

2022 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 of the previous calendar year 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 March 2023 at 04:49 PM by Margaret Dolan (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 09:44 AM by Linda Chahwan (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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

Our vision at Bittern Primary School, “BPS is a thriving school community, passionate about education and lifelong learning” identifies the care and compassion our educational setting embraces. We are located in the South Eastern rural town of Bittern on the Mornington Peninsula approximately 82 kilometres from the Melbourne Central Business District. 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. Our school was founded in 1916. The school grounds include an administration building plus seven other buildings housing teaching spaces with a central open courtyard, a football oval and basketball area. Bittern PS is surrounded by extensive grounds for passive and active play as well as plenty of shade provided by shade sails and beautiful plants, trees, and shrubs. The school’s F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. STEM, AUSLAN, ICT, Music, Physical Education and Visual Art are offered to all students at Bittern throughout the year, along with Whole school teaching and learning approaches that are delivered through a consistent Instructional Model.

Department of Education has invested \$3 Million into BPS to commence planning and building works to upgrade teaching and learning spaces during 2023. We place a heavy emphasis on students health and wellbeing, evident by the many opportunities offered to students such as; Yearly camps from Years 3-6, Racing Hearts (equine therapy), Hands On Learning, Weekly Clubs, Zones of Regulation, The Resilience Project, a school-based Chaplain (youth worker), school-based Anglicare worker, a visiting Psychologist as well as our Years 4, 5 and 6 ‘Buddy’ program with the local Kindergarten. These supports promote the sharing of a ‘Values Education’ which is further enhanced by the strong ‘Social and Emotional Learning’ Curriculum of the RRRR’s and our school wide values; Equality, Knowledge, Kindness and Leadership.

Progress towards strategic goals, student outcomes and student engagement

Learning

Bittern PS aims to continuously improve student outcomes in all areas of the curriculum (in particular, Literacy and Numeracy) through a focus on whole school approaches that are delivered through a consistent Instructional Model and teaching and learning approaches. Bittern PS has built a culture of learning through collaborative professional teams, structured modelling, feedback, and current research-based practices. Assessment and moderation practices are embedded across our school to inform planning, daily instruction, and targeted intervention. Our school offers students experiences in the specialist areas outlined in our School Context as well as Kitchen Garden and Cooking sessions.

For 2022, Bittern Primary School focused on the Department of Education’s priority goals, which are the following; 1. Learning – support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy; and 2. Wellbeing – Effectively mobilise available resources to support students’ wellbeing and mental health, especially the most vulnerable.

Throughout the 2022 school year, students transitioned in and out of the school setting with ease where Literacy and Numeracy proficiency and assessment to track and monitor student growth and progress were prioritised.

Planning for the 2022 school year focused explicitly on Student and Staff mental health and wellbeing as well as growth and achievement in all areas of the curriculum.

72% of Year 3 students at BPS are in the Middle and Top 2 Bands for Reading, 78% for Writing and 78% for Numeracy according to NAPLAN. For Year 5 students 100% are in the Middle and Top 2 Bands for Reading, 91% for Writing and 100% for Numeracy.

Relative Growth and Benchmark Growth cannot be reported on, due to the Department of Education’s decision for students not to complete NAPLAN during 2020.

In 2022, Teacher Judgement identifies 61% of all students at or above expected level in Reading and Viewing, 61% at or above expected level in Writing and 63% at or above expected level in Number and Algebra, across the school.

Wellbeing

Health and wellbeing support such as the Zones of Regulation, Equine Therapy, The Resilience Project and the Department of Education's Resilience, Rights and Respectful Relationships programs, continued to be integrated into daily teaching and learning practices. These were prioritised for staff, students, and their families, as well as providing additional support with the help of Food Bank and our local community donations. Our school was successful in obtaining a Chaplaincy grant from the Department of Education for 2021 and 2022 which provided additional support for students, staff, and families through the employment of a Youth Worker 4 days per week. Tier 2 funding was strategically utilised across the school to support students in their classrooms at point of need. BPS allocated a portion of this funding to the employment of Education Support staff including a ES staff member to oversee and coordinate the Wellbeing area.

