

2017 Annual Report to the School Community

School Name: Bittern Primary School

School Number: 3933



Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

At Bittern PS we believe that productive partnerships between school, home and the wider community are integral to supporting the valued education of our students. The school aims to continuously improve student outcomes in Literacy and Numeracy through a focus on whole school programs that are delivered through a consistent Instructional Model. Our student leadership structure gives students a breadth of experiences that build confidence, self-esteem and promote a sense of responsibility. The ICT program consists of a stand-alone computer lab with the latest state of the art equipment. Technology is embedded throughout the curriculum with many mobile devices available for students. The school offers specialist areas in Visual Arts, Physical Education, ICT & Kitchen Classroom, as well as many extra curricula activities during lunchtimes. We place a heavy emphasis on health and wellbeing, which is evidenced by our daily 'fitness club' and intense sports program offered at Bittern Primary School. Our 'buddy' program is aligned with the Madeleine & Alannah Foundation and promotes the sharing of a 'Values Education' which is further enhanced by a strong 'Social and Emotional Learning' Curriculum of Resilience, Rights and Respectful Relationships [RRRR]. The school provides an excellent Out of Hours School Care Program with highly educational after school activities. Student learning at Bittern PS is differentiated to meet the needs of all students, taking into account the diverse learning styles of all learners. Student learning data is collaboratively evaluated and analysed, learning goals are prioritised and planned for, before being implemented and monitored. Our current enrolment is 145 with the student teacher ratio in the Foundation classes, 1 to 14. We have 1 principal class member, 6 full time teachers, 4 part-time teachers and 5 part-time Support Staff.

Framework for Improving Student Outcomes (FISO)

The over-arching goals of our current School Strategic Plan are;

- To increase the learning growth of every student in literacy and numeracy.
- To build student engagement in and ownership of their learning.
- To build student wellbeing and foster partnerships with parents/carers and the wider school community.

The Improvement Initiatives that will be focused on are;

- **Curriculum planning and assessment** – *To develop and embed assessment and moderation practices to inform planning, instruction and intervention.* Significant work has begun and continues with the use of shared planners, a rigorous assessment schedule and moderation. Shared collaborative planning time is utilised to effectively analyse student data and to determine the best teacher practice to maximize student learning growth. A Data and Curriculum Leader has been placed with collaborative teams to ensure there is consistency of practices around the use of data for driving learning outcomes of students.
- **Building leadership teams** - *To build a culture of learning through collaborative professional teams and structured modelling, feedback and coaching.* Collaborative Teams have been developed and are guided in their practice with 'operational norms'. There is a strong focus on the use of student outcomes data and how teacher practice affects this data.
- **Setting expectations and promoting inclusion** - *To build a culture of high expectations for all students.* The student code of conduct utilises a positive behaviour support structure to improve targeted areas from the Attitudes to School survey. Improved behaviour and safety factors, leading to increased learning confidence with students actively involved in the feedback loop.

Achievement

Bittern has similar results to the median of state government schools in the areas of both Reading and Numeracy in years 3 and 5.

The school has similar results in Year 5 Reading and Numeracy over a 4-year average than other government schools. The school has similar results in Year 3 Numeracy over a 4-year average than other government schools. The Year 3 4-year average in reading results is lower than other government schools however, the difference is decreasing.

The learning gain from students in grades 3 & 5 in NAPLAN results are as follows.



Reading	85% medium to high growth
Numeracy	84% medium to high growth
Writing	62% medium to high growth
Spelling	64% medium to high growth
Grammar/Punctuation	78% medium to high growth

The over-arching goals for the next four [4] years of our School Strategic Plan are;

- To increase the learning growth of every student in literacy and numeracy.
- To build student engagement in and ownership of their learning.
- To build student wellbeing and foster partnerships with parents/carers and the wider school community.

The school has introduced ‘Sentral’ a student mapping program to monitor student progress. Our staff utilise the Google Docs platform to ensure consistent access to student learning data and to further enable collaboration when evaluating and analysing data to prioritise and set learning goals for our students.

Engagement

The school maintains a strong focus on attendance with individual classes utilising incentive models to promote school attendance. The community is reminded regularly about the impact of attendance on improved student learning. Student attendance is highlighted through the newsletter and classroom environment. Individual attendance figures are highlighted with parents through semester reports on student progress. Teachers contact parents by phone if students are absent for three [3] consecutive days. Parents of those students with high absence rates are initially contacted via phone with follow up appointments as needed. Moving forward, contact will be made on the first day of absence. The attendance results for 2017 are similar to the median of government primary schools.

