

# 2022 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](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 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 08 May 2023 at 09:58 AM by Gary D'arma (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 08 May 2023 at 11:44 AM by Annie Manning (School Council President)

## How to read the Annual Report

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### 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.

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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

#### 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)

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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.

'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 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

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## School context

Bourchier Street Primary School is a dynamic and inclusive learning community located in the northern end of Shepparton, a regional city in the North East of Victoria. Our school is dedicated to providing a safe, supportive and challenging learning environment that empowers all students to reach their full potential.

Our vision is that all students are empowered to become lifelong learners and help shape the world around them. Our school values of Respect, Learning, and Contribution underpin all aspects of school life and guide our interactions with each other and the wider community.

With an enrolment of approximately 620 students, Bourchier Street Primary School has a dedicated and experienced staff of 45 teachers, 15 education support staff, and three trainees. Our school is structured into straight-year-level classes and teacher teams. Our staff work collaboratively to design and deliver high-quality teaching programs tailored to our students' needs. The schools' leadership structure included one Principal, two assistant Principals, one learning specialist and teacher leaders with areas of responsibility in Literacy, Numeracy, well-being and community engagement.

Bourchier Street Primary School is a vibrant and diverse community with a socioeconomic disadvantage (SFOE) of 0.47. Our student population reflects this diversity, with students from various cultural, linguistic, and socioeconomic backgrounds. We value and celebrate this diversity and work hard to create an inclusive and welcoming school community where all students feel valued and supported.

In addition to our core academic programs, Bourchier Street Primary School offers a range of specialists and extra-curricular activities and programs that enhance our student's learning experiences. These include physical education, dance, drama, sport, art, and community initiatives. Our school is also committed to using technology to support student learning and has implemented various innovative teaching practices and resources to enhance student engagement and achievement.

In summary, in 2022 Bourchier Street Primary School remained steadfast in its mission to be a vibrant and welcoming learning community committed to providing a high-quality education for all students. We are proud of our school's vision and values, dedicated and experienced staff, and diverse and engaged community.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In Literacy, we partially met all of our goals for the 2018-2022 strategic plan. The school made significant progress in several areas. Notably, there were marked improvements in student reading fluency, with 10% increase in students achieving results in the top two bands of NAPLAN reading in Year Five compared to the previous year. Additionally, we noticed increased student engagement and enjoyment of reading, which we believe is a key indicator of success.

To achieve these results, we implemented a clear instructional model emphasising small group teaching and individualised instruction. We also provided students with frequent opportunities to read and respond to various texts. Our commitment to Professional Learning Communities (PLCs) was instrumental in helping teachers to collaborate and share best practices, which allowed us to identify better and address the needs of individual students.

In Numeracy, we maintained our record of strong Benchmark growth data. In 2022, 84% of our students achieved at or above benchmark growth data which is the same result we achieved in 2021. However, a decline in the number of students achieving in the top two bands highlighted the need for us to prioritise rigour and consistency in our practices in the future years. Despite this, learning walks and observations have consistently referenced high levels of engagement and calm learning environments. We attribute these successes, in part, to our hands-on approach to mathematics and providing students with opportunities to apply their math skills in real-world contexts.

To ensure that all areas of mathematics were being covered, we developed a comprehensive scope and sequence that clearly outlined the learning objectives for each grade level. Additionally, we provided teachers with professional development opportunities focused on the effective use of assessment data to inform instruction and emphasized the importance of differentiation to meet the needs of all learners. Overall, there are notable achievements and highlights in both Literacy and Numeracy that provide a great platform for the school to build on in the coming years. The success results from our strong instructional models and emphasis on collaboration and professional development. As we transition into the next strategic planning cycle, we will remain committed to building on these triumphs to further enhance the quality of education we provide to our students.

