

2021 Annual Report to The School Community



School Name: Bouchier Street Primary School Shepparton (4742)



- 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 2021 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 23 March 2022 at 09:46 PM by Denise Howley (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 05 April 2022 at 11:33 AM by Max Allen (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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 is that all students are empowered to become lifelong learners and shape the world around them. Our School Values are;

RESPECT:

We honour and value ourselves, others and our environment. Staff and students treat each other respectfully. Kindness, Manners, courtesy and tolerance for differences are very important to us.

LEARNING:

We are here to learn. Learning needs to be central to every decision and action we take as a school.

CONTRIBUTION:

It is important that we all strive to make an impact on others and make a positive difference to our community and our world.

Ensuring all students learn and experience success has been essential to our shared vision and moral purpose.

We have continued with our focus on building practice excellence, working collaboratively and refining our PLCs, continuing to explore opportunities to exercise authentic student voice, agency and leadership and establishing and maintaining strong community partnerships. We have continuously engaged in the development of a lasting culture of collective efficacy and continuous improvement.

School Context

Bourchier Street Primary School is located in the City of Shepparton in the North East of Victoria. The school was founded in the 1950's and is located in a residential area to the north of the centre of town.

The school facilities include some modern open plan buildings and one long corridor that is a more traditional older style structure. Our grounds are large inviting spaces with ovals and modern new play equipment.

Enrolments have hovered around 620 during the past year.

The Student Family Occupation Education index (SFOE) is 0.4748. Our students come from a diverse range of socio economic backgrounds and our school population is quite multicultural which replicates the wider population of greater Shepparton.

Staff profile

The staffing profile of Bourchier Street Primary School has included a principal, two assistant principals, thirty classroom teachers, four specialists teachers, four education support staff, four trainees and four office admin staff. The school has a chaplain and a handyman. We connected with the our Koori Education Support Officer.

The school did not employ any Aboriginal or Torres Strait Islander people or offer a program for overseas students.

Framework for Improving Student Outcomes (FISO)

Bourchier Street Primary School delivered on our KIS during 2021. Remote learning was challenging however as in 2020 we were determined to continue with our set focuses. Progress was challenging due to the frequency of in and out of remote learning and families' resistance to return their children to full time school due to anxiety around contracting COVID.

Learning catch up and extension was addressed through our tutor learning program and classroom teachers commitment to providing appropriate remote learning tasks and feedback. Our teachers continued to provide remote learning for students who did not return to school along with their classroom program ensuring daily Literacy and Numeracy employed high impact teaching strategies. The Tutor Learning Program was successful. Tutors continued to make links remotely with their identified cohort throughout remote learning and during onsite times students were either in one on one sessions or small group withdrawals. Tutors tracked progress and continually updated leadership and classroom teachers with feedback and progress.

We ensured health and wellbeing was of utmost importance. We implemented a health subject and gave it priority as a new specialist subject. Mindfulness sessions have emphasized the importance of mental wellbeing. Remote and onsite mindfulness engaged students and created a sense of calm and self preservation. We also included learning sessions with a fun focus during remote learning to further engage our students. When back on site we were always conscious of reengagement and tried to make learning purposeful and fun.

Leveraging Seesaw promoted student agency and has helped our families be more connected than ever. Daily tasks on Seesaw ramped up the connection between school and home and helped get our kids learning more of the skills that will give them every opportunity to succeed in the future. Seesaw has also become a communication tool between the school and home. Teachers and families communicate regularly regarding students academic progress as well as their health and wellbeing.

Achievement

We acknowledge that Learning progress was impacted greatly by COVID during 2021 due to the constant recalls to remote learning and the impact from families having reservations about their children's return to school. Whilst our progress in many areas was pleasing we acknowledge that there is work to be done. Our data indicates that we did not meet the state average in most areas but we did have success with high learning gain exceeding like schools in all areas except spelling.

During 2021 we reviewed our remote learning plan because we felt that we needed a new way to engage our students. It became obvious that families were challenged by the constant in and out of remote learning and were finding it hard to be motivated. As a result our remote learning program focussed on more online live sessions along with videos of explicit instruction. Teachers were conscious of engaging learners in different ways, often creating a special challenge (crazy hair day, bring your favourite toy, wear red today etc.) as a hook to the daily check-ins.

