

2021 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 April 2022 at 11:29 AM by Davide Lombardi (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 April 2022 at 01:01 PM by Shara Schwartz (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 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 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 228 students were enrolled at Burnside Primary School in 2021; 52 per cent of students are male and 48 per cent of students are female. 38 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 2021.

Goal: 2021 Priorities Goal

Key Improvement Strategy (KIS):

Leaning, catch-up and extension

Teachers develop data literacy to inform understanding of student needs and progress and identify students requiring additional support. Professional Learning Community were embedded and structured to support teacher collaboration

and reflection of strengthening teaching practice

Whole-school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model, Reading workshop, differentiation) was executed.

Happy, active and healthy kids

Positive Education Curriculum has established a whole school approach to social-emotional learning. Through the year with the employment of a Wellbeing Coordinator, the whole school approach to wellbeing was refined to consider actions at the leadership, teacher and student levels. Staff built capacity to collect, analyse, monitor and respond to student engagement data. Targeted Wellbeing counselling for individual students with acute needs (consider resourcing for the wellbeing team) was established and relationships were strengthened with families of at-risk students

Connected schools

Planned and executed upgrades in school facilities and grounds works that will mean every school is a great place to learn. The intention was to provide opportunities for the school community to engage with students in the classroom, however, this was not possible with Covid-19 restrictions.

Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. During remote and flexible learning, teachers delivered 3 hours of "live" teaching per day. The school met their 12-month target in the percentage of students making high relative learning growth from Semester 2 2020 to Term 4 2021 in Fountas and Pinnel Benchmark assessment will be 25% or greater. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Burnside Primary School has performed above the Victorian State Mean in 8 out of the 10 outcome areas across years 3 and 5. We have performed at or well above our similar schools in the Top 2 bands in 9 out of 10 outcomes. Importantly the growth from Year 3 to 5 with matched students was positive, with most achieving medium to high growth.

Highlights from NAPLAN 2021:

Year 5 - 41% of our students were in the top 2 bands in Reading, 69% in Spelling, 50% in Numeracy and 50% in Grammar and Punctuation.

Year 3 - 57% of our students in Reading were in the top 2 bands, 65% in Writing, 57% in Spelling, 58% in Numeracy and 65% of students in Grammar and Punctuation. These percentages were above our Network and State.

We will continue to 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 pedagogical and instructional practices, build their capacity in differentiation to the point of need for our students, then the student learning growth will be enhanced. Key future directions and strategies identified from our first year for 2022 will be peer observations to ensure consistency in reading and build a culture of giving and receiving 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 2022 and coaching to target individual teacher needs.

Engagement

This year the School focused on KIS related to the 2021 Priorities Goal happy, active and healthy kids priority. Teachers developed curriculum resources that reflect wellbeing and social-emotional learning focus. The work in this area is ongoing, intentional and, in 2021 included programs such as Positive Education and a Social and Emotional Curriculum was embedded in the schools Guaranteed and Viable Curriculum.

The school had a focus on improving students' sense of motivation and interest 2021 AIP. The target of increase to 83% of positive endorsement from 78% in 2020. In 2021, Burnside Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. A whole school Attendance monitoring process was established. The school works closely with the Wellbeing Coordinator to support chronic absences and return to school processes. Our attendance during remote learning was similar to the attendance while onsite.

Wellbeing

We continue to have very positive wellbeing outcomes as reflected in ongoing improvements in our Attitudes to School survey results. In 2021 results in most areas of AToSS was above state, network and similar schools. Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2021 the school continued to promote a positive learning environment for all students through SWPBS and employment of a Wellbeing Coordinator and establishment of a social and emotional curriculum. Parent satisfaction, according to the Parent Opinion Survey, indicated very positive results with most areas in the 90% positive range. The staff satisfaction, according to the School Staff Survey,

Finance performance and position

Burnside Primary School maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report show an end of year surplus of \$34,824. This surplus occurred through prudent financial management over the course of three years. An amount of equity funding was not spent but was tagged in the 2022 budget.. Through being financially responsible, the school was able to reinvest into the school infrastructure and facilities. Being a new school, significant portion of our budget was allocated to professional learning for teachers.