The Parent Opinion Survey, under the Connection and Progression Module, indicates that 90% of students feel connected to our school (positive endorsement). Confidence and resiliency skills are at 75% positive endorsement and Student agency and voice are at 67% positive endorsement.

Engagement

Bittern Primary School students are engaged and connected to their school, and we are proud of the approaches that support students in building resilience, persistence, engagement, and social capacity. A high proportion of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the first full year back after remote learning. To support student engagement during the transition back to onsite learning, our school focused on mental health and wellbeing for both students, families, and staff.

During 2022 staff maximised opportunities for student voice and the development of student agency and continued to build student leadership skills across the school. The average number of unapproved absences for students from Prep to Year 6 was 41% with the average at 25.9 days. 16 students had 0 days absence, 16 students were absent for 0.5 to 9.5 days, 22 students were absent for 10 to 19.5 days, 33 students were absent for 20 to 20.5 days and 29 students were absent for 30+ days.

Parents/Carers in our community indicated a 58% positive endorsement in school participation and involvement. 71% of parents/carers positively endorsed school to home communication. During 2022, a number of parents/carers volunteered their time to upkeep and maintain our school grounds as well as helping staff and students during many sporting and community events.

Other highlights from the school year

Bittern PS installed a high fence around the perimeter of the school grounds to maintain student and staff safety, to minimise disruptions to teaching and learning and to ensure that our school buildings and grounds are safe and secure outside of school hours.

Department of Education has invested \$3 Million into Bittern PS to commence planning and building works to upgrade teaching and learning spaces during 2023.

Bittern PS was successful in gaining a \$10,000 grant for the celebration of Queen Elizabeth's Golden Jubilee in 2022. The planting component of this grant will be during Term 1 in 2023.

In the last week of school for 2022, there was a whole school 'Slime Fun Run' held where all community members attended, including the Local Bittern CFA (Country Fire Authority).

Our 'Girls Volleyball Team' made their way into the Regional Finals for 2022 and placed in the top 3.

During Term 4 Bittern PS commenced the implementation of the Berry Street Educational Model.

During 2022, BPS secured funding with Anglicare for 2023 and a support worker will be allocated for 3 1/2 days per week.

Financial performance

Bittern Primary School maintained a very sound financial position throughout 2022. The new 2022 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school

council allocation of funds (cash) and consultative workforce planning to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$28,276. This surplus occurred through generous community grants and donations to fundraising events as well as targeted teaching areas in 2022. Equity funding was allocated to provide students with rich opportunities across the school in Specialist areas and the classroom.

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 2.0 (FISO 2.0).

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 106 students were enrolled at this school in 2022, 61 female and 45 male.

NDP 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).

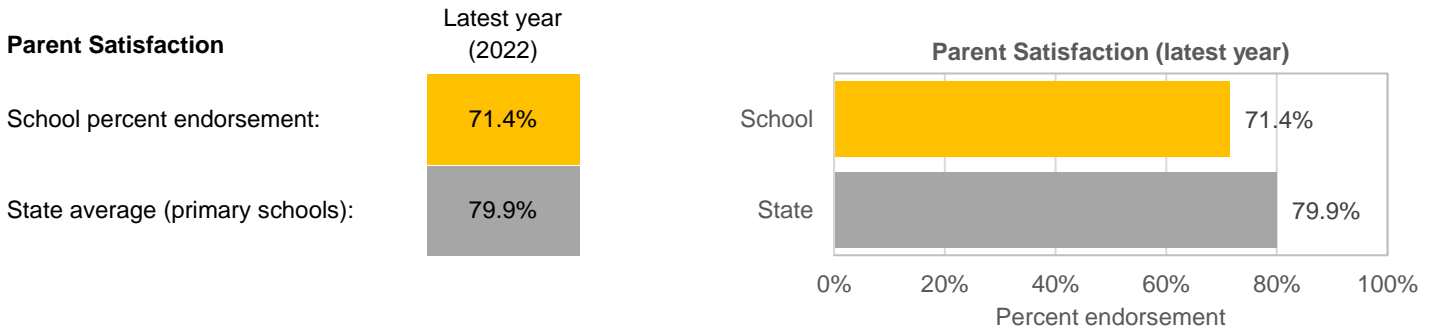
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