Whether we were at school or on remote we endeavoured to maintain our instructional model, differentiate to accommodate all students and always focussed on progress. Teachers were conscious of giving feedback that allowed for future learning. Data tracking and analysis of learning opportunities was vital. Flexible learning opportunities was favoured and once back on site teams endeavoured to maintain this. Student choice and agency was always considered.

Our PSD funded students were on our radar and supported with modified, inclusive learning tasks throughout both remote and onsite learning. We acknowledged that remote learning was particularly challenging for some of these students. Over all, these students' progress was similar to all other students.

Team collaboration was a focus for our teachers throughout the year. Remote learning seemed to enhance their collaboration. Teams continued to meet on line to plan and prepare for what the learners in their year level required.

As we move to 2022 we know that we need to work on writing and spelling in particular but also work towards getting closer to state average in all areas. We want to maintain high learning growth and continue our focus on student agency. Strengthening our PLC s will be critical to achieving all this.

Engagement

During remote learning and when students were back on site engagement proved to be vital. We put a lot of time and effort into communicating with families.

The Seesaw app became an important tool for asynchronous learning. We used Seesaw for posting tasks and work for students during remote learning and for communication with parents. Students could respond to tasks on Seesaw by posting their work. When back on site Seesaw continued to be used in the classroom in a similar manner. Zoom provided for synchronous learning. We engaged student more with live daily check-ins and live teaching sessions. Some small group and one on one zooms were also part of our remote learning engagement strategy.

Fun Fridays were introduced during 2021 remote learning which included such events as a dance party, a drawing session, an art hour, a drama class, a PE session etc. Children could opt in to any session throughout the day.

Each time we returned to on site learning reengagement was considered. Classroom relationship building tasks were implemented and planned outside activities were a focus at recess and lunch breaks.

Student attendance has been hugely affected by COVID. The inability to link with remote learning, the reservations from families about returning to school and isolation rules linked to COVID have caused our absence data, we believe, to be unreliable. Although our data indicates that we are similar to like schools and the state we know we have several families that we have concerns about. However, we endeavoured to support our families in many ways to engage. Seesaw, as mentioned, has been a reliable tool for classroom teachers to link with families. For some families phone calls were initiated to chat about how they were going and how we could help. Home visits assisted some families to keep connected. Leadership continually followed up chronic absences promoting the importance of being present for learning at school as well as when on remote. The FUN aspect of learning was emphasized as an engagement tool.

Wellbeing

Addressing the "happy, active and healthy kids" was prioritized as we could see the impact remote learning and the implications associated with COVID were having on our students and their families.

Building relationships and working collaboratively involved both staff and students engaging in regular check-ins and activities. We have a belief about how working and learning together makes for better outcomes. A "fun" lens was placed over our online learning tasks. Outdoor learning was embraced as a result of our teachers thinking outside the square. Whole school fun days online were introduced. Choice, agency and flexibility were always at the back of our minds when designing learning opportunities, whether for remote or onsite. The fun element in learning was high priority.

Mindfulness became a common daily practice both during remote learning and back onsite in classrooms. A fitness session was conducted each morning during remote learning. A health subject was introduced engaging students in one session per week. Respectful Relationships was introduced across the school while the wellbeing team compiled our wellbeing curriculum.

Our data from ATSS indicated that our students felt happy and safe. Both sense of connectedness and management of bullying exceeded like schools and the state. Our staff and parents also endorsed their satisfaction through the parent and staff surveys both exceeding the state as well.

Finance performance and position

Bourchier Street Primary School is in a sound financial position due to management decisions made by school council and effective financial controls maintained by the principal and the business manager.

The school has benefited from grants from the government and locally raised funds. However during 2021 locally

raised funds were significantly reduced due to COVID limitations. We continued to provide an extensive professional learning program for our teachers in order to strengthen our instructional model and provide the best quality teaching and learning programs for our students. Individual support for students with disabilities and specific learning needs has been supported through small class sizes as well as ES staff in one on one situations. Speech therapy, OT, play therapy and psychologists have been engaged to also support the specific needs of these students. Four trainees were employed. Three worked across the school supporting learners and one was assigned a media role to keep our community informed. Providing up to date equipment including IT and other resources have been high priorities.