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 226 students were enrolled at this school in 2021, 103 female and 123 male.

41 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).

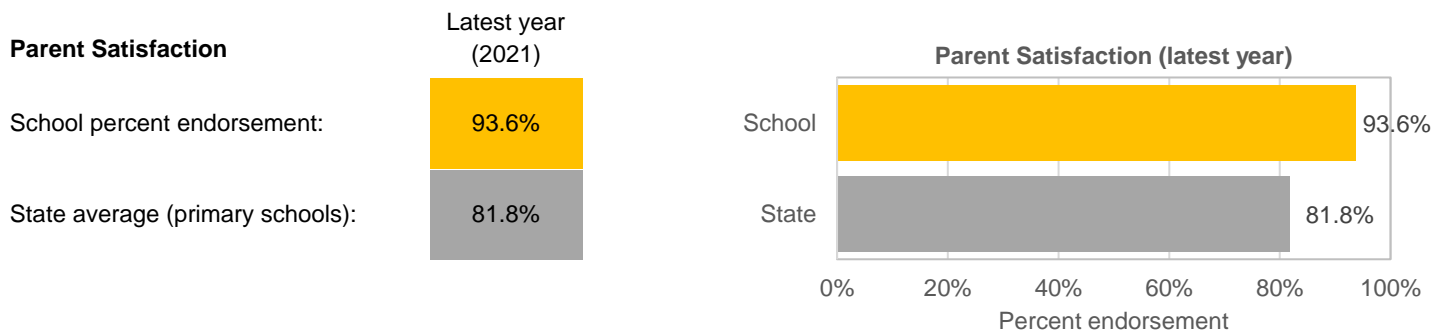
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

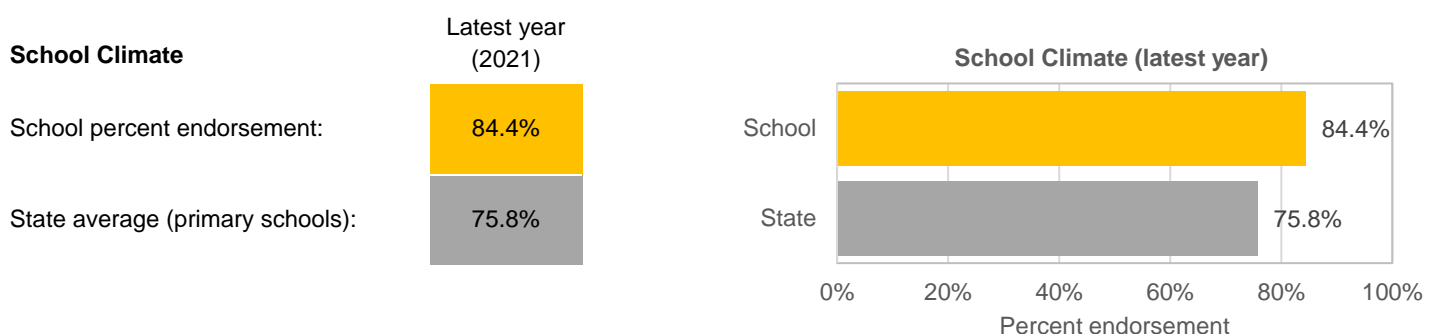


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

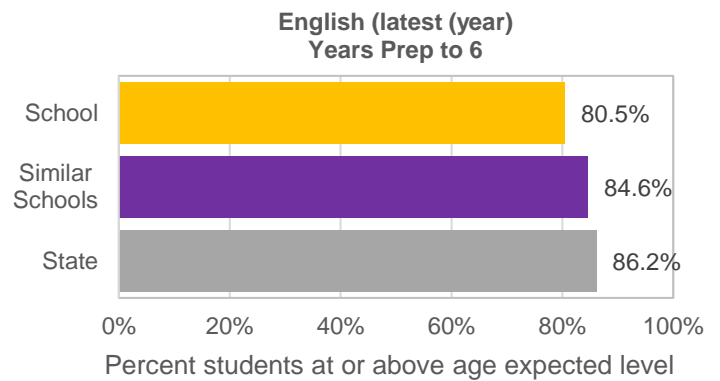
80.5%

Similar Schools average:

