2020 Annual Report to The School Community

THE **EDUCATION** STATE

School Name: Bayles Regional Primary School (5421)

- 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 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 28 April 2021 at 12:03 PM by Alison Andrews (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 28 April 2021 at 03:35 PM by Fiona Edwards (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

Bayles Regional Primary School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

Bayles Regional Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and responsibility for, creating an inclusive and safe school environment for our students.

Bayles Regional Primary School's core values are;
Respect - I treat others the way I like to be treated. I care for myself, others and the environment.
Acceptance - I understand that people have different ideas, beliefs and cultures. I accept and tolerate others no matter how similar or different we are.
Resilience - I bounce back and don't give up. I make the right choice when dealing with difficult situations.
Achievement - I always strive to achieve my personal best. I set goals for myself and work hard to achieve them.

As a school community we are committed to our School Expectations;
Be Safe
Be Responsible
Be a Learner
Be Respectful

Bayles Regional Primary School serves the educational needs of the small townships of Bayles, Catani, Caldermeade, Yannathan, Cora Lynn and Koo Wee Rup. The school is increasingly enrolling students from the south-east corner of Pakenham. At the end of 2020, the student enrolment was 160. Aspects of the traditional culture of BRPS are changing as the population and demographics change. At the end of 2020, no staff or students identified as Aboriginal and Torres Strait Islander (ATSI) and no students spoke English as a second language.

In 2020, the school had 16.8 full-time equivalent staff; 1 Principal Class, 1 Learning Specialist, 8.4 Teaching Class and 6.0 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2020, there were three improvement strategies that the school chose to focus on according to the Framework for Improving Student Outcomes. The three areas were; Evidence-Based High-Impact Teaching Strategies, Curriculum Planning and Assessment, and Empowering Students and Building School Pride.

Evidence-Based High-Impact Teaching Strategies - By the end of 2020, we will strengthen our Instructional Models around the teaching of English and Mathematics to build the capacity of staff to deliver high impact teaching and learning. By consistently using evidence-based, high impact teaching strategies to meet student needs, teachers can improve student learning outcomes.

Curriculum Planning and Assessment - By the end of 2020, we will strengthen our practice around assessment to ensure a range of tools and strategies are used, that data is triangulated and student progress is tracked over time, thus improving the personalisation of learning and the accuracy of assessing growth and progression.

Empowering Students and Building School Pride - By the end of 2020, teachers will have developed strategies to build skills in students which enables them to take greater responsibility for their learning so that student motivation and self-confidence is enhanced. By raising the level of student agency, a student's sense of self-efficacy and confidence will

be enhanced, thus allowing them to take responsibility for and consequently improve their learning.

Due to Covid-19, terms 2, 3 and part of term 4 were in a remote and flexible learning environment. To ensure as a school we could still contribute to our KIS as outlined above, we adapted our teaching and learning to suit online platforms. Using Both SeeSaw (F-2) and Google Classrooms (3-6) teachers were able to adapt learning programs for online delivery. Webex meetings were used for Face to Face well-being catch-ups and learning activities, as well as staff calling students on the phone weekly. Our School Stream communication app, allowed the connection between home and school to continue as we worked together as one to support all student learning. Teachers regularly met via Webex to collaborate and plan using our PLC improvement cycle.

Achievement

Student achievement in Literacy and Numeracy was a major focus for 2020. Teachers were consistent in following our whole school programs both onsite and during Remote Learning. Using Webex, teachers were able to teach at various levels within their classes in a small group setting. Activities were planned and delivered to cater for all learning styles and abilities. With no NAPLAN in 2020, we couldn't compare our data to set targets, however, we ensured we had multiple formative assessment data sets to draw from. Our PLC's continued to run via Webex and teachers used Webex to conduct team meetings, for data analysis, and discussions for best teacher practice for improving student learning outcomes.

Towards the end of the Remote Learning Period, we assessed students remotely in reading so we could use that data to include students in our STEP-UP Learning Support Program. In term 4 we focused on the Students in F-2 and ran an intensive STEP-UP program to catch students up. Our WOW (extension) groups continued throughout the year, both onsite and during flexible learning. Teachers also included additional challenges for students within their classroom activities. In Term 4 we also had 2 students participate in the HIGH ACHIEVERS PROGRAM for mathematics.