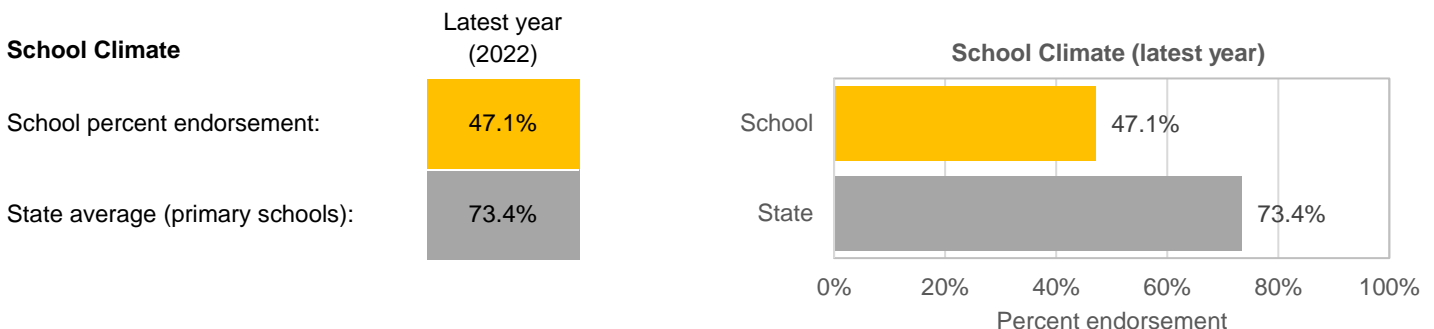


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

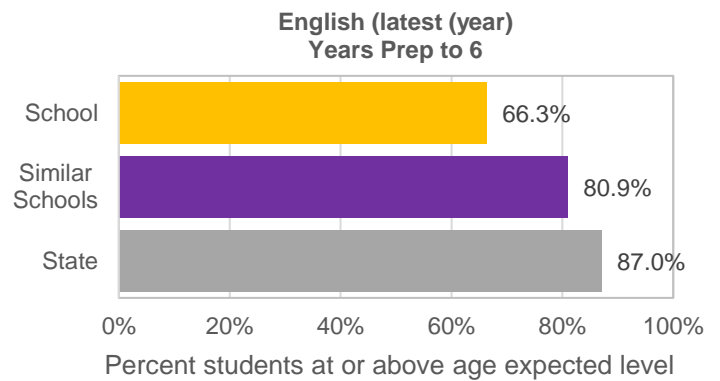
66.3%

Similar Schools average:

80.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

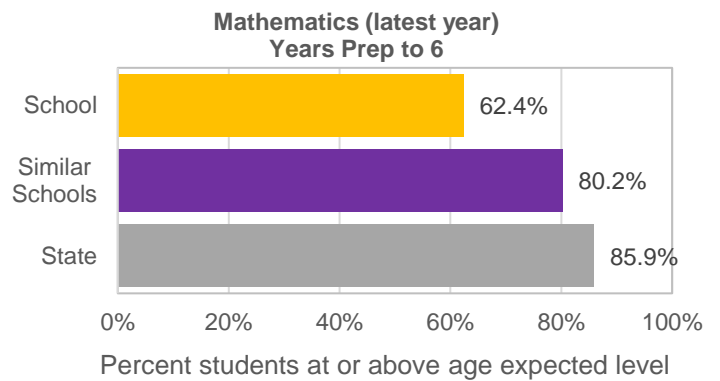
62.4%

Similar Schools average:

80.2%

State average:

85.9%



LEARNING (continued)

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.