The installation of two new playgrounds has provided our children with more up to date engaging play spaces assisting engagement in our yard during outdoor times. More shade has been created by the installation of several shade sails for both outdoor learning and play. The school canteen continues to provide a small amount of funds to the school to support our Kitchen Garden program, playground upkeep, a breakfast program and other incidental resources needed for our students.

Equity funding has supported differentiated programs and has enabled the building of teacher capacity through coaches and professional Learning. Maintaining thirty classes with an average of 21 students in each allowed for more focussed, individualized instruction.

In 2022 accumulated funds will be allocated to the maintenance of our buildings and grounds, the purchase and maintenance of equipment and continued professional learning to match our contemporary curriculum. We will reduce classroom teachers to 28 due to a drop in enrolments. We will maintain an average 21 students per class across the school. We hope to improve the physical learning environment in Block B.. Some new furniture will be sourced to upgrade our Years 3 and 4 classrooms along with storage and teacher work stations across the school. More playground upgrades are planned so that our students will be able to learn and play in safe, modern, engaging spaces.

Any additional funding received will be directed to improved teaching and learning programs in line with priorities, initiatives and goals in our AIP.

For more detailed information regarding our school please visit our website at
<https://www.bourchierps.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 603 students were enrolled at this school in 2021, 274 female and 329 male.

16 percent of students had English as an additional language and 12 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).

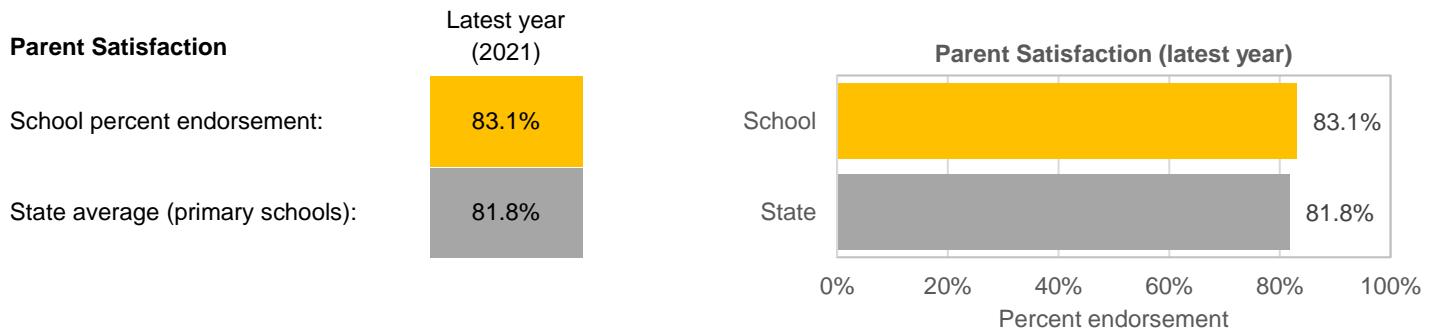
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