## Wellbeing

The well-being of our students is a crucial priority at Bouchier Street Primary School, and we are pleased to report that we have made significant progress towards our strategic goals in this area over the past year. Notably, the school experienced 86% of positive endorsement in Managing Bullying (Years 5-6) in the Attitudes to School Survey, and we exceeded state averages in all eleven of the measures. Moreover, we achieved 'excelling' status in 10 out of the 11 measures. The 2022 Parent Opinion Survey further revealed positive endorsements regarding student well-being measures with 84% of parents expressing satisfaction with the school, and all 'student safety' and 'connection and progression' indicators outperforming similar schools and nearby school averages. We remain focused on cultivating a positive school culture and fostering a safe and inclusive environment where every student feels valued and supported. One of the ways we have made strides towards achieving our well-being goals at Bouchier Street Primary School is by implementing engaging and fun learning experiences. We have been able to make strong connections with students and families through the emphasis on developing strong relationships. One example of this is in 2022 the school continued its commitment to the Respectful Relationships program. This program has been designed to promote positive gender relationships and provide students with the knowledge and skills to build respectful and healthy relationships. This program has been supported by our partnership with external agencies in the Shepparton Network, who have provided us with invaluable resources and training. We have also significantly focused on improving student mental health and well-being, as evidenced by our comprehensive well-being framework. This framework comprises a range of initiatives to support student well-being, such as mindfulness and relaxation programs, social-emotional learning programs, and a restorative practice framework that provides targeted interventions for students who need additional support. In 2022, we further bolstered our efforts by partnering with Dogs Connect and introduced a well-being dog, Murray, to the school. Murray attends school up to four days a week and supports students experiencing high anxiety or stress levels.

Bouchier Street Primary School has made significant progress towards our well-being goals, which we are very proud of. By continuing to focus on building a positive school culture and fostering an inclusive and supportive environment, we can continue to improve student outcomes and well-being.

## Engagement

The school focused heavily on ensuring that our students were attending school and engaged in their learning. Recognising the significant challenges faced by students and their families during remote learning in 2020 and 2021, The school took various measures to improve engagement. These included organising more community events such as on-site welcome nights, learning showcases, and school events on Mother's Day, Father's Day, and Christmas, all aimed at building a stronger sense of belonging and engagement with the school.

Throughout the year, learning walks and observations, including those conducted during our Term Two review, consistently reported high student engagement levels within classrooms. This was accomplished by focusing on making learning relevant and pitched to students' interests. A diverse and engaging specialist program also contributed to student engagement. The school was able to make some inroads in some individual cases of chronic absences by making individual contact with families and by having conversations about topics entirely unrelated to attendance. This people-first approach aimed to reduce pressure on families and established trust and rapport that eventually led to improved attendance. Despite these individual wins, the schools' overall attendance data declined from 2021. This was due to a range of factors, including periods of remote learning, making it difficult to make accurate comparisons. Despite these challenges, the school was proactive in encouraging engagement at school through targeted support for students at risk of disengagement, regular communication with families, and a focus on building positive relationships between students and teachers.

Another highlight was implementing our student voice program which aimed to give students more opportunities to participate in school decision-making and develop their leadership skills. This program included various initiatives such as regular student-led meetings with school leadership, opportunities for students to provide feedback on school policies and programs, and the establishment of student-led committees to work on specific projects. Overall, the school has maintained strong levels of student engagement in the past year, which will serve as a foundation for building on in the future. The school's commitment to ongoing student support, targeted initiatives to promote student voice and agency, and a focus on building positive relationships between students and teachers will ensure continued success in the coming year.

