2020 Annual Report to The School Community

School Name: Burnside Primary School (5502)

- 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 30 March 2021 at 10:28 AM by Davide Lombardi (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 30 March 2021 at 10:48 AM by Shara Schwartz (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

Unique in its status as a state-of-art Educational facility, Burnside Primary School seeks to be at the forefront of education for the Burnside Community. Located at 35 Lexington Drive, Burnside, as a new Primary School, it offers outstanding facilities for the delivery of both its educational programs and community ventures. The school truly presents as an innovative, unique and contemporary school. With 2 Learning Communities, a gym, a canteen and an administration building, Burnside Primary School aim to build a school culture that demonstrates a strong belief in and a commitment to providing a rich and rigorous curriculum with a safe, secure learning environment. We have a clear focus on catering for the diverse range of students at their point of need, in a supportive, nurturing and challenging learning environment, with high expectations for student success.

At Burnside Primary School the student is at the centre and purpose of all that we do. Our teachers and support staff work hard to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and personalised learning for all students. This innovative, rich and rigorous curriculum be delivered in a positive, stimulating and challenging learning environment where every student experiences success and develops a love of life-long learning. Our students are encouraged to explore their world through concepts and setting personal goals to become thinking, informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community.

Burnside Primary School's vision is to graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens of the community. It is the mission of Burnside Primary School to provide our students with a safe and supportive learning environment that motivates and challenges students, and that provides a comprehensive primary education for all students that empowers them to reach their full academic, social, and physical potential. Through community connectedness, students will develop a love of learning allowing them to become self-motivated, curious, resilient and social and emotionally intelligent citizens. Our mission and statement and values provide a framework that provides a quality learning culture that is orderly, safe, secure and inclusive. This culture is strongly influenced by the school's values which focus on the rights and responsibilities of students, staff, and parents.
•	Excellence
•	Growth Mindset
•	Respect
•	Inclusion

A total of 161 students were enrolled at Burnside Primary School in 2020; 72 female and 89 male. 45 per cent of students had English as an additional language and 2 per cent identified as Aboriginal or Torres Strait Islanders. 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. Burnside Primary School's socio-economic band value is considered: Low-Medium

Framework for Improving Student Outcomes (FISO)

The following are the FISO improvement initiatives and Key Improvement Strategies Burnside Primary School focused on in 2020.

Goal: Develop a deep understanding of the curriculum
Curriculum Planning and Assessment
Key Improvement Strategy (KIS): To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach in Literacy.
Teachers have developed a whole school understanding of the Collaborative Team and Professional Learning Community (PLC) process at Burnside Primary School and Identified and used a range of opportunities to build teachers curriculum knowledge through Professional Learning Communities.

Goal: Develop a shared understanding of high expectations
Building practice excellence
KIS: Build every teacher's capacity to empower students to be more intellectually engaged, independent and self-aware learners.
Teachers have developed a whole school understanding of what student agency in learning looks like and Identified opportunities to activate student agency in learning.

Goal: Improve engagement for all students
Setting expectations and promoting inclusion
KIS: Embed the School-Wide Positive Behaviour Support framework
The school developed a consistent whole-school understanding of the School-Wide Positive Behaviour Support framework. Further, embedded use within the classroom and across the school. The school consistently implement SWPB processes and practices at all times.
We modelled positive and respectful relationships with all members of the school community. Developed individual plans to support students who are displaying Tier Two and Tier Three behaviours

Achievement

Burnside Primary Schools (BPS) Teacher Judgment data indicates that the percentage of students in Prep to Year 6 working at the expected level in English is above similar schools average. In mathematics, the students at or above expected standards are above similar schools and state average. This is an improvement from 2019. Over the course of 2021, a priority will be to embed Professional Learning Communities, which priorities' the analysis of student data and moderation of student work to align teacher judgments and to deliver a differentiated curriculum.

There was no data available for NAPLAN due to Covid-19. We will apply a relentless focus on growth for students and teachers over the course of our first School Strategic Plan, and we will engage with the school community to support this key work. We believe that if teachers collaborate on effective pedagogy and instructional practices, build their capacity in differentiation to the point of need for our students, then student learning growth will be enhanced.
Key future directions and strategies identified from our first year, for 2021 will be peer observations to ensure consistency in reading and give and receive constructive feedback. Aligning the reading and writing curriculum and building teacher capacity to make links across both areas. Implementation of structured Professional Learning Community process in 2021 and coaching to target individual teacher needs.

