

2020 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 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 29 March 2021 at 11:42 AM by Denise Howley (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 01 April 2021 at 12:07 PM by Jason Parker (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

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

Bourchier Street Primary School has in place a set of core values that underpin the vision of our learning community. The values have been developed by parents, staff and students. These values provide a basis for decision making and action and helps shape the way we work together and remain focused on what is important. We want our learners to be happy, safe and ready to learn.

Our School Values are;

RESPECT:

We honor 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 is essential to our shared vision and moral purpose and will allow us to focus on what is most important.

Workforce composition

31.0 classroom teachers engaged our students in day to day learning. 1.0 Literacy Support teacher worked with Year one students in need of extra support. 3.8 specialist teachers enriched learning by providing visual Arts and Italian, Performing Arts and PE. 3.8 ES staff supported classroom programs for students in need of extra assistance. The school employed a Chaplain 3 days a week and a full time handyman. Both worked with children in our Kids Shed program. The school has a Business Manager and 2.2 office staff.

Geographic, Size and Structure

Bourchier Street Primary School is situated in North Shepparton. It is an inclusive school that has engaged approximately 636 students from many different cultures. The teaching and learning program has been delivered through 30 classrooms of straight year levels.

The school facilities include five distinct building areas - a refurbished wing of 6 classrooms, a new 4 classroom open plan building, one long older traditional wing of 9 classrooms, an art room and a Library, a Senior Learning Centre of 6 classrooms and a large shared area, a cluster of four relocatable buildings and a multi-purpose hall/canteen building. The school has a spacious play area composed of two separate playground zones, a junior playground for F-Year 1 students and the main playground area. This is comprised of two ovals and some asphalt surface, which accommodates all children.

Enrollments

Enrollments have hovered around 640.

16% were EAL students

12% were Aboriginal students

SFOE

The Student Family Occupation Education index (SFOE) is medium

Framework for Improving Student Outcomes (FISO)

Remote and Flexible Learning dominated our learning environment during 2020.

Bourchier Street Primary School continued throughout remote and flexible learning to deliver on our FISO dimensions and KIS that focussed on engagement and motivation to learn by further developing student voice, agency and leadership.

We were able to continue with our engagement focus. During remote learning engagement was enhanced through the use of synchronous (Zoom) and asynchronous (Seesaw) teaching and learning. Instructional videos were included in literacy and numeracy mini lessons and zoom conferencing became a feature of daily interaction between teachers and students. Instructional videos have continued beyond Remote and Flexible learning.

Teacher collaboration continued throughout remote learning. Year level teams continued to meet and plan together through regular zoom sessions. As a whole staff we continued with our professional learning plan meeting through zoom each week. We were able to continually refine tasks and feedback to enhance engagement and student learning. Collaborative Inquiries in year level teams focused on engagement related to remote learning. Each team met weekly through zoom inquiring into viable ways to create engaging remote learning opportunities.

Student voice, agency and leadership became apparent. Each day was designed around some commitment to time frames as well as flexibility to choose. Students could decide when to complete a task and how to present it. They could request assistance, join a conference and choose extra tasks. Flexible learning environments developed. Student Leadership became a focus for some of our more senior students. Students designed physical exercise routines, developed a radio program and conducted remote assemblies. Leadership on a more simplistic level was evident across many learners as they took charge independently of their day to day learning.

Beyond Remote and flexible learning in term 4 we focussed our attention on reengaging our students by revisiting our strategies for building strong relationships in order for onsite learning to address "catch up".

Achievement

Remote and Flexible Learning during 2020 impacted our school community creating both negative and positive outcomes. Although we did not meet our targets we feel that several benefits resulted. Remote and flexible learning provided a real platform for us to work at this. Students taking control of their learning became evident. Teachers also grew professionally in this area. Our community became more connected.