84.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

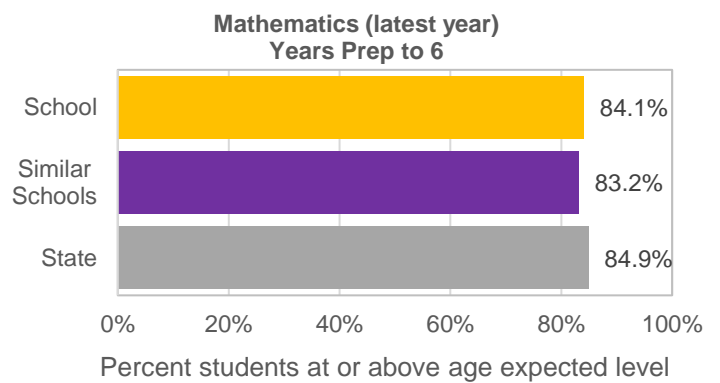
84.1%

Similar Schools average:

83.2%

State average:

84.9%



ACHIEVEMENT (continued)

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

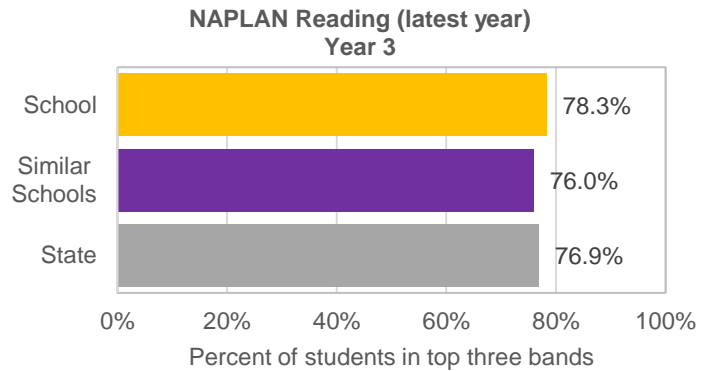
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

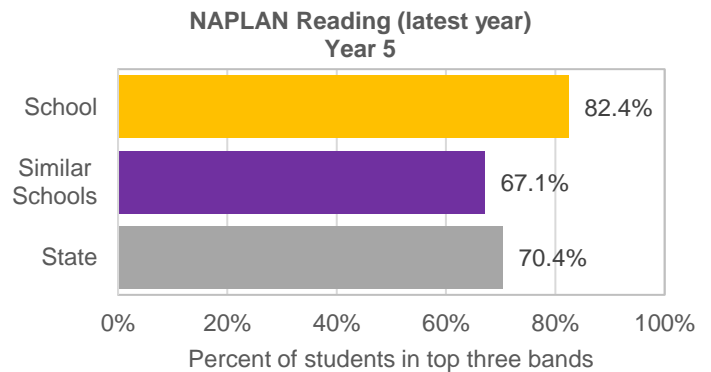
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.3%	80.6%
Similar Schools average:	76.0%	74.6%
State average:	76.9%	76.5%