Engagement

During term one we had begun to plan a variety of events to engage students. Our 5/6 Electives program was brought back to enable students to learn about subjects of interest. The idea was to ensure that all 5/6 students had a fun class each day for student engagement and to boost attendance rates. The planning for a new Kitchen Garden inspired program 'Grow4Growth' was underway ready for 2021. The greenhouse was built during the year as part of this program. Breakfast club also began in term 4 and was a great way for students to both socialise and have something to eat. Student Voice was back in action on-site and went to regular meeting throughout Term 4.

Having over half the year in remote and flexible learning at home, we understood the importance of re-engaging students back in the schooling environment. We welcomed them back with fun getting to know you 3 days so they could re-establish friendships, review school expectations and values and settle back into routines. We boosted student participation by introducing fortnightly house events where students enjoyed various activities by competing in house colours. We began lunchtime clubs to focus on student interest and to help students who need extra support with friendships.

Wellbeing

Our Wellbeing officer modified the delivery of health and wellbeing supports during remote and flexible learning by engaging with families and students via phone and Webex, as well as regularly communicating notices via School Stream. All teachers had weekly Webex class 'check-in' meetings to support the health and wellbeing of their students, they also communicated with families via phone, email and Webex. Our Education Support Staff checked in with PSD students and their families and conducted check-ins and completed learning activities both over the phone and via Webex. A mini shop was set up in the Wellbeing Officers Office as a reward system for students.

We were still working with CASEA (Monash Health) during 2020 and classes participated in CASEA sessions on health

and wellbeing with a focus on regulating emotions. CASEA also held Webex sessions during remote learning and once we were back on site.

Staff Wellbeing was also a focus in Term 4 as we returned to onsite learning. All staff were given a Wellbeing Buddy with the expectation of regularly checking in and having a chat to see if they were ok. Our staff are all extremely supportive and the Wellbeing Buddy system will be staying in 2021.

Financial performance and position

The operating surplus will be used to support the continued employment of Education Support Staff for students who require additional assistance, however are not eligible for PSD funding. We also used a portion for our contribution to the DET Tutor initiative.

The Inclusive Schools Fund grant we were successful with, in Dec 2019 for $200,000, meant that due to covid the project was delayed. The project began in November and was finalised by February 2021. We were successful in receiving a $5,500 grant to replace some vegetable garden beds with new raised beds. We also received $53,000 of Blitz funds which were spread over 2019/20 for upgrading buildings and grounds.

For more detailed information regarding our school please visit our website at
www.baylesps.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 155 students were enrolled at this school in 2020, 76 female and 79 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) which takes into account parents' occupations and education.
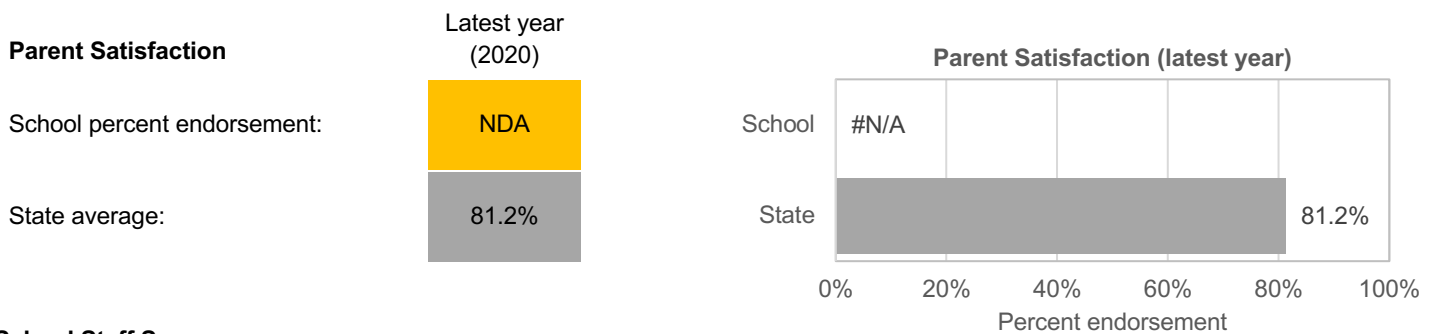
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
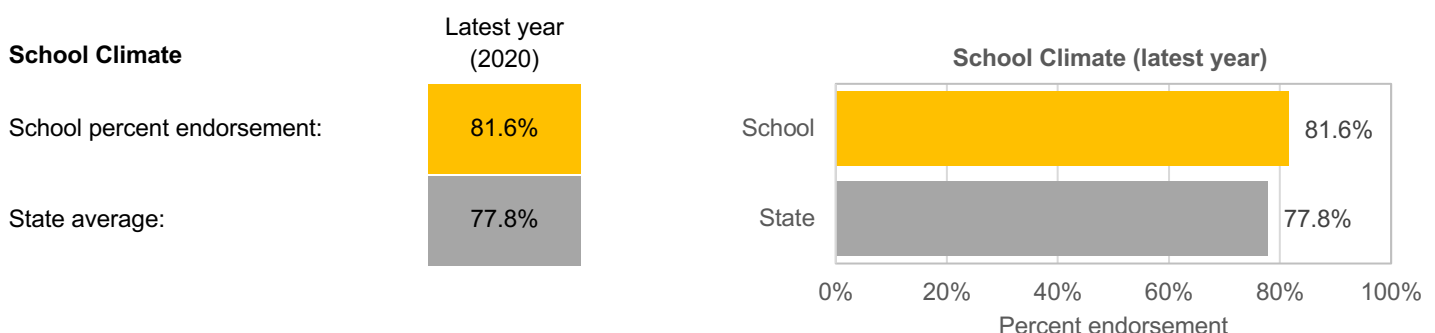
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