During the transition to remote learning, the importance of remaining committed to our core subjects was agreed upon by our School Improvement Team. Daily lessons and feedback on reading, writing and numeracy were at the centre of our remote learning plan. We also were very clear on what constitutes effective teaching and have worked hard over the last couple of years to develop consistent implementation of our instructional model. After careful analysis of technology and learning platforms (Primarily Seesaw, Zoom, Epic and Wushka) it became evident that these tools allowed us to remain committed to our instructional model and our focus on engagement. Learning teams created instructional videos for all lessons and were an important tools in this period. Student could be more flexible choosing when to engage.

Feedback was also a primary focus for all. While we were unable to give in class feedback, we acknowledged its importance and utilized technology to give feedback daily. Considerable Professional Learning into ways of giving efficient and effective feedback in a remote learning environment was implemented and adopted by all staff.

Our teachers worked incredibly hard to deliver on the commitment to give individualised feedback to every student submission (3 per day). Students were set tasks across Literacy and Numeracy each day on Seesaw. Every student received feedback on the tasks that they completed. This feedback delivered asynchronously was complemented by many whole class, small group and one-on-one synchronous lessons using video conferencing technology.

Student engagement was closely monitored and tracked daily. This along with the learning outcomes that students achieved indicated that the remote learning program implemented was successful.

Due to the increase of interaction between families/carers we have found that many families developed a deeper understanding of their child's academic strengths and weaknesses and many also remarked about their motivation to learn.

Engagement

During 2020 Bourchier Street Primary School's focus on engagement was relentless regardless of whether we were onsite or off site.

While there are some instances of students struggling to engage with remote learning there were many reports of students enjoying the greater amount of choice and flexibility they had when learning.

Some students that benefited from remote learning were: - students who are easily distracted in the classroom - students that experience anxiety related to the school and classroom environment - students with a stable and supportive environment at home - students who are competent at using technology - students who are shy or introverted

Students were able to spend more or less time on tasks depending on their particular strengths and goals. Many students were able to complete learning at the time of day that suited them the best. For example if they were able to complete their lessons early in the day they were able to join in on other planned family activities. We had regular check-ins and surveys with both students and families to better understand the remote learning experience from their perspectives. We made regular adjustments to our remote learning plan depending on this feedback.

We developed disengagement protocols for how we would respond to students who did not engage in remote learning. The essence of the protocol was that we would make attempts to reach out and make enquiries into what was happening for each student and offer a variety of support options. If calls remained unanswered we would visit families to ensure everyone was ok.

Our KIS around absent data remained a focus. Engagement was monitored closely. Through a daily tracking spreadsheet we were able to monitor engagement and follow up with phone calls or home visits to ascertain the needs of students to assist in re engagement. I pads were delivered along with internet access devices and information on how to log on to seesaw and Zoom. Messages through Seesaw from class teachers also provided a two way communication system with families. Zoom sessions proved to be an effective engaging synchronous method for students and families to be present.

Wellbeing

Our Attitudes to School Survey, Parent Opinion survey and School Staff Survey all indicate satisfaction to a good level (above state average in all three). Many of the strategies and programs, inclusive of Smiling Minds, Respectful Relationships and mindfulness, put in place in recent times have attributed to this and provided tools and strategies for students and their families to survive Remote and Flexible Learning with some positive outcomes. Whilst we acknowledged that there would be some catching up to do we believed that we were well placed to tackle this with confidence knowing that the wellbeing of our students had been well cared for.

Through the necessity of remote and flexible learning, the increased communication with families had unintended positive consequences. We developed an increased understanding of family circumstances, how they felt about using technology to learn, and details about their work arrangements. This knowledge facilitated the building of deeper relationships in our school community. It was also reported from some families that they became more comfortable with school and developed a deeper understanding of their child's learning.

The significant change occurring across our community during this period increased our sensitivity to people's wellbeing. We wanted to highlight positivity and opportunities with our community and acknowledge and deal with negative aspects in an efficient manner.

