2019 Annual Report to The School Community

School Name: Bittern Primary School (3933)

- 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 2019 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 09 June 2020 at 12:33 PM by Margaret Dolan (Principal)

The 2019 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 23 June 2020 at 10:42 PM by Claire Murray (School Council President)

About Our School

School context

Bittern PS is a small community school with a 'Big Heart' and a shared 'Love for Learning'. We develop strong connections with all members of our school community to ensure that students, parents and staff feel a sense of connectedness in an evolving and changing world. 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. ICT infrastructure consists of 'Touch Screen' desktop computers in the computer lab as well as Laptops and iPad's available for use in the classrooms. Technology is embedded throughout the curriculum with many mobile devices available for students to access and use in their day to day learning. The school offers students experiences in the specialist areas of Visual Arts, Physical Education, Information & Communication Technology, AUSLAN (sign language), Classroom Music as well as Kitchen Garden and cooking. Students also have the opportunity to engage in 'lunchtime' clubs and specialised activities that enhance student morale, sense of connectedness and building positive relationships as role models. We place a heavy emphasis on students health and wellbeing, which is evidenced by our daily 'fitness club' and intense sports program offered at Bittern Primary School as well as our commitment to implementing the Department of Education's RRRR (Resilience, Rights and Respectful Relationships) program. Our 'Buddy' program is aligned with the Madeleine & Alannah Foundation and promotes the sharing of a 'Values Education' which is further enhanced by the strong 'Social and Emotional Learning' Curriculum of the RRRR. The school provides an excellent Out of Hours School Care Program with highly educational after school activities. The staff are friendly, reliable and flexible with their arrangements for all families needs. Student learning at Bittern PS is differentiated to meet the needs of all students, taking into account the diverse learning needs of all learners. Student learning data is collaboratively evaluated and analysed, learning goals are prioritised and planned for, before being implemented and monitored. Literacy and Numeracy are our core business tasks in all classrooms focused on students learning gains and relative growth. Our current enrolment is 138 with the student teacher ratio in the Foundation to Year 2 classes, 1 to 21. We have 1 Principal Class member, 6 full time Classroom Teachers, 3 Part-Time Teachers, 3 part-time Education Support Staff (assigned to students in classrooms) as well as 3 part time administration staff working at the front office.

Framework for Improving Student Outcomes (FISO)

In 2019, Bittern Primary School identified two areas of the FISO improvement initiatives to focus on;
1. Excellence in Teaching and Learning - Building Practice Excellence;
2. Community Engagement in Learning - Building Communities.

Bittern Primary School are working towards completing the goals of their current 4 year Strategic Plan. As a result of student, staff and parent feedback as well as data analysis the School Improvement Team developed the AIP to focus on curriculum planning, assessment in reading practices, establishing an effective Behavior Management process, promotion of BPS in our community as well as making community connections and strengthening relationships. A focus on consistency amongst classroom teaching and assessment practices will assist in the reduction of in school variance to increase student learning outcomes.

Achievement

Throughout 2019, Bitter Primary School' AIP goal was to increase the learning growth for every student in Literacy (Reading) and Numeracy (Number). The targets were to reduce the bottom 2 bands in reading and number in Years 3 and 6 according to NAPLAN results by increasing the middle and top two bands. Staff were able to focus on building research based and consistent whole school classroom teaching practices through peer observations and external consultancy.

In Year 3, targets were achieved in the area of Reading (Literacy) when comparing 2018 results with 2019 results. In

Number (Numeracy) for Year 3 students targets were achieved in the middle two bands only.

	2018		2019	
	Reading	Number	Reading	Number
Top 2 Bands	40%	39%	40%	11%
Middle 2 Bands	35%	56%	50%	68%
Bottom 2 Bands	25%	6%	10%	21%

In Year 5, targets were again achieved in the area of Reading (Literacy) when comparing 2018 results with 2019 results. In Number (Numeracy) for Year 5 students targets were achieved in the middle and bottom two bands only.

	2018		2019	
	Reading	Number	Reading	Number
Top 2 Bands	15%	16%	17%	9%
Middle 2 Bands	50%	53%	67%	74%
Bottom 2 Bands	35%	32%	17%	17%

Staff will continue to focus on building consistent whole school classroom teaching practices in both the areas of Reading and Number.

Engagement

Bittern Primary School maintains a strong focus on student attendance within individual grades as well as at a whole school level. During 2019 BPS ensured that engaging classroom tasks and activities, special days and celebrations were held often to further encourage student attendance. If students are absent a phone call home on the day of the absence is made and recorded on Sentral. The school community is regularly reminded about the importance of regular attendance highlighted throughout newsletters and posts on Seesaw. Attendance plans are made and organized with parents/cares if students are consistently absent. Parent/student meetings, letters home, emails and phone calls are strategies that are used regularly to follow up attendance concerns and if required, contacting Department representatives in the area of attendance for advice and other strategies in extreme cases.