We continue to focus on building the capacity of teachers through the construction of dedicated professional learning sessions and curriculum days, with clear direction for ongoing improvement and embedding the teaching and learning strategies within our instructional model. Planning strategically allows us to put in place processes to support teachers and students to engage in continuous improvement to achieve their personal best. Consistent whole school planning documents and weekly teacher work programs, demonstrate effective lesson structures in Reading, Writing and Numeracy, and are implemented across all classes Prep - 6. Explicit 'Learning Intentions' related to the Victorian Curriculum and differentiation for varying student ability, are highlighted, allowing all students to access the curriculum at their level through explicit teaching, supported practice and reflection. Our Meeting Schedule is designed to allocate time effectively, supporting all teachers to collaborate in Professional Learning Communities.
PLCs plan learning experiences, moderate assessment samples and data, and participate in professional learning activities and conversations. Leading Teachers are aligned to each PLC and provide focused classroom coaching and support to all teachers to build their capacity in the areas of Literacy, Numeracy and 21st Century Learning. The effective learning environment at Burnside Primary School is established through shared and documented school-based 'high-quality learning environments that are non-negotiable, for all classrooms, as well as high-quality learning resources across the school including access to the latest technology.

Engagement

Burnside Primary School recognises student engagement is strongly linked to high-quality teaching and learning. The school prioritised the coaching and mentoring of all staff to build their capacity and to have low variability across year levels in the structuring of lessons and reflective of the whole school Instructional Model. Our progress against the Annual Implementation Plan was measured during the course of the year, and the following practice was highlighted; during the year a whole school strategic and systematic process was established to follow up student absences by teachers and administration. This will be monitored and evaluated during pulse checks in 2020. As a result, non - attendance improved during 2020. The school's average number of absence days compared to similar schools improved significantly.

We continued to embed the following:
- Implementation of a whole school focuses on the Character Strengths to shape positive education lessons and recognise and reward students demonstrating these values. Students recognised the strengths within themselves as well as within others. Students, families and teachers were involved in the process of shaping school vision and values which created a sense of ownership within the school community.
- Using the school council as a platform for making decisions and have school councilors take an active role within the school community to build positive school culture.
- Consistency in recognising and responding to student behaviours.
- Consistency in responding to and rewards student behaviours. Consistency in classroom expectations for students within their learning.
- Students recognising what is required of them to achieve success within their learning and make 'learning excellence' on the learning ladder.
- Streamlined processes for exiting students from class and ensuring clear communication with minimal disruption to learning.

Increase in the ability to differentiate student learning to cater for different learning needs. Beginning focus on explicitly teaching positive education elements to students for them to be self-reflective learners.

Our engagement goals focused on creating a supportive and engaging learning environment, and increasing parent participation and involvement. The strategies which were identified needed to be adapted to an online learning environment and also adapted to support the students return to onsite learning. Throughout the transition to remote learning, students were supported by:
- continual check-ins from their teacher
- morning messages through a video from their teacher
- fortnightly phone calls
- regular feedback on work
- live online teaching through Webex
- wellbeing Fridays, where students focused on a passion project
- student engagement team supporting identified families with daily phone calls to provide strategies to support learning

Throughout the year, we supported students with a start-up and a re-start up program to engage students in the return to onsite learning and establish a shared understanding of routines and expectations in the classroom environments. Student attendance has been an ongoing focus at BPS, and strategies were adapted to suit remote learning. These included:
- SMS message when students were absent from online learning
- phone calls home when students had not been submitting work or not present in online learning
- wellbeing team following up on ongoing absences
- some families encouraged to bring their child to on-site learning for supervision

During the transition back to onsite learning, student absences and non-attendance was a high priority for the wellbeing team. Strategies included:
SMS message when students were absent
- phone calls home
- wellbeing team following up on ongoing absences
- working with the Melton Network SSSO team

Future directions and considerations for BPS were identified: Linking the School-Wide Positive Behaviour (SWPB) Matrix to the classroom learning ladder. Developing a greater understanding (by students) and application (by staff). Professional Learning sessions for parents on the process and implementation of SWPB and how they can support their child. Using Sentral to log student behaviours and analyse data to make informed decisions on targeting reoccurring behaviours (positive and negative). Link the Sentral data discussions in with the student-led interview process to have further data discussions with parents about their child.