Initiatives included,

-The student led "Isolation News" was a weekly video publication that highlighted positive remote learning work and aimed to develop a sense of connectedness throughout our community. -Staff social gatherings were conducted via zoom with an emphasis on fun and maintained a positive staff morale. Staff were voluntarily dressing up competing in quizzes and games every week. -Teaching staff were also given a card and small gift from the school to thank them for their flexibility and hard work during the period of significant change. -We also had weekly wellbeing check-ins with each staff member during team planning sessions.

Our staff also became more closely connected to each other. Through their regular planning zoom meetings and staff 'fun' challenges, each learning team gained a better understanding and appreciation of each other and strong collaborative teams resulted.

The regular weekly zoom meetings with year level teams and whole staff ensured a forum for connection and monitoring of concerns and issues regarding teacher workload, student/family support and general school information updates.

To support the wellbeing of our staff, students and their families during the transition back to onsite learning, we were sensitive to the uneasy climate that remained. Several protocols and communication strategies were put in place. We continued to connect with families, in particular those that were reluctant to return to on site. Seesaw remained as a communication tool, phone calls and home visits of reassurance continued, COVID protocols were made visible and our focus on relationship building was strengthened.

Financial 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 2020 locally raised funds were significantly reduced due to COVID limitations. Providing extensive professional learning for teachers, individual support for students with disabilities and specific learning needs and maintaining up to date equipment have been high priorities. The excess funds from a Capital Works program were used for the refurbishment 6 classrooms in Block A. The junior playground was resurfaced to provide a more engaging play space as well as a more up to date learning space. Technology equipment and replacement has continued. The school canteen is now a more successful project and provides a small amount of funds to the school to support our Kitchen Garden program, playground upkeep, breakfast program and other incidental resources needed for our students.

Equity funding has supported the provision of differentiated programs and has enabled the building of teacher capacity through coaches and professional Learning.

In 2021 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 maintain 30 classroom teachers even though numbers will significantly dropped. We will average 20 students per class across the school to allow for more individualized instruction. 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 636 students were enrolled at this school in 2020, 306 female and 330 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) which takes into account parents' occupations and education.

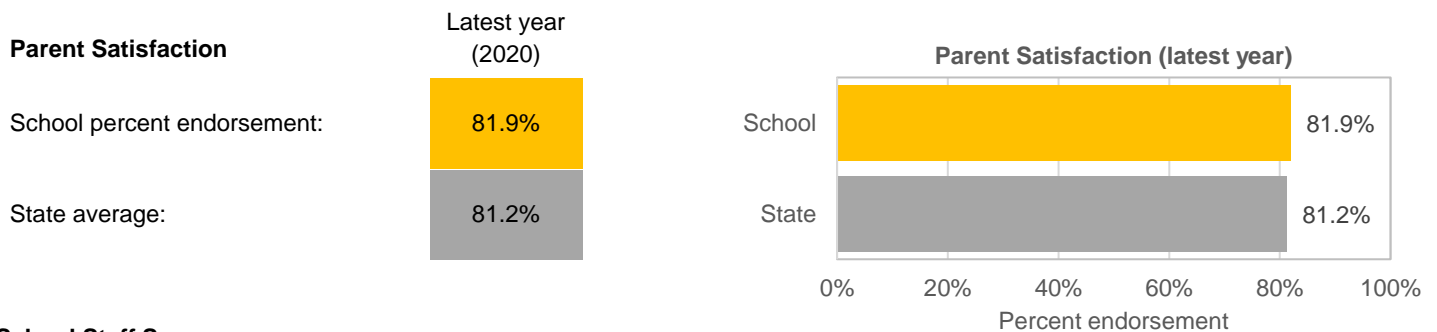
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