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## Other highlights from the school year

Bourchier Street Primary School had an exciting year with various highlights, providing positive experiences for our students, families and the wider community. We were delighted to offer our students various experiences made possible by government-funded places on Positive Start camps. Melbourne Museum brought its dinosaur roadshow to our school, a fantastic incursion our students thoroughly enjoyed. We also had a theatre performance of 'Pinocchio', which provided an excellent opportunity for our students to experience the arts. Our camps were a particular highlight, with students going to Ballarat Sovereign Hill, Aireys Inlet for a surf camp, and Toolangi and Gundiwindi for various outdoor activities, including canoeing, rock climbing, and archery. Additionally, our leadership-themed snow camp at Mt Buller, provided valuable opportunities for our students to develop their leadership and team-building. All of these experiences were offered at no cost to families, which we are delighted to provide. In addition to our camps, we celebrated various events throughout the year, including Harmony Day and Book Week. These events provided a fantastic opportunity for our students to learn about cultural diversity and inclusivity and to celebrate their love of reading. Despite the disruption and a brief shutdown due to local flooding, we enjoyed our first full year of school post-COVID. We are grateful to our staff, students and families for their resilience and flexibility during this challenging time. Overall, it has been a great year at Bourchier Street Primary School, and we are proud to have provided our students with many positive experiences and opportunities.

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## Financial performance

Bourchier Street Primary School is pleased to report a surplus its financial performance for 2022. Prudent financial management and solid enrolment numbers resulted in a positive financial outcome for the year.

There were no extraordinary revenue or expenditure items during the year. The school's revenue primarily came from the government's student resource package (SRP), with a small number of funds generated through fundraising initiatives such as a school market day and parent contributions. Expenditure was focused on providing quality education, with by far the most considerable expenditure being teacher salaries. Funds were also spent on classroom resources, professional development for teachers, upgrades to technology and maintenance of the school facilities.

The school council entered into several contracts and agreements during the year, including agreements with local service providers to provide student health services and general maintenance contracts. In 2022 the school entered into a new cleaning contract at the expense of approximately \$90,000 per year. Some larger investments for the year included installing a new Solar Energy system, new air conditioners and some classroom refurbishments.

In summary, Bourchier Street Primary School's strong financial performance in 2022 reflects sound business Management and will ensure the school provides high-quality education and responsible financial management.

**For more detailed information regarding our school please visit our website at [bourchierps.vic.edu.au](http://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 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 598 students were enrolled at this school in 2022, 266 female and 332 male.

18 percent of students had English as an additional language and 13 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).

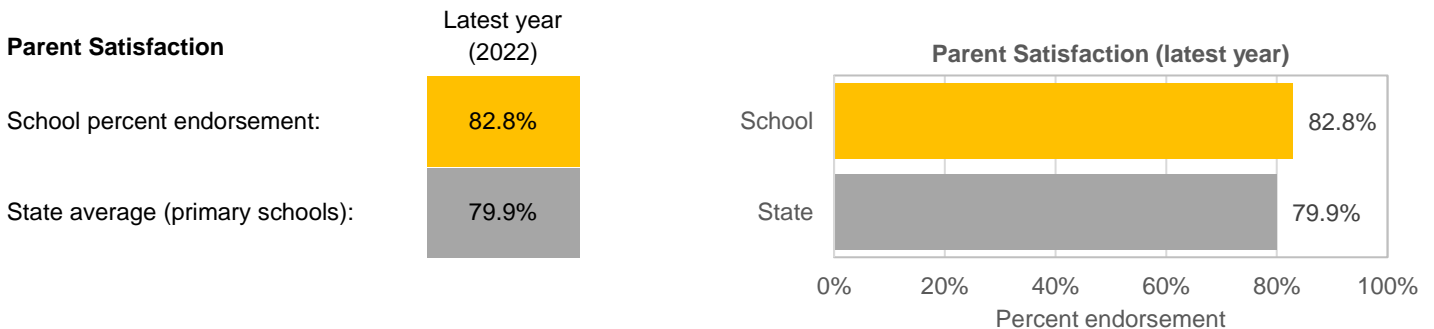
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