Wellbeing

In 2020, Burnside Primary School established the School-Wide Positive Behaviours (SWPB) approach across our community. This work was further enhanced through the Resilience, Rights & Respectful Relationships initiative and Positive Education. SWPB is an important part of the culture and curriculum at BPS and has provided a strong focus on building student resilience, self-awareness and understanding of others. Our staff have worked collaboratively to develop a school-wide process and structures aligned with these initiatives. These strategies will continue to be implemented in 2021 and monitored for effectiveness.

Our Student Attitudes to School Survey indicates the Management of Bullying is well above both state and similar schools. In 2021, we will continue to work with key staff to implement and embed our SWPB initiatives in the classroom and support positive relationships amongst students and teachers. BPS will invest significantly in the Respectful Relationships initiative and begin to make connections in the curriculum.

BPS places a high value on student welfare and connectedness and has invested resources into implementing a strong values program and a whole school approach to behaviour. The school accessed Student Support Service Officers when necessary to provide additional support for individual students and their families. BPS Primary School provides a comprehensive learning program, Behaviour Management Approach and Code of Conduct, to ensure we employ a proactive and consistent approach to student management and the values that underpin our social interactions, expectations and behaviours. BPS has many strategic programs in place designed to consolidate our core values. A 'Start Up' program at the beginning of the year ensures our students start the year in a positive way and staff refer to this consistently throughout
the school year. Maintaining our whole school approach to behaviour management and the ongoing reinforcement of school values ensures a consistent message is understood by the whole school community. Comprehensive and confidential welfare documentation is maintained through an online Student Management Tool, and students are referred to appropriate support services as needed. A Speech Therapy Assistant program for students who have been assessed and identified as requiring support, is also offered. Support for new staff through a detailed induction program outlines common expectations, programs, policies and procedures

Financial performance and position

Burnside Primary School ended the 2020 year with a surplus of $52,009. This surplus was used to draw down on our deficit for 2019. The deficit was a decision based on the appointment of an Assistant Principal to drive curriculum development and coaching across the school. This appointment was crucial to establish low variability, build the capacity of the teachers and develop a culture of high expectations. BPS committed significant funds towards the purchase of educational resources, installations of shade sales and air conditioning. We manage our budgets and

staffing at a sustainable level, which leads the school to be in surplus. We have a reasonable collection rate of voluntary fees, which contribute to our revenue. The school always spends funds from multiple income sources in the year they have been received, to maximise their benefits to all students of that school year. 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

For more detailed information regarding our school please visit our website at
https://burnsideps.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 161 students were enrolled at this school in 2020, 72 female and 89 male.

45 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
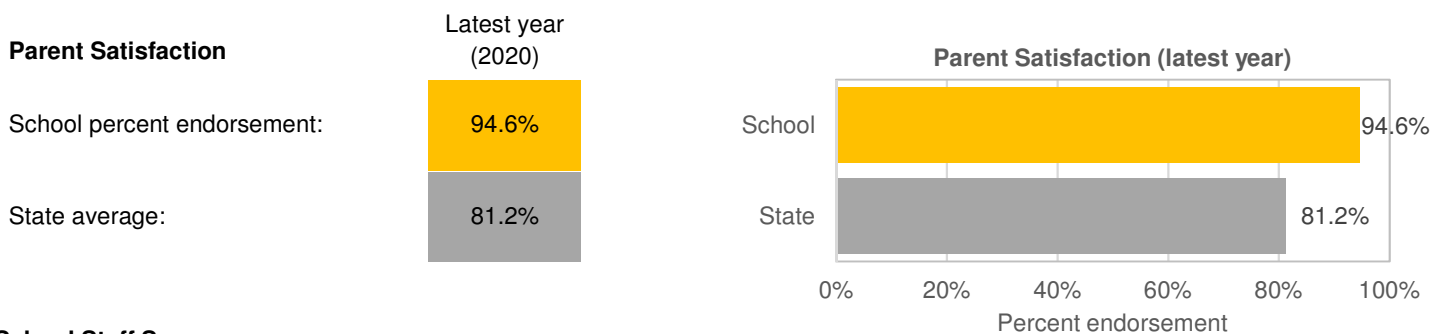
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
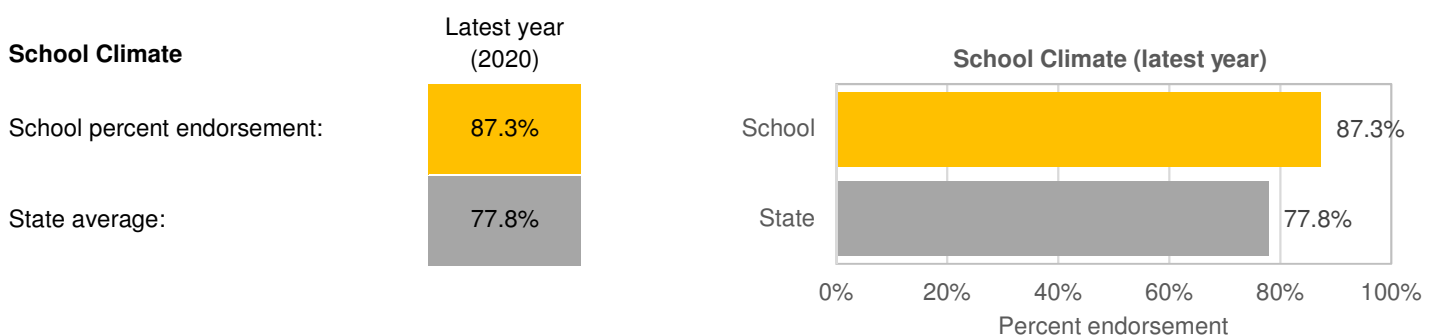
Parent Satisfaction	Latest year (2020)
School percent endorsement:	94.6%
State average:	81.2%