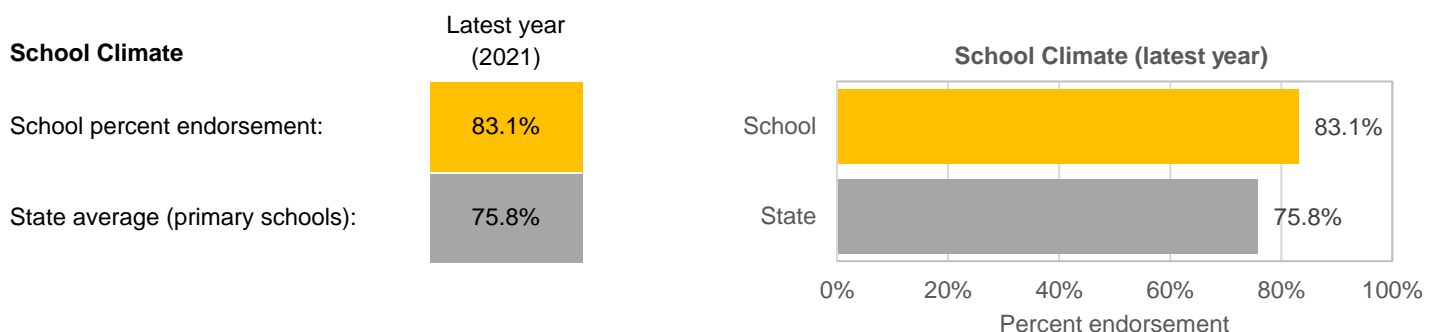


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

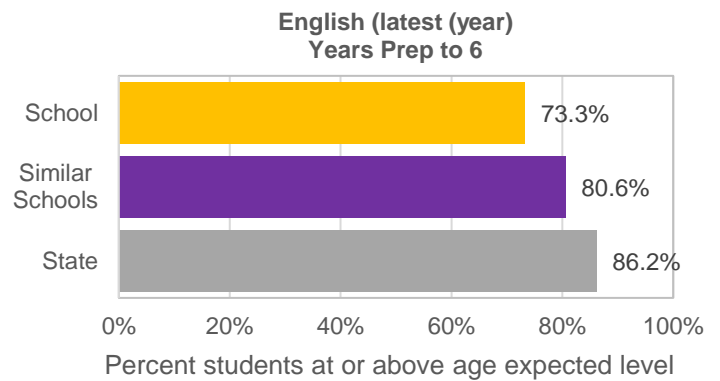
73.3%

Similar Schools average:

80.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

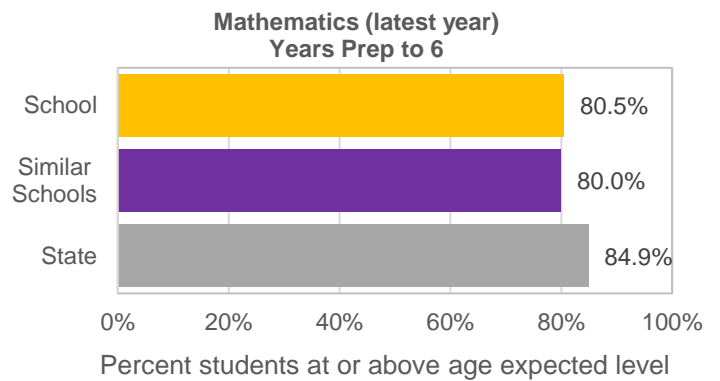
80.5%

Similar Schools average:

80.0%

State average:

84.9%



ACHIEVEMENT (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.

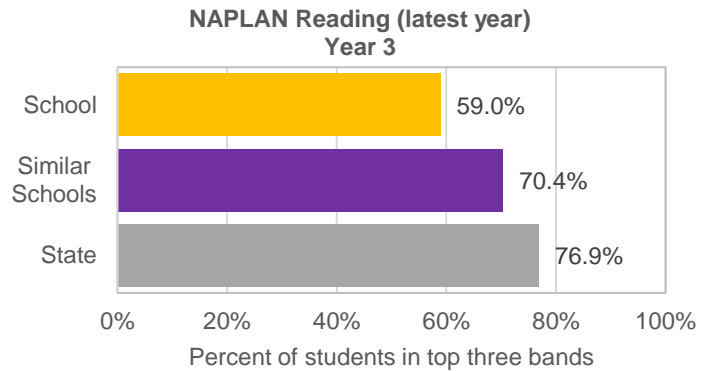
NAPLAN

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 2018, 2019 and 2021 data.

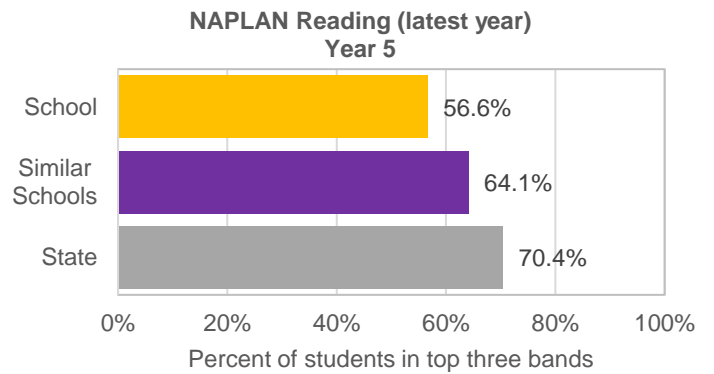
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.0%	65.2%
Similar Schools average:	70.4%	71.6%
State average:	76.9%	76.5%