	Percent endorsement
School	#N/A
State	81.2%

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	Latest year (2020)
School percent endorsement:	81.6%
State average:	77.8%

School Climate (latest year)

	Percent endorsement
School	81.6%
State	77.8%

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:	87.1%
Similar Schools average:	85.0%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	87.1%
Similar Schools	85.0%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
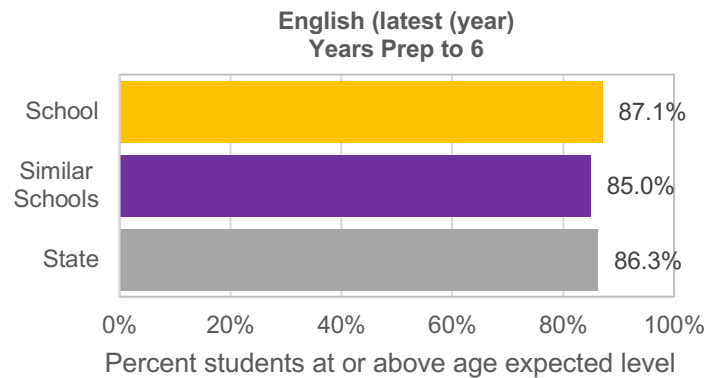
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	89.8%
Similar Schools average:	84.9%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	89.8%
Similar Schools	84.9%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
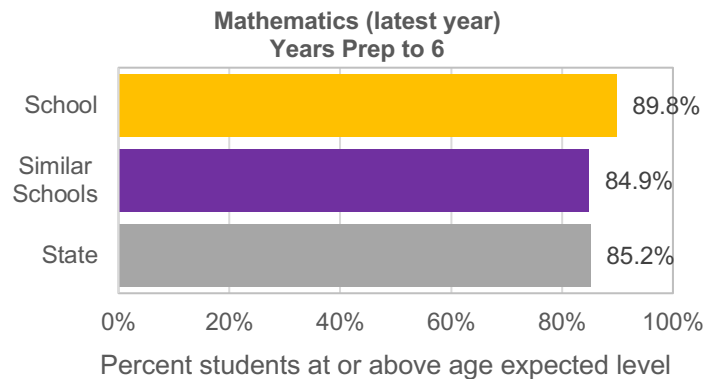
NAPLAN

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).