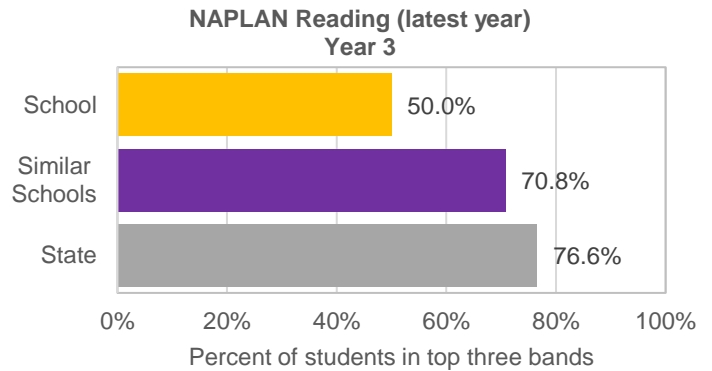
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

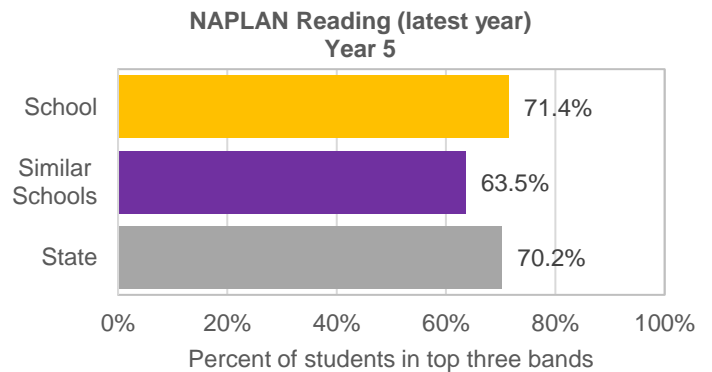
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	59.1%
Similar Schools average:	70.8%	68.7%
State average:	76.6%	76.6%



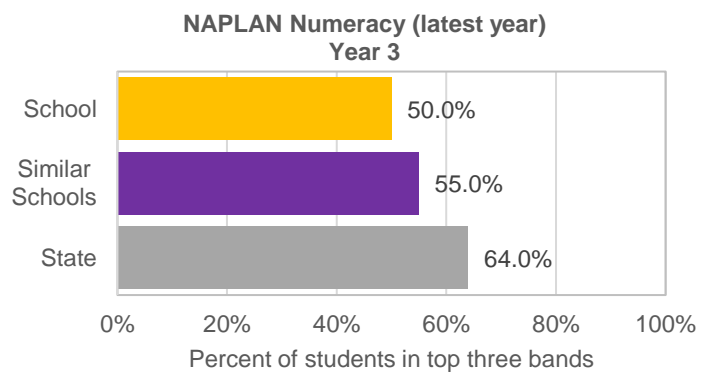
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	56.1%
Similar Schools average:	63.5%	62.2%
State average:	70.2%	69.5%



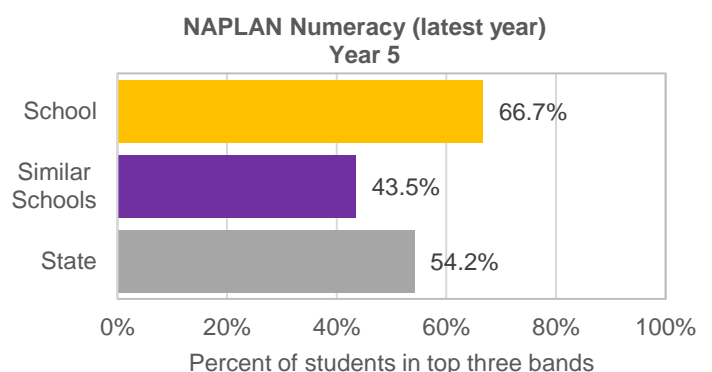
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	53.5%
Similar Schools average:	55.0%	57.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	44.2%
Similar Schools average:	43.5%	47.7%
State average:	54.2%	58.8%