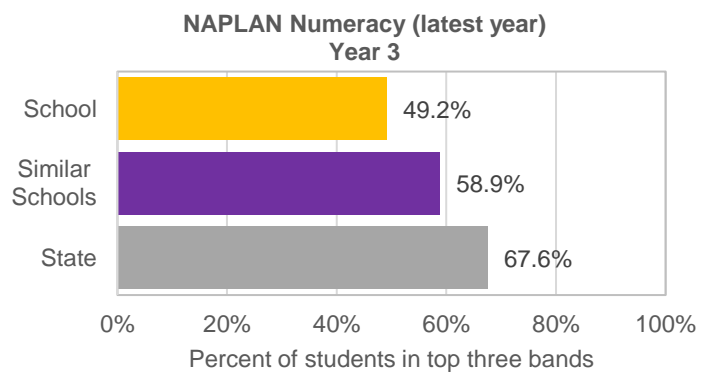
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.6%	63.5%
Similar Schools average:	64.1%	62.8%
State average:	70.4%	67.7%



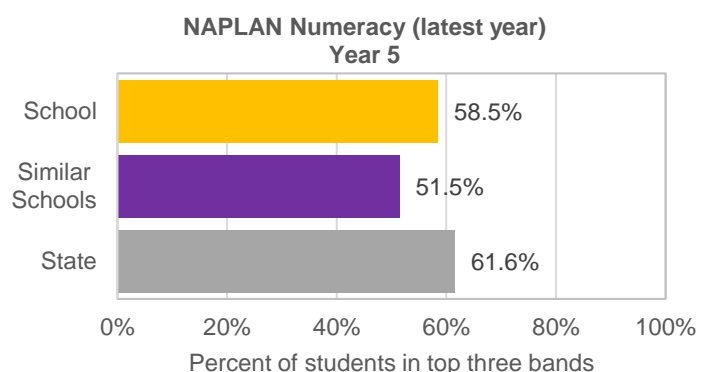
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.2%	58.0%
Similar Schools average:	58.9%	61.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.5%	62.5%
Similar Schools average:	51.5%	52.0%
State average:	61.6%	60.0%



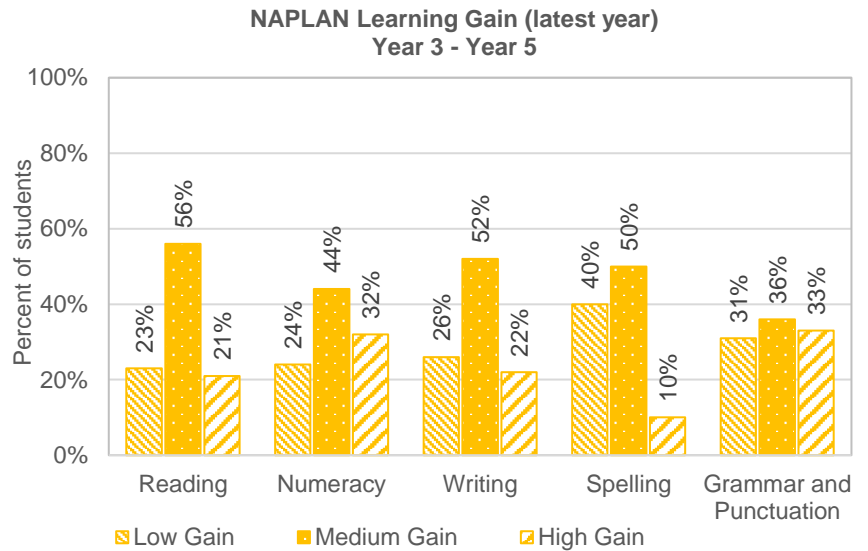
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	56%	21%	19%
Numeracy:	24%	44%	32%	20%
Writing:	26%	52%	22%	19%
Spelling:	40%	50%	10%	18%
Grammar and Punctuation:	31%	36%	33%	19%