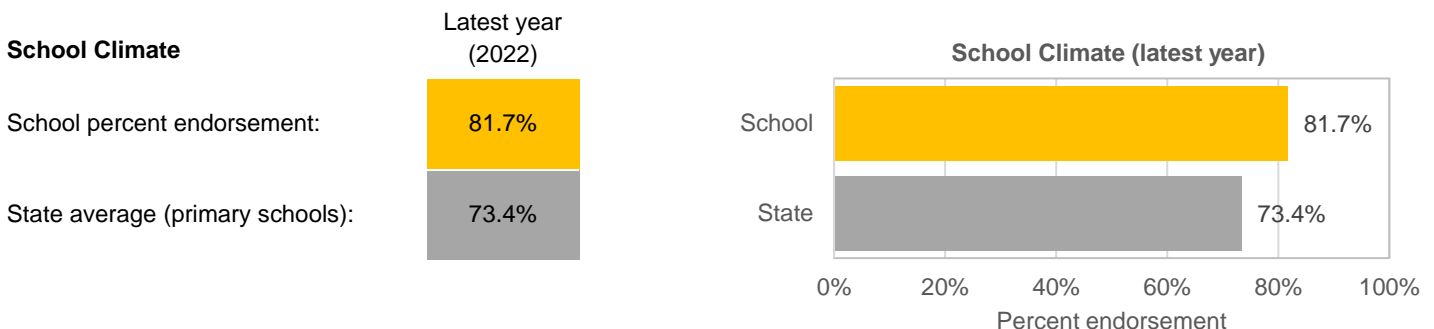


### School Staff Survey

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:

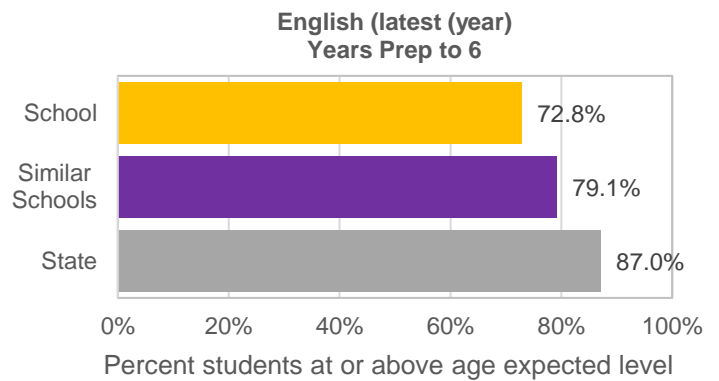
72.8%

Similar Schools average:

79.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

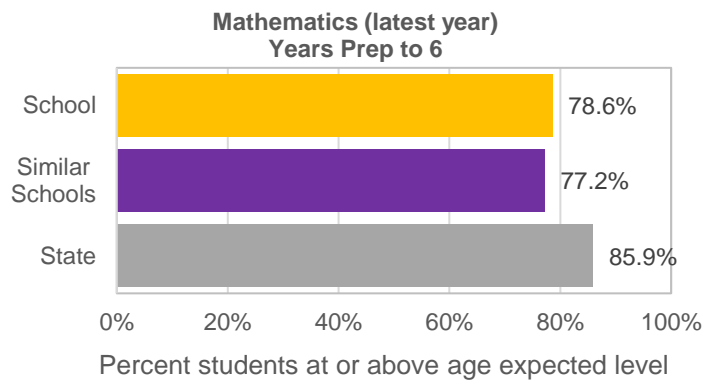
78.6%

Similar Schools average:

77.2%

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.

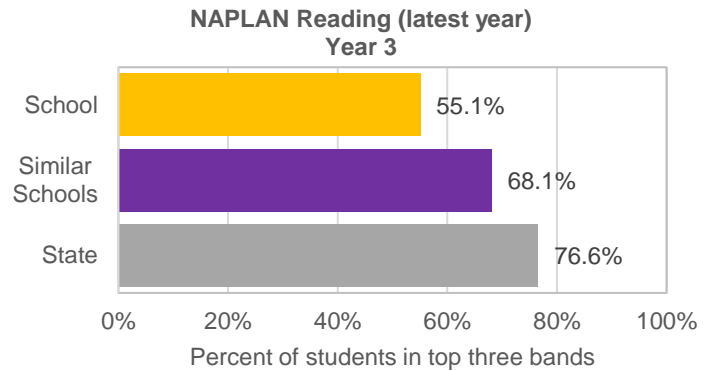
### NAPLAN

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.