Parent Satisfaction (latest year)

- School: 94.6%
- State: 81.2%

Percent endorsement

School Staff Survey

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

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

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

School Climate	Latest year (2020)
School percent endorsement:	87.3%
State average:	77.8%

School Climate (latest year)

- School: 87.3%
- State: 77.8%

Percent endorsement

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:	84.5%
Similar Schools average:	82.7%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	84.5%
Similar Schools	82.7%
State	86.3%

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

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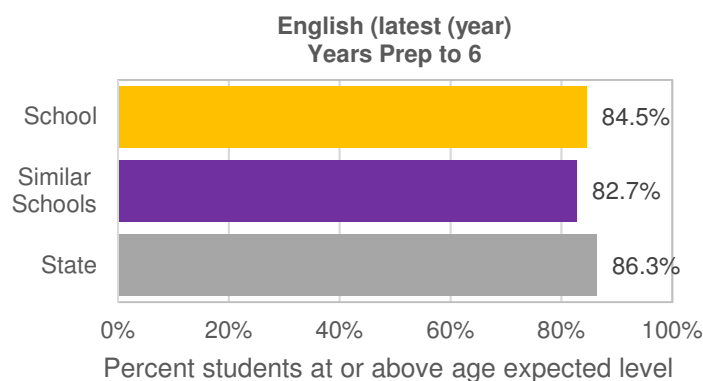
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	89.6%
Similar Schools average:	81.5%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	89.6%
Similar Schools	81.5%
State	85.2%

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

Percent students at or above age expected level
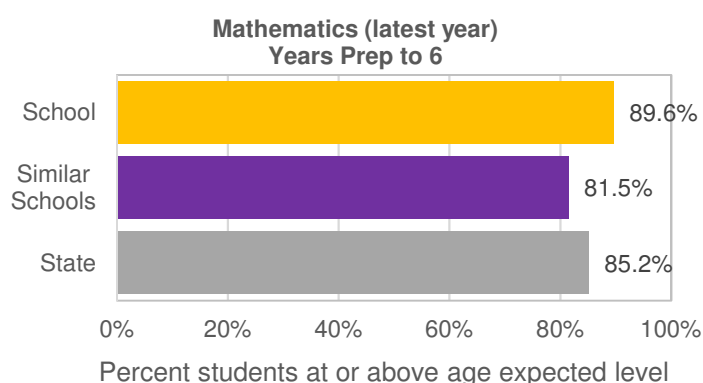
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