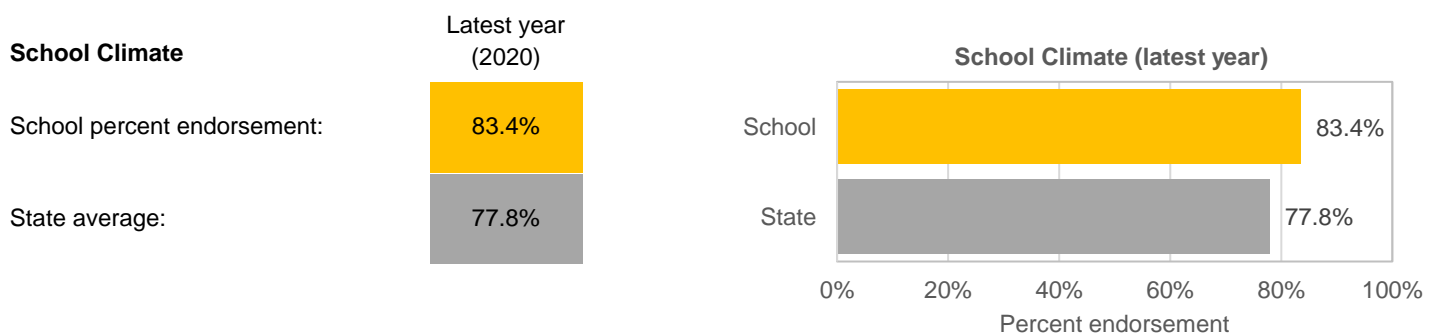


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

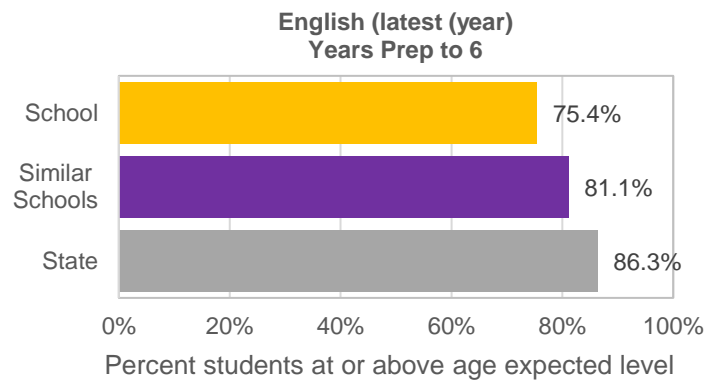
75.4%

Similar Schools average:

81.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

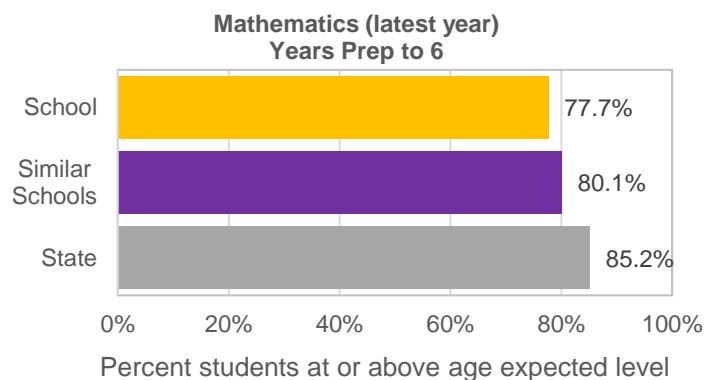
77.7%

Similar Schools average:

80.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

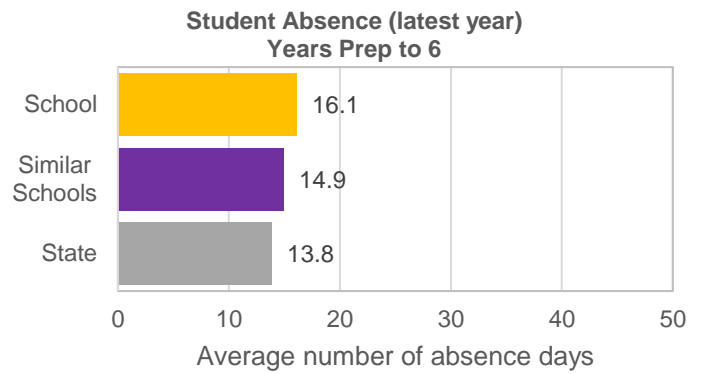
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.1	16.1
Similar Schools average:	14.9	15.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	91%	87%	92%	93%	93%	94%