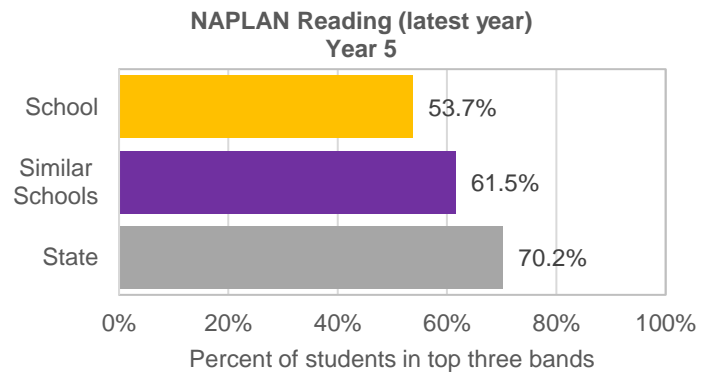
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.1%	60.4%
Similar Schools average:	68.1%	69.4%
State average:	76.6%	76.6%



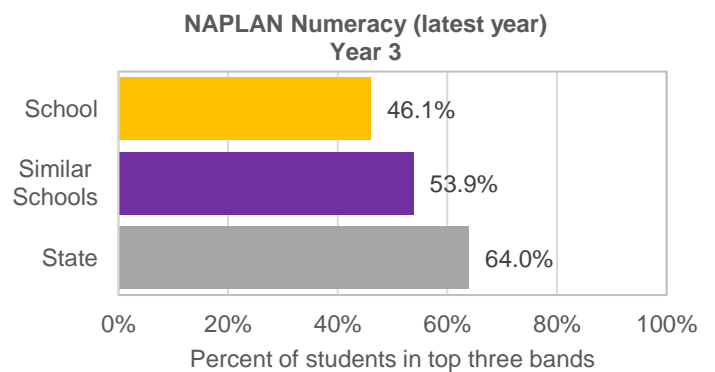
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.7%	59.6%
Similar Schools average:	61.5%	61.7%
State average:	70.2%	69.5%



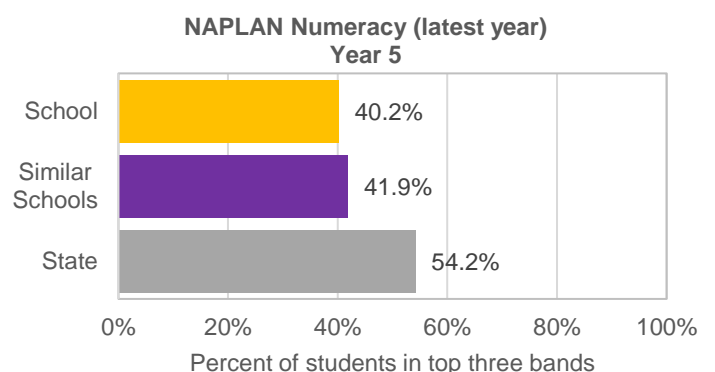
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.1%	52.9%
Similar Schools average:	53.9%	56.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.2%	52.0%
Similar Schools average:	41.9%	47.7%
State average:	54.2%	58.8%



## WELLBEING

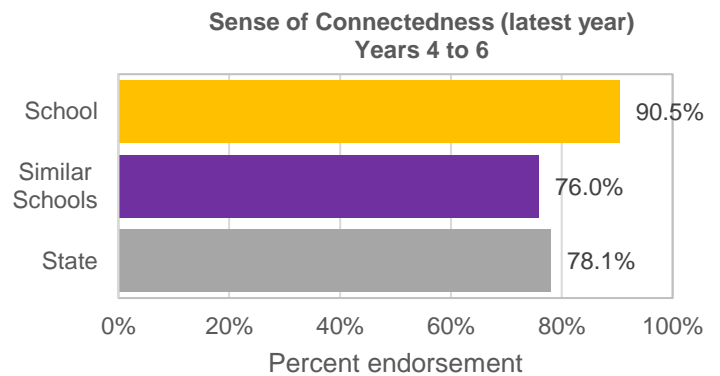
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	90.5%	89.0%
Similar Schools average:	76.0%	77.2%
State average:	78.1%	79.5%