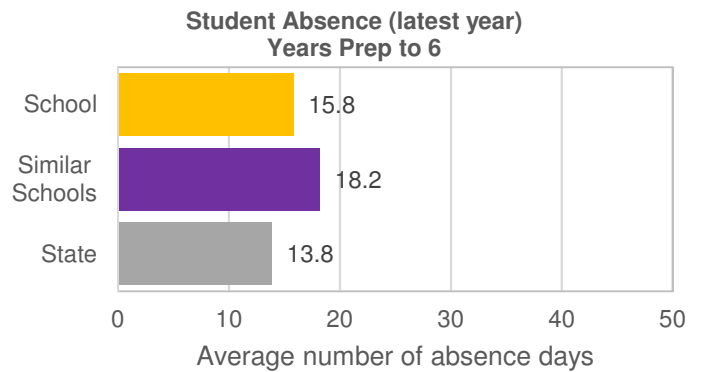NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	15.8	16.5
Similar Schools average:	18.2	17.7
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	93%	95%	86%	97%	83%	91%

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.*
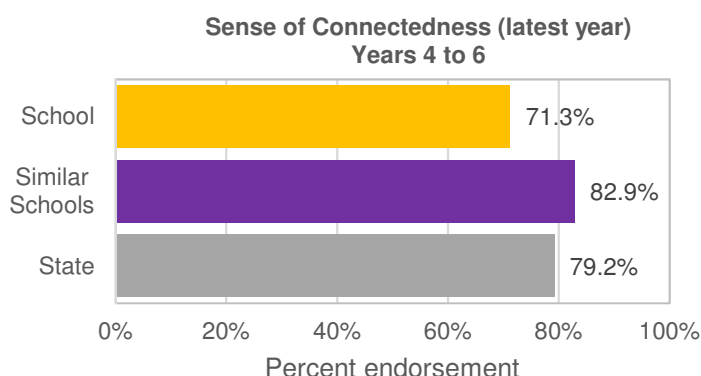
Student Attitudes to School – Sense of Connectedness

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:	71.3%	84.0%
Similar Schools average:	82.9%	85.0%
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.

Sense of Connectedness (latest year) Years 4 to 6

School 71.3%
Similar Schools 82.9%
State 79.2%

Percent endorsement

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	91.7%	93.3%
Similar Schools average:	78.7%	82.9%
State average:	78.0%	80.4%
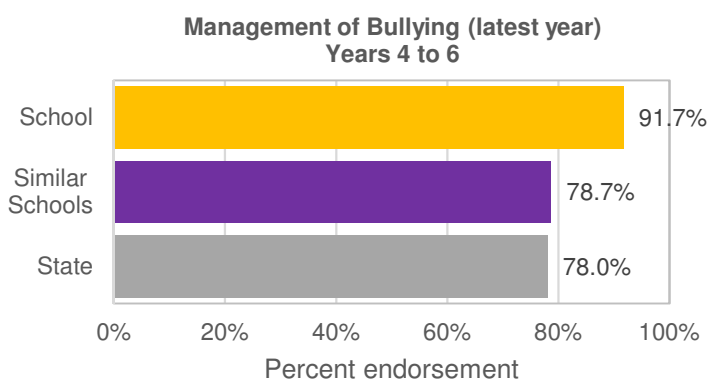
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 91.7%
Similar Schools 78.7%
State 78.0%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$1,360,275
Government Provided DET Grants	$172,809
Government Grants Commonwealth	$8,700
Government Grants State	NDA
Revenue Other	$6,240
Locally Raised Funds	$78,552
Capital Grants	NDA
Total Operating Revenue	**$1,626,577**

Equity [1]	Actual
Equity (Social Disadvantage)	$17,730
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	$6,147
Equity Total	**$23,877**

Expenditure	Actual
Student Resource Package [2]	$1,319,235
Adjustments	NDA
Books & Publications	$3,028
Camps/Excursions/Activities	$1,218
Communication Costs	$6,174
Consumables	$61,125
Miscellaneous Expense [3]	$12,149
Professional Development	$5,435
Equipment/Maintenance/Hire	$45,922
Property Services	$29,981
Salaries & Allowances [4]	$35,154
Support Services	$62,546
Trading & Fundraising	$6,662
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$36,624
Total Operating Expenditure	**$1,625,253**
Net Operating Surplus/-Deficit	**$1,324**
Asset Acquisitions	**$76,201**

(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	$27,215
Official Account	$24,794
Other Accounts	NDA
Total Funds Available	**$52,009**

Financial Commitments	Actual
Operating Reserve	$46,435
Other Recurrent Expenditure	$13,793
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$15,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$5,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	$8,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$88,729**

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.