From the Students Attitude to School Survey, 90% of students have a positive/neutral response to school attendance; 88% of students have a positive/neutral response towards student motivation and interest; 90% of students have a positive/neutral response towards their sense of connectedness towards school; 91% of students have a positive/neutral response towards a stimulated learning environment. Overall, 64% of students felt connected to our school. The staff opinion survey identified that 70% of staff responded positively about the school climate and 68% of parents were satisfied with our school overall.

Wellbeing

Bittern Primary School commenced the school year with a school wide immersion program that included mental health and wellbeing activities, yoga, building positive peer relationships, as well as aspects of our Social and Emotional Learning Curriculum, "Resilience, Rights and Respectful Relationships" (RRRR). The Department of Education has provided schools access to the RRRR curriculum. This access has allowed BPS to continue and further develop our commitment to building strong connections between students, teachers and schooling as well as with their peers. BPS developed, implemented, monitored and adjusted a positive school wide behavior management process that focuses on BPS's five values; Respect, Trust, Teamwork, High Expectations and Professional Attitude. These school wide changes and adaptations has resulted in 86% of students identifying that they have NOT experienced bullying at BPS during 2019 and 90% of students have also indicated that there are clear and set rules for student behavior in and out of the classroom environment.

Financial performance and position

2019 annual surplus -
$105,536.84 High Yield
$31,267.52 Official

$4,000 Esso Grant
$10,712 profit from fundraising activities
Large expense items –
$1,500 line marking
$5,200 repairs to playground equipment (also supply new bridge)
$3,600 painting
$2,500 install telephone handsets
$6,000 supply/install air conditioners in admin building
$4,000 tree removal
$11,000 new carpet/vinyl in classrooms
$6000 new furniture for BER
$2,300 purchase container
$2,300 Supply temporary power to MPR

2020 used to continue facilities improvement both internal and external, and purchase/lease IT equipment

Equity - $54,317 (Cash) $53,347 (Credit) was used to supplement staffing (integration aides, School Leader) and also to assist with student initiatives.
All funds received by the Department of Education have been expended or committed to subsequent years. The aim is to continue to support the achievement of the educational outcomes of all students who attend our school. This is consistent with Department policies, School Council approvals and the intent and purposes for which the funding was provided and/or raised.

For more detailed information regarding our school please visit our website at
http://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.

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

SCHOOL PROFILE

Key: ***"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.***

Enrolment Profile

A total of 138 students were enrolled at this school in 2019,   64 female and   74 male.

0 percent of students had English as an additional language and 4 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.5	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.2	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	74.9	89.7	81.7	95.0	Below
Mathematics	66.5	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	65.0	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	57.9	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	58.3	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	39.1	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	61.6	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	58.5	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	49.4	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	40.0	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	**Percent**	**Percent**	**Percent**
Reading	31.6	47.4	21.1
Numeracy	23.5	70.6	5.9
Writing	31.6	42.1	26.3
Spelling	55.6	44.4	0.0
Grammar and Punctuation	44.4	44.4	11.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	**Number**	**Number**	**Number**	
Average number of absence days (latest year)	19.9	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	17.5	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**
Attendance Rate (latest year)	91	87	92	90	93	89	87

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	64.1	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	69.2	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	65.5	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	69.0	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$1,278,925
Government Provided DET Grants	$151,646
Government Grants Commonwealth	$5,645
Government Grants State	$0
Revenue Other	$3,716
Locally Raised Funds	$110,707
Capital Grants	$0
Total Operating Revenue	$1,550,639

Equity [1]	Actual
Equity (Social Disadvantage)	$107,664
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	$107,664

Expenditure	Actual
Student Resource Package [2]	$1,184,590
Adjustments	$0
Books & Publications	$7,901
Communication Costs	$2,730
Consumables	$29,183
Miscellaneous Expense [3]	$125,843
Professional Development	$8,398
Property and Equipment Services	$123,921
Salaries & Allowances [4]	$0
Trading & Fundraising	$30,335
Travel & Subsistence	$0
Utilities	$15,925
Total Operating Expenditure	$1,528,826
Net Operating Surplus/-Deficit	$21,813
Asset Acquisitions	$11,153

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$105,537
Official Account	$31,233
Other Accounts	$0
Total Funds Available	$136,770

Financial Commitments	Actual
Operating Reserve	$46,071
Other Recurrent Expenditure	$2,552
Provision Accounts	$0
Funds Received in Advance	$16,000
School Based Programs	$116,800
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$5,000
Capital - Buildings/Grounds < 12 months	$16,000
Maintenance - Buildings/Grounds < 12 months	$20,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$222,423

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 26 Feb 2020 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, including:
  - 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) factors:
  - 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 *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES '*DATA NOT AVAILABLE*' OR '*NP*' 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, 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 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').