</td><td>95 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	94 %	93 %	96 %	91 %	93 %	95 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	94 %	93 %	96 %	91 %	93 %	95 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Lower</p>

## Financial Performance and Position

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

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$268,351
Government Provided DET Grants	\$45,301
Government Grants Commonwealth	\$1,677
Revenue Other	\$1,842
Locally Raised Funds	\$5,372
<b>Total Operating Revenue</b>	<b>\$322,543</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$5,000
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$268,351
Books & Publications	\$1,084
Communication Costs	\$1,365
Consumables	\$5,686
Miscellaneous Expense <sup>3</sup>	\$11,828
Professional Development	\$3,679
Property and Equipment Services	\$16,732
Salaries & Allowances <sup>4</sup>	\$20,981
Trading & Fundraising	\$116
Utilities	\$4,287

<b>Total Operating Expenditure</b>	<b>\$334,109</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>(\$11,566)</b>
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<b>Asset Acquisitions</b>	<b>\$0</b>
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### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$33,079
Official Account	\$1,780
<b>Total Funds Available</b>	<b>\$34,859</b>

Financial Commitments	
Operating Reserve	\$10,000
School Based Programs	\$11,859
Asset/Equipment Replacement < 12 months	\$3,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
<b>Total Financial Commitments</b>	<b>\$34,859</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

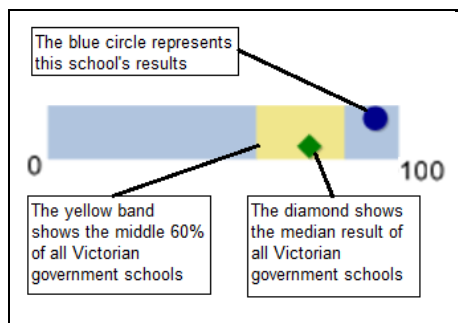
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

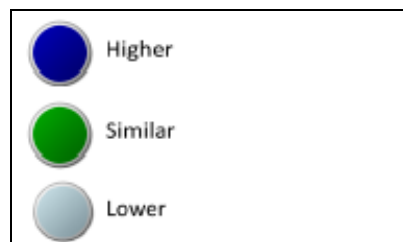


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').