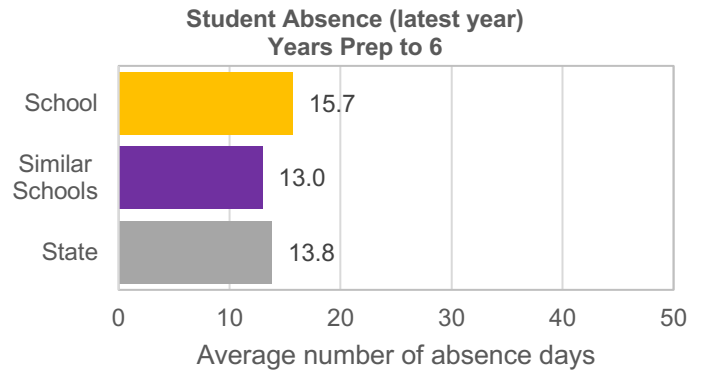NAPLAN tests were not conducted in 2020.

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:	15.7	15.3
Similar Schools average:	13.0	14.7
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	15.7
Similar Schools	13.0
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	94%	91%	91%	90%	91%	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:	NDA	79.3%
Similar Schools average:	71.9%	79.1%
State average:	79.2%	81.0%
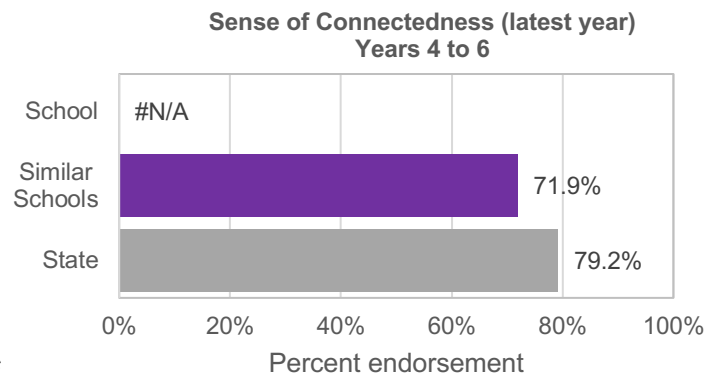
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School #N/A
Similar Schools 71.9%
State 79.2%

0%   20%   40%   60%   80%   100%
Percent endorsement

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:	NDA	81.2%
Similar Schools average:	71.8%	80.7%
State average:	78.0%	80.4%
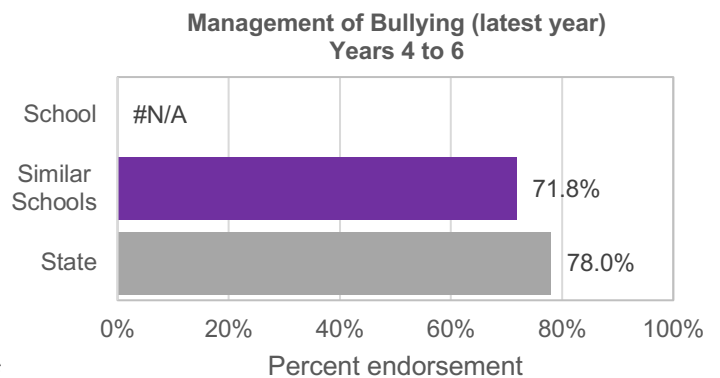
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School #N/A
Similar Schools 71.8%
State 78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$1,485,463
Government Provided DET Grants	$190,387
Government Grants Commonwealth	NDA
Government Grants State	$5,500
Revenue Other	$7,953
Locally Raised Funds	$51,782
Capital Grants	NDA
Total Operating Revenue	**$1,741,086**

Equity [1]	Actual
Equity (Social Disadvantage)	$53,730
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$53,730**

Expenditure	Actual
Student Resource Package [2]	$1,463,087
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$8,812
Communication Costs	$1,854
Consumables	$20,441
Miscellaneous Expense [3]	$21,392
Professional Development	$2,792
Equipment/Maintenance/Hire	$34,112
Property Services	$52,617
Salaries & Allowances [4]	$13,822
Support Services	$13,094
Trading & Fundraising	$7,150
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$11,899
Total Operating Expenditure	**$1,651,073**
Net Operating Surplus/-Deficit	**$90,013**
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 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

Funds available	Actual
High Yield Investment Account	$209,153
Official Account	$5,037
Other Accounts	NDA
Total Funds Available	**$214,189**

Financial Commitments	Actual
Operating Reserve	$23,737
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$23,463
School Based Programs	$13,801
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$22,979
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$121,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	$20,000
Total Financial Commitments	**$225,480**

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.