WELLBEING

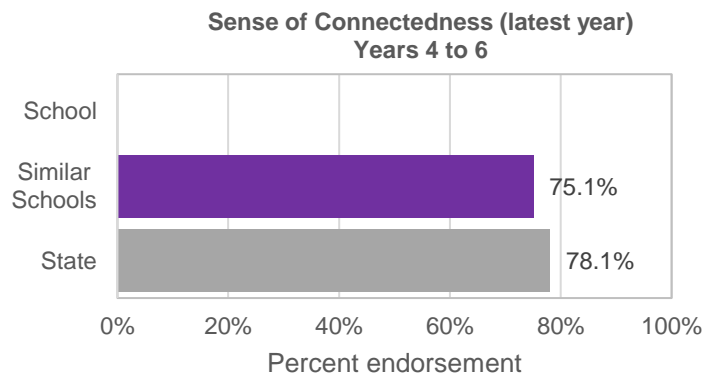
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	74.8%
Similar Schools average:	75.1%	77.0%
State average:	78.1%	79.5%

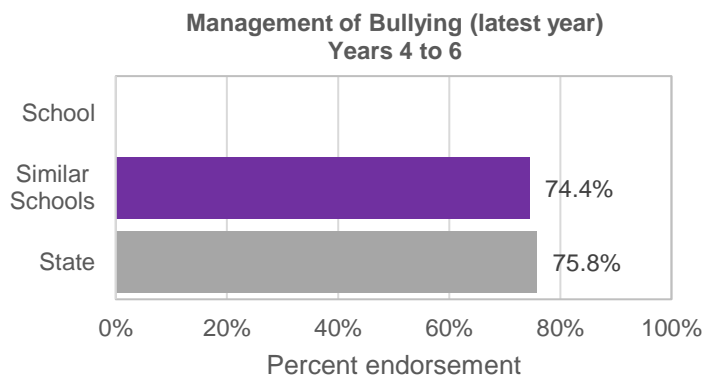


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	75.4%
Similar Schools average:	74.4%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

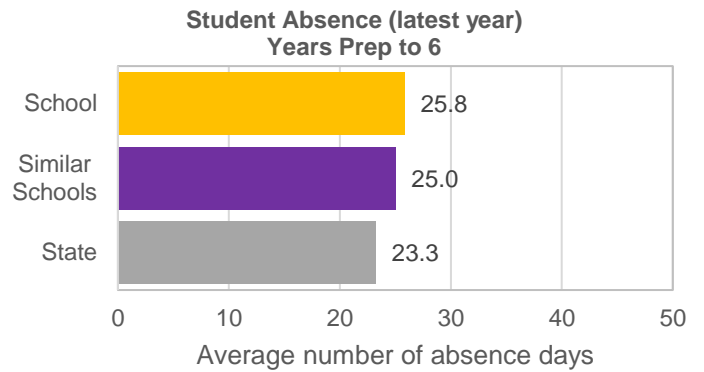
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.8	21.2
Similar Schools average:	25.0	19.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	83%	92%	89%	91%	79%	86%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,426,975
Government Provided DET Grants	\$263,951
Government Grants Commonwealth	\$2,200
Government Grants State	\$2,500
Revenue Other	\$9,775
Locally Raised Funds	\$57,627
Capital Grants	\$0
Total Operating Revenue	\$1,763,028

Equity ¹	Actual
Equity (Social Disadvantage)	\$88,696
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$88,696

Expenditure	Actual
Student Resource Package ²	\$1,300,482
Adjustments	\$0
Books & Publications	\$92
Camps/Excursions/Activities	\$34,019
Communication Costs	\$3,337
Consumables	\$38,442
Miscellaneous Expense ³	\$7,510
Professional Development	\$6,660
Equipment/Maintenance/Hire	\$38,075
Property Services	\$144,973
Salaries & Allowances ⁴	\$92,321
Support Services	\$115,665
Trading & Fundraising	\$15,236
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,334
Total Operating Expenditure	\$1,809,146
Net Operating Surplus/-Deficit	(\$46,118)
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$11,240
Official Account	\$17,036
Other Accounts	\$0
Total Funds Available	\$28,276

Financial Commitments	Actual
Operating Reserve	\$28,276
Other Recurrent Expenditure	(\$382)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$27,894

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.