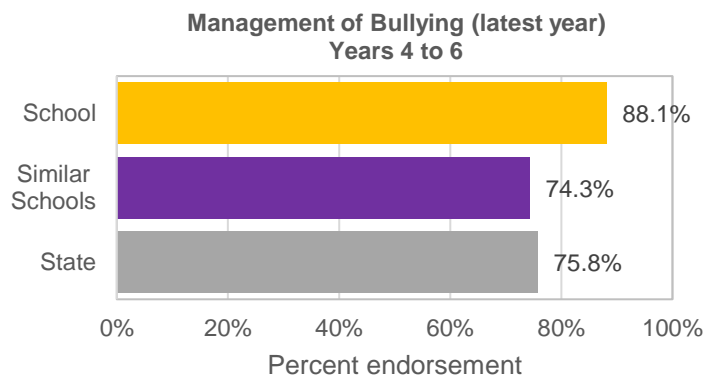


### Student Attitudes to School – Management of Bullying

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:	88.1%	86.9%
Similar Schools average:	74.3%	76.2%
State average:	75.8%	78.3%



## ENGAGEMENT

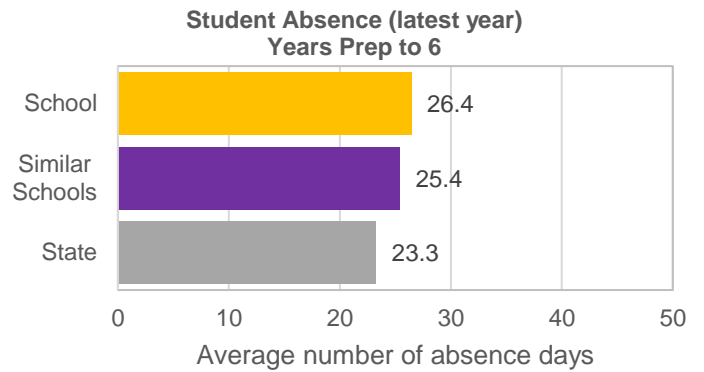
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	26.4	18.5
Similar Schools average:	25.4	18.8
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):	87%	85%	87%	87%	86%	87%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,290,375
Government Provided DET Grants	\$1,407,100
Government Grants Commonwealth	\$11,912
Government Grants State	\$0
Revenue Other	\$101,596
Locally Raised Funds	\$381,993
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,192,976</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$545,112
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$545,112</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,121,570
Adjustments	\$0
Books & Publications	\$5,647
Camps/Excursions/Activities	\$189,770
Communication Costs	\$3,969
Consumables	\$150,863
Miscellaneous Expense <sup>3</sup>	\$20,762
Professional Development	\$31,611
Equipment/Maintenance/Hire	\$179,230
Property Services	\$196,682
Salaries & Allowances <sup>4</sup>	\$164,548
Support Services	\$265,567
Trading & Fundraising	\$85,933
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,514
Utilities	\$49,860
<b>Total Operating Expenditure</b>	<b>\$6,468,528</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$724,448</b>
<b>Asset Acquisitions</b>	<b>\$211,593</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,110,414
Official Account	\$67,329
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,177,743</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$212,046
Other Recurrent Expenditure	\$29,730
Provision Accounts	\$0
Funds Received in Advance	\$450,313
School Based Programs	\$321,613
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$284,836
Asset/Equipment Replacement > 12 months	\$322,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$332,036
<b>Total Financial Commitments</b>	<b>\$1,972,574</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.*