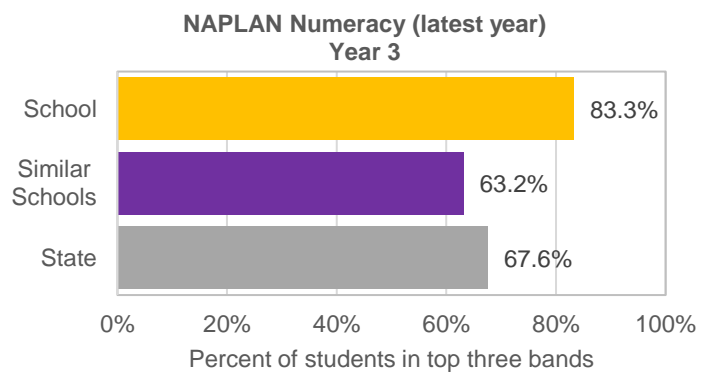
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.4%	81.0%
Similar Schools average:	67.1%	64.3%
State average:	70.4%	67.7%



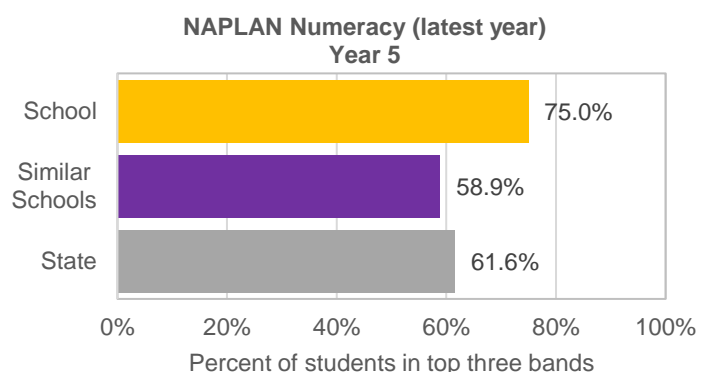
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	81.3%
Similar Schools average:	63.2%	64.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	70.0%
Similar Schools average:	58.9%	56.6%
State average:	61.6%	60.0%



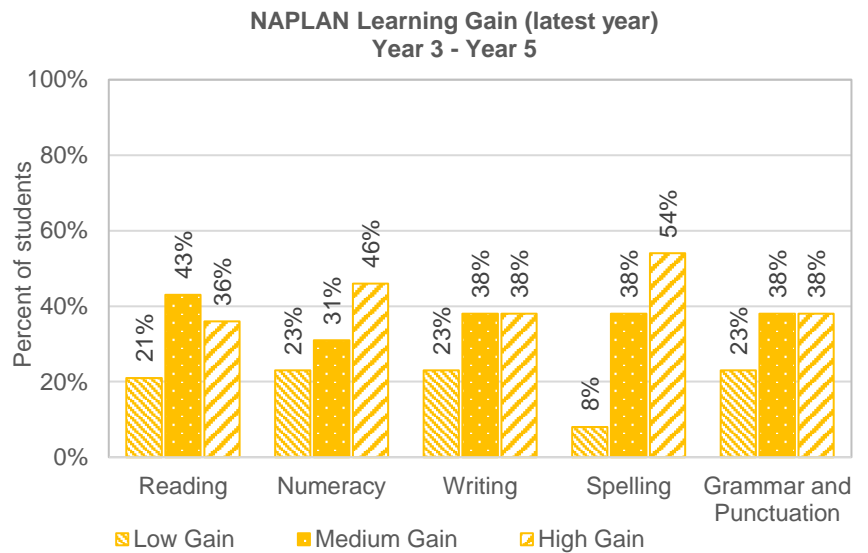
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	43%	36%	25%
Numeracy:	23%	31%	46%	26%
Writing:	23%	38%	38%	23%
Spelling:	8%	38%	54%	28%
Grammar and Punctuation:	23%	38%	38%	28%



