

# 2020 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](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 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 26 March 2021 at 10:56 AM by Margaret Dolan (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 30 March 2021 at 08:30 PM by Claire Murray (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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 and STEM as well as Kitchen Garden and Cooking sessions. Students also have the opportunity to engage in 'Clubs' and specialised activities that enhance student morale, sense of connectedness and building positive relationships. 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 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 is our core business in all classrooms and teachers are focused on student learning gain and relative growth. Student enrolment for 2020 is 136 with the student teacher ratio in the Foundation to Year 2 classes, 1 to 21. We have 1 Principal Class member, 5 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 2020, 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. COVID-19 interrupted AIP implementation and the regular teaching and learning program while adjustments were being made to move to remote and online learning.

Feedback was sought from students, parents and teachers to adjust and modify the remote/online learning program as required. Transitioning to remote/online learning initially presented students, teachers and parents with technical issues. With the support of school community members, these issues were quickly solved to ensure minimal disruptions for students.

At the commencement of Term 4, staff and students returned to regular face-to-face teaching and learning. Student transitioned back to the school setting with ease and settled back into a regular class schedule with minimal difficulties. Staff and students prioritised Literacy and Numeracy proficiency and assessment to track and monitor student growth and progress. Planning for the 2021 school year will focus extensively on Student and Staff mental health and wellbeing.

### Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students from Prep through to Year 6 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected due to COVID-19 disruptions. Bittern Primary School met several of their 12-month targets across the 3 AIP goals for 2020. In preparation for the 'School Review' all school level data sets were evaluated for student progress and areas of future improvement were identified.

68.1% of students from Prep to Year 6 were measured at or above the age expected standards for the area of English. Schools with similar background of students, size and location measured 79.1% at or above the age expected standards for the area of English. For the area of Mathematics, 65.0% of students from Prep to Year 6 measured at or above the age expected standards. Schools with similar background of students, size and location measured 77.0% at or above the age expected standards for the area of Mathematics.

NAPLAN tests were not conducted in 2020.

According to teacher judgments, all students made progress in the areas of Reading, Speaking and Listening and Numeracy. However, as mentioned earlier this progress was much slower than anticipated due to the disruptions to the regular teaching and learning programs and approaches. Teacher judgements have also identified that the area of Writing is of key concern as little to no progress was made by students from prep through to year 6. Discussions commenced with staff on ways in which the area of writing could be addressed across the school in a consistent and cohesive manner. In regards to the teaching and learning of student writing, this will be a future area of focus for 2021 and beyond.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

## Engagement

Bittern Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

This year with the focus on Community Engagement in Learning - Building Communities, Bittern PS began the 2020 year with the intention to implement AIP and Strategic Plan actions and strategies. However, in light of the COVID-19 Pandemic and the subsequent shift to remote and flexible learning, Bittern PS modified its approach accordingly. The work in this area will continue to be ongoing and intentional. A range of opportunities for student voice and development of student agency will continue to be nurtured along with a review of student leadership across the school. Students were also authentically engaged as stakeholders in the school review process via forums and surveys.

In 2020, Bittern Primary School continued to work with families to ensure students were at school and learning during onsite instruction. We continued to call parents each day, requesting them to notify the school of any absences, We also continued to send out monthly reports to parents with unexplained absences and ensured that extended periods of absences we followed up with Department assistance. Our attendance during remote learning was similar to the attendance while onsite and student engagement in completing online work/tasks became more frequent once we revised our approach after seeking feedback from the entire school community.

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.

The average number of absence days for students at Bittern PS ranging from Prep to Year 6 for 2020 was 18.4, with the four year average being 17.7. Similar schools absence for Prep to Year 6 averaged to 15.6 with similar school four year average being 16.6.

Attendance rates for Prep to Year 6 is outlined below;

- Prep - 88%
- Year 1 - 92%
- Year 2 - 96%
- Year 3 - 90%
- Year 4 - 87%
- Year 5 - 92%
- Year 6 - 92%

### Wellbeing

Bittern Primary School has continued to make ongoing improvements in the Attitudes to School survey results. In 2020 students Sense of Connectedness (from Years 4 to 6) endorsement percentage was 75.3% and the four year average being 70.7%. The percent endorsement on Sense of Connectedness factor, indicates the percentage of positive responses (agree or strongly agree). For similar schools the 2020 average was 74.7% and the four year average was 78.0%. However we need to keep in mind that 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. Management of bullying (from years 4 to 6) at Bittern PS for 2020 rated at 75.7% endorsement and the four year average being 70.7%. Similar schools average for 2020 was 75.5% and the four year average being 79.1%.

Through the improvements and continual adjustments at Bittern PS, we now have a 'similar' comparison to like schools when measuring Sense of Connectedness and Management of Bullying, with results falling inside the 70-80% of all Victorian Schools. Student wellbeing will continue to be a focus into 2021. If students are not feeling safe learning can often be difficult. With this in mind there are a variety of strategies being implemented and explored for 2021.

Both Parent satisfaction and Staff satisfaction also indicated pleasing results from the 2020 school year surveys.