WELLBEING

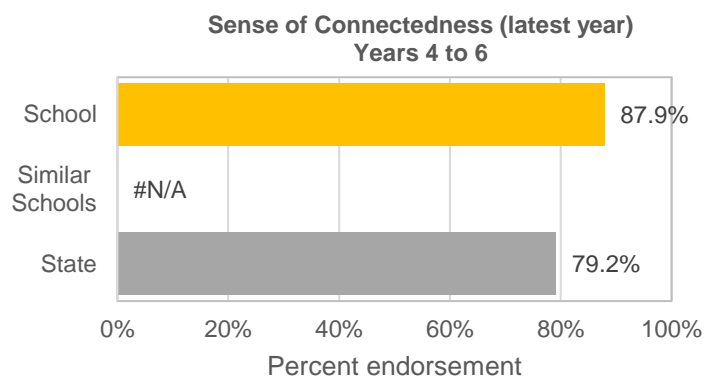
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	87.9%	91.6%
Similar Schools average:	NDP	80.0%
State average:	79.2%	81.0%



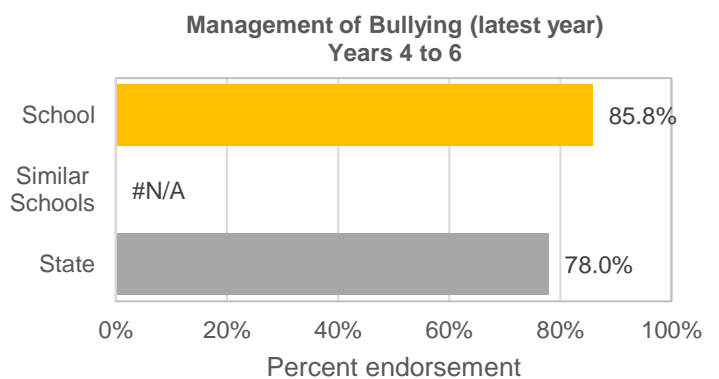
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.8%	90.5%
Similar Schools average:	NDP	79.8%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,049,846
Government Provided DET Grants	\$1,038,888
Government Grants Commonwealth	\$12,113
Government Grants State	NDA
Revenue Other	\$44,204
Locally Raised Funds	\$236,239
Capital Grants	NDA
Total Operating Revenue	\$6,381,290

Equity ¹	Actual
Equity (Social Disadvantage)	\$432,641
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$432,641

Expenditure	Actual
Student Resource Package ²	\$4,843,475
Adjustments	NDA
Books & Publications	\$3,714
Camps/Excursions/Activities	\$66,361
Communication Costs	\$9,765
Consumables	\$130,525
Miscellaneous Expense ³	\$14,856
Professional Development	\$55,036
Equipment/Maintenance/Hire	\$122,761
Property Services	\$175,726
Salaries & Allowances ⁴	\$126,880
Support Services	\$159,154
Trading & Fundraising	\$46,878
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,521
Utilities	\$68,445
Total Operating Expenditure	\$5,825,097
Net Operating Surplus/-Deficit	\$556,193
Asset Acquisitions	\$106,501

- (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	\$1,874,530
Official Account	\$36,539
Other Accounts	NDA
Total Funds Available	\$1,911,069

Financial Commitments	Actual
Operating Reserve	\$156,535
Other Recurrent Expenditure	\$25,126
Provision Accounts	NDA
Funds Received in Advance	\$161,712
School Based Programs	\$442,020
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$669,416
Asset/Equipment Replacement > 12 months	\$232,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$141,221
Total Financial Commitments	\$1,878,029

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.