ENGAGEMENT

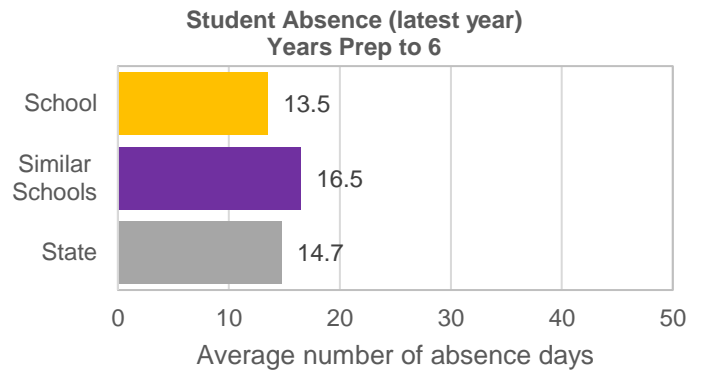
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.5	15.8
Similar Schools average:	16.5	15.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	93%	92%	94%	94%	93%

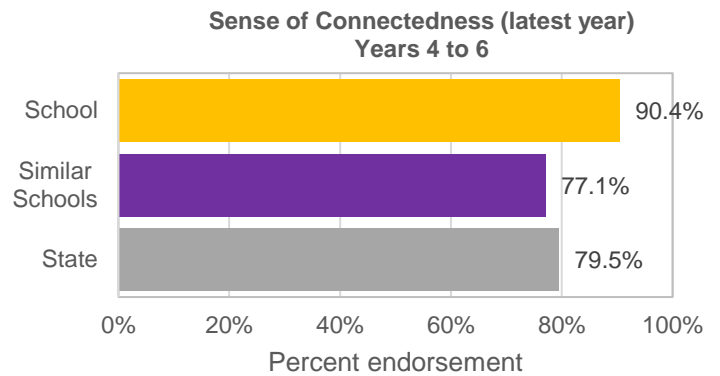
WELLBEING

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 (2021)	4-year average
School percent endorsement:	90.4%	90.3%
Similar Schools average:	77.1%	79.1%
State average:	79.5%	80.4%

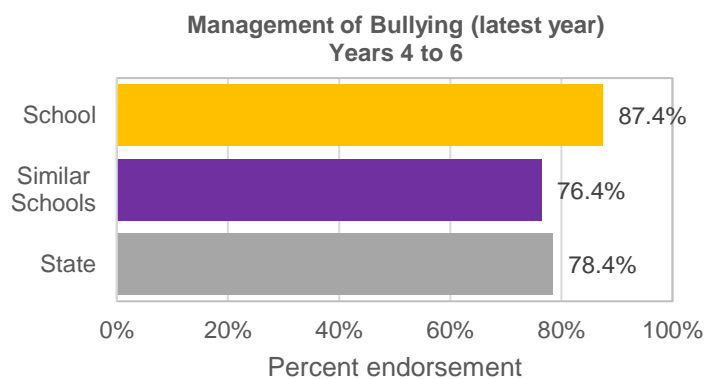


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.4%	88.3%
Similar Schools average:	76.4%	78.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$5,268,196
Government Provided DET Grants	\$993,620
Government Grants Commonwealth	\$21,963
Government Grants State	\$42,920
Revenue Other	\$66,708
Locally Raised Funds	\$356,221
Capital Grants	\$0
Total Operating Revenue	\$6,749,627

Equity ¹	Actual
Equity (Social Disadvantage)	\$485,354
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$485,354

Expenditure	Actual
Student Resource Package ²	\$5,019,430
Adjustments	\$0
Books & Publications	\$5,886
Camps/Excursions/Activities	\$126,144
Communication Costs	\$5,742
Consumables	\$115,801
Miscellaneous Expense ³	\$14,519
Professional Development	\$55,722
Equipment/Maintenance/Hire	\$144,661
Property Services	\$199,478
Salaries & Allowances ⁴	\$110,115
Support Services	\$272,435
Trading & Fundraising	\$68,296
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$727
Utilities	\$56,238
Total Operating Expenditure	\$6,195,194
Net Operating Surplus/-Deficit	\$554,433
Asset Acquisitions	\$330,651

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,782,086
Official Account	\$55,241
Other Accounts	\$0
Total Funds Available	\$1,837,327

Financial Commitments	Actual
Operating Reserve	\$182,620
Other Recurrent Expenditure	\$26,564
Provision Accounts	\$0
Funds Received in Advance	\$313,307
School Based Programs	\$228,713
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$76,000
Capital - Buildings/Grounds < 12 months	\$350,419
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$277,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$192,303
Total Financial Commitments	\$1,646,926

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.