### Financial performance and position

Bittern Primary School maintained a very sound financial position throughout 2020. The 2016-2020 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$126,856. This surplus occurred through generous community grants and donations to fundraising events as well as targeted teaching areas in 2020. Equity funding was allocated to provide students with rich opportunities in the classroom and across the school in Specialist areas. With the switch to remote and flexible learning for 6 months of the school year, a shift in thinking on how these funds were allocated occurred to continue to support students achievement, engagement and wellbeing as well as continuing to support families within our school community.

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/purpose for which funding was provided for or raised.

**For more detailed information regarding our school please visit our website at**

**<http://www.bitternps.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 136 students were enrolled at this school in 2020, 71 female and 65 male.

0 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.

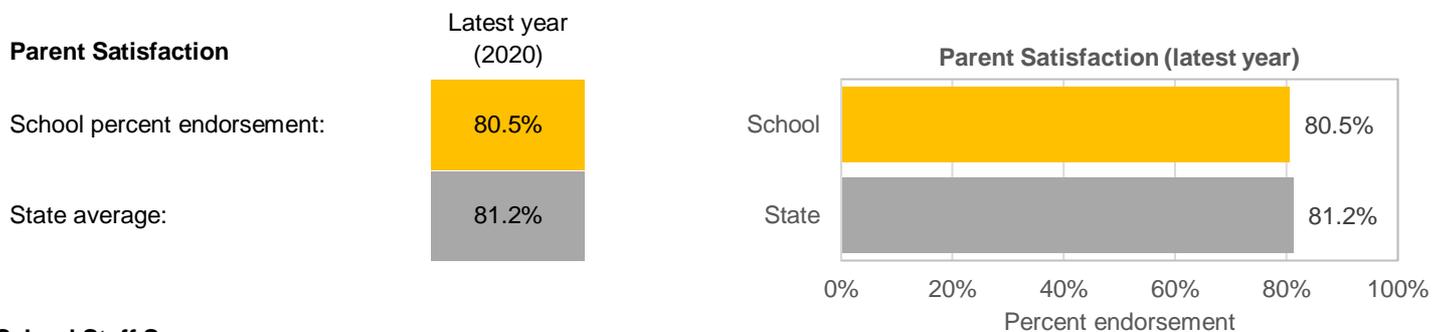
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

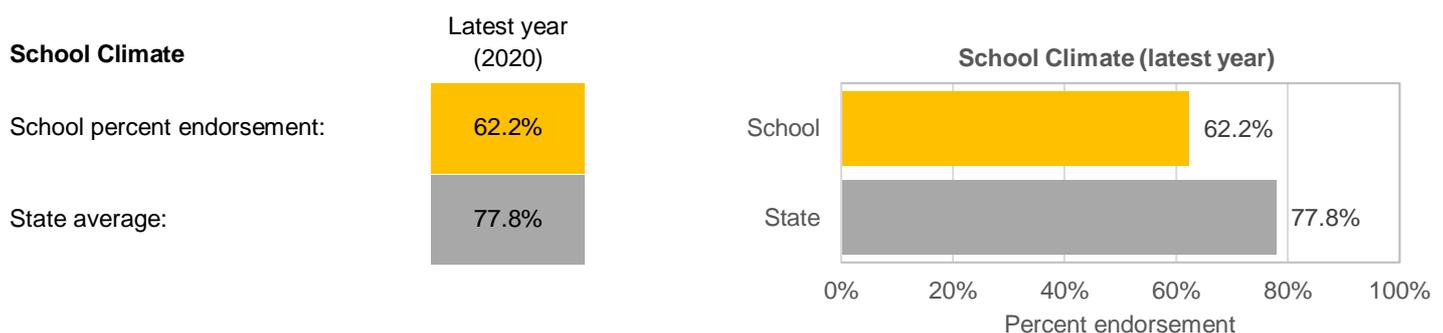


### School Staff Survey

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:

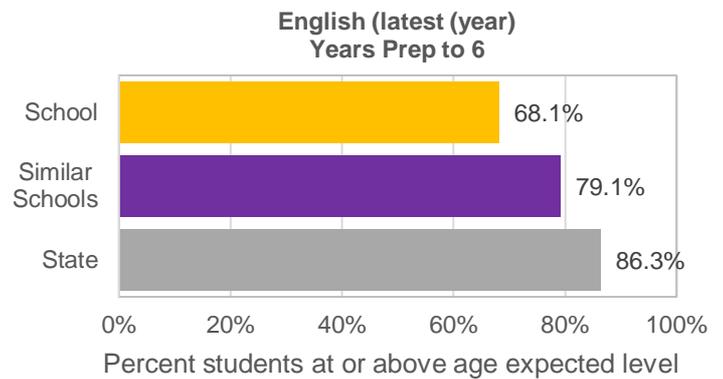
68.1%

Similar Schools average:

79.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

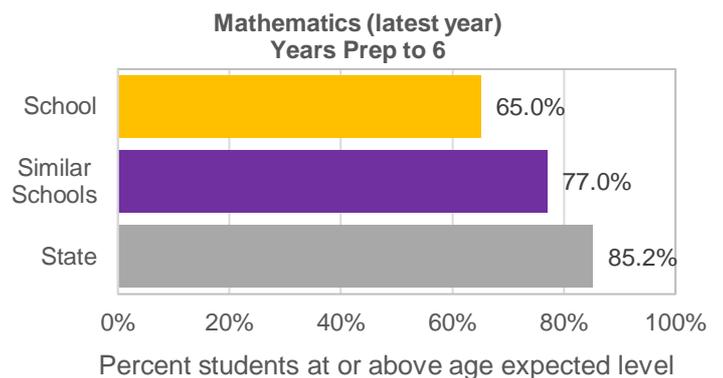
65.0%

Similar Schools average:

77.0%

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

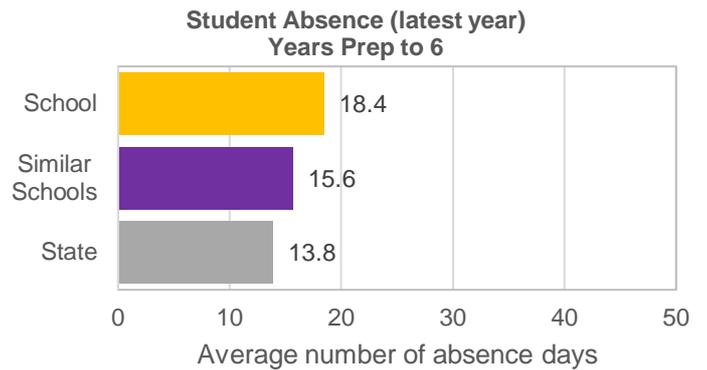
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.4	17.7
Similar Schools average:	15.6	16.6
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):	88%	92%	96%	90%	87%	92%	92%

## 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.

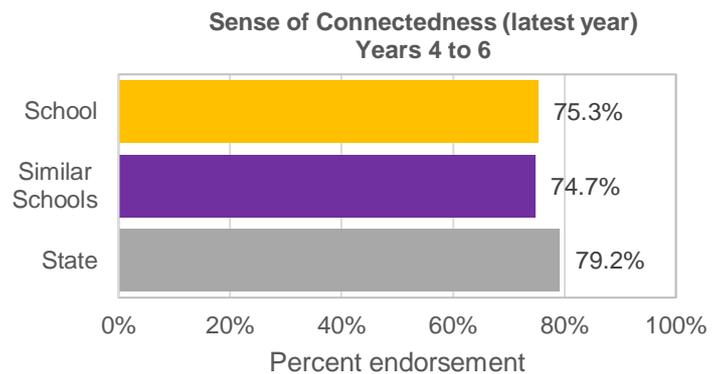
### Student Attitudes to School – Sense of Connectedness

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:	75.3%	70.7%
Similar Schools average:	74.7%	78.0%
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.*

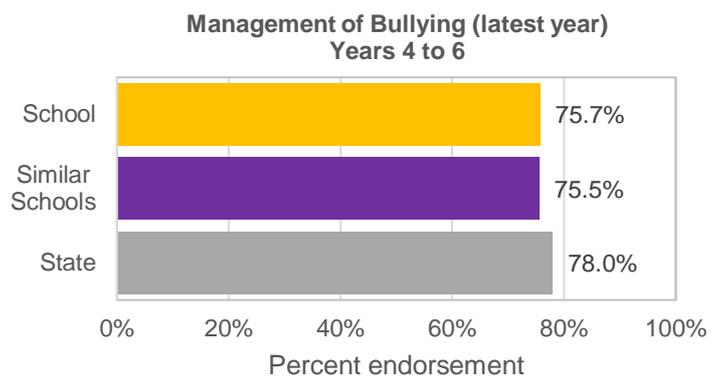
### Student Attitudes to School – Management of Bullying

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:	75.7%	70.7%
Similar Schools average:	75.5%	79.1%
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	\$1,358,691
Government Provided DET Grants	\$166,318
Government Grants Commonwealth	\$7,782
Government Grants State	NDA
Revenue Other	\$15,148
Locally Raised Funds	\$38,959
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,586,898</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$105,252
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$105,252</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,287,105
Adjustments	NDA
Books & Publications	\$3,756
Camps/Excursions/Activities	\$6,619
Communication Costs	\$3,443
Consumables	\$17,310
Miscellaneous Expense <sup>3</sup>	\$7,822
Professional Development	\$1,495
Equipment/Maintenance/Hire	\$44,265
Property Services	\$25,828
Salaries & Allowances <sup>4</sup>	NDA
Support Services	\$31,418
Trading & Fundraising	\$16,572
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$14,410
<b>Total Operating Expenditure</b>	<b>\$1,460,042</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$126,856</b>
<b>Asset Acquisitions</b>	<b>\$38,348</b>

(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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$135,274
Official Account	\$30,618
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$165,893</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$25,304
Other Recurrent Expenditure	\$4,004
Provision Accounts	NDA
Funds Received in Advance	\$11,550
School Based Programs	\$92,950
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$23,770
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$27,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$184,578</b>

*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.*