In 2017, our Parent Satisfaction summary was higher than the median for other Victorian Government Schools and our School Staff Survey was similar to the median for other Victorian Government Schools.

Wellbeing

Student perceptions of ‘Safety’ and ‘Managing Bullying’ is similar to comparative schools for 2017.

The school continues to place a focus on establishing a positive environment for learning that is free from disruption. We have begun the year with a ‘Whole School Immersion’ programme to further develop school connectedness and connectedness to peers. Our school has implemented a strong Social and Emotional Learning Curriculum which encompasses ‘Rights, Resilience and Respectful Relationships’.

Our ‘Student Code of Conduct’ focuses on supporting positive behaviour choices and student forums indicate the visibility and expectation for ALL students has been a contributing factor to improving student safety.

The student attitudes to school survey results show that 100% of students participating with the survey report a positive sense of inclusion. 95% of surveyed students are proud to be a student at Bittern Primary School. Similarly, 97% of parents surveyed report a positive school connectedness.

For more detailed information regarding our school please visit our website at www.bitternps.vic.edu.au



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	
<p>Enrolment Profile</p> <p>A total of 152 students were enrolled at this school in 2017, 70 female and 82 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</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>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> Lower</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> 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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>70%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>52%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>55%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>64%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	70%	15%	Numeracy	16%	58%	26%	Writing	38%	52%	10%	Spelling	36%	55%	9%	Grammar and Punctuation	23%	64%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>School Comparison 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1005"> <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>92 %</td> <td>95 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	95 %	91 %	91 %	93 %	89 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	95 %	91 %	91 %	93 %	89 %										



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>Students Attitudes to School - Sense of Connectedness</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>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2017</p>	<p>● Similar</p>

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)

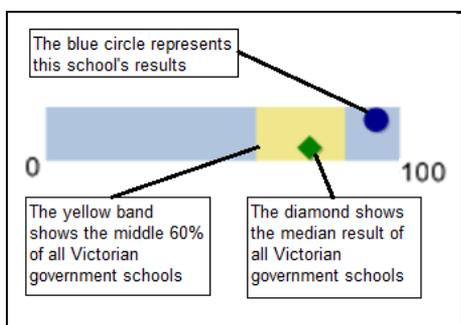
Engagement

- 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).

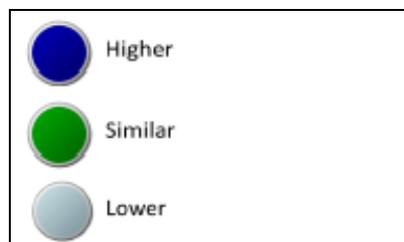


What does *School Comparison* refer to?

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*' 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').



Financial Performance and Position

Financial performance and position commentary

Bittern Primary School completed 2017 in a surplus position. The school received over \$70,000 in equity funding and experienced significant staff changes that have contributed to this surplus. Bittern Primary School held several fundraising activities during the course of the year, which produced approximately \$15,000.

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 - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,267,135	High Yield Investment Account	\$220,039
Government Provided DET Grants	\$214,733	Official Account	\$11,437
Government Grants Commonwealth	\$8,630	Total Funds Available	\$231,476
Revenue Other	\$7,128		
Locally Raised Funds	\$114,331		
Total Operating Revenue	\$1,611,957		
Equity¹			
Equity (Social Disadvantage)	\$143,053		
Equity Total	\$143,053		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,235,536	Operating Reserve	\$42,273
Books & Publications	\$1,879	Asset/Equipment Replacement < 12 months	\$30,000
Communication Costs	\$2,782	Capital - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$14,564	Maintenance - Buildings/Grounds incl SMS<12 months	\$116,000
Miscellaneous Expense ³	\$121,226	Revenue Received in Advance	\$9,758
Professional Development	\$5,929	School Based Programs	\$10,708
Property and Equipment Services	\$77,458	Other recurrent expenditure	\$2,737
Salaries & Allowances ⁴	\$431	Total Financial Commitments	\$231,476
Trading & Fundraising	\$23,042		
Utilities	\$21,144		
Total Operating Expenditure	\$1,503,991		
Net Operating Surplus/-Deficit	\$107,966		
Asset Acquisitions	\$0		

(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 05 March 2018 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.