ENGAGEMENT

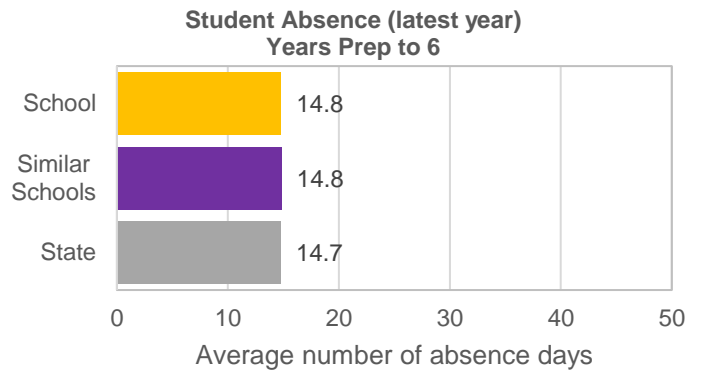
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.8	15.7
Similar Schools average:	14.8	15.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	92%	94%	95%	90%	93%	89%

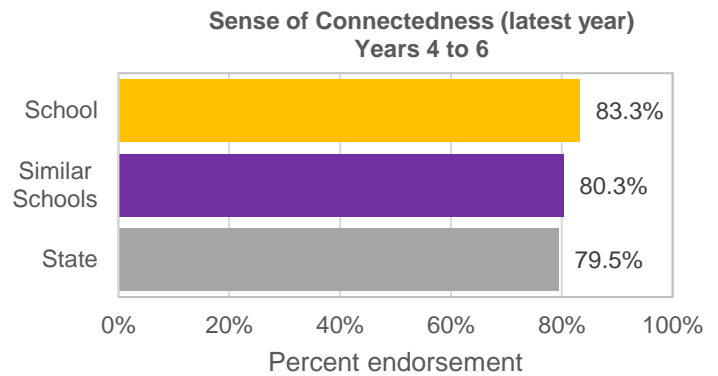
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.3%	83.6%
Similar Schools average:	80.3%	82.5%
State average:	79.5%	80.4%

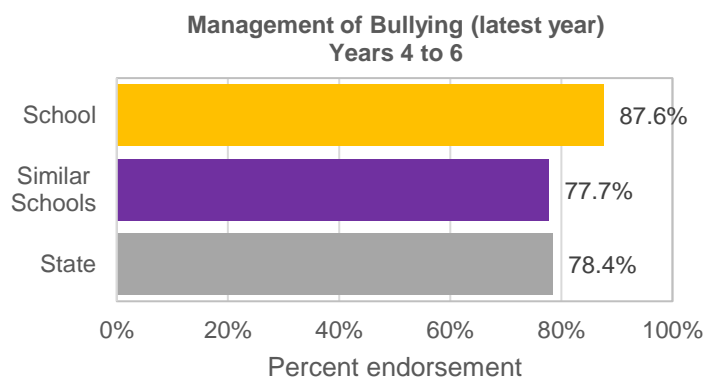


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.6%	90.0%
Similar Schools average:	77.7%	80.5%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,035,006
Government Provided DET Grants	\$425,227
Government Grants Commonwealth	\$9,800
Government Grants State	\$0
Revenue Other	\$13,448
Locally Raised Funds	\$104,207
Capital Grants	\$0
Total Operating Revenue	\$2,587,688

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,886
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,886

Expenditure	Actual
Student Resource Package ²	\$2,000,182
Adjustments	\$0
Books & Publications	\$16,331
Camps/Excursions/Activities	\$3,039
Communication Costs	\$8,202
Consumables	\$97,487
Miscellaneous Expense ³	\$21,951
Professional Development	\$3,615
Equipment/Maintenance/Hire	\$55,039
Property Services	\$68,680
Salaries & Allowances ⁴	\$31,169
Support Services	\$60,417
Trading & Fundraising	\$3,131
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,751
Total Operating Expenditure	\$2,402,993
Net Operating Surplus/-Deficit	\$184,694
Asset Acquisitions	\$78,845

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$73,187
Official Account	\$42,924
Other Accounts	\$0
Total Funds Available	\$116,111

Financial Commitments	Actual
Operating Reserve	\$57,301
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,200
School Based Programs	\$8,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$80,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$164,001

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.