

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2023 at 10:23 AM by Davide Lombardi (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2023 at 01:27 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 and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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 delivering 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 a 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 lifelong 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. Burnside Primary School's mission is 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 socially 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 282 students were enrolled at Burnside Primary School in 2021; 52 per cent of students are male and 48 per cent of students are female. 68%of students had English as a language background other than English and 3 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 socioeconomic band value is considered: Low-Medium

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. The school met their 12-month target in the percentage of students making high relative learning growth from Semester 2 2021 to Term 4 2022 in Fountas and Pinnell 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 is at or well above our similar schools in all NAPLAN outcomes. Other highlights include Year 5 Reading Top 2 Bands 53% as compared to similar schools 41%, 37% in writing compared to similar schools 28%, and 58% in spelling compared to 40% at similar schools.

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, and 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 for 2023, 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 a structured Professional Learning Community process in 2023 and coaching to target individual teacher needs.

Wellbeing

We continue to have very positive well-being outcomes as reflected in ongoing improvements in our Attitudes to School survey results. In 2022 results in most areas of AtoSS were above state, network and similar schools. Student well-being continues to be a focus. If students are not feeling safe learning can often be difficult. In 2022 the school continued to promote a positive learning environment for all students through School Wide Positive Behaviours and the establishment of a social and emotional curriculum, that included Positive Education and Respectful Relationships. Parent satisfaction, according to the Parent Opinion Survey, indicated very positive results with most areas in the 90% positive range. Staff satisfaction, according to the School Staff Survey, was outstanding. Collective efficacy had an 83% endorsement in 2022, with School Climate at 85% compared to our similar schools at 78%.

Engagement

This year the School focused on KIS related to the 2022 Priorities Goal of happy, active, and healthy kids' priority. Teachers developed curriculum resources that reflect well-being and social-emotional learning focus. The work in this area is ongoing and intentional and, in 2022 included programs such as Positive Education and Respectful Relationships were embedded in the school's Guaranteed and Viable Curriculum. In 2022, the AtoSS demonstrated outstanding outcomes for our students. Many domains note endorsement well above our similar schools and the state. Highlights include differentiated learning challenge 94%, effective classroom behaviour 93% effective teaching time 94% and stimulated learning 90% endorsement. 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 absence data of 20 or more days absent in 2022 was 39% which is less than compared to similar schools at 44%.

Financial performance

Burnside Primary School maintained a very sound financial position throughout 2022. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for the school council allocation of funds to support school programs and priorities. The Financial Performance and Position report show an end-of-year surplus of \$65,495. This surplus occurred through prudent financial management over the course of four years. Through being financially responsible, the school was able to reinvest in the school infrastructure and facilities. Being a new school, a significant portion of our budget was allocated to professional learning for teachers and infrastructure upgrades.

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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 284 students were enrolled at this school in 2022, 136 female and 148 male.

38 percent of students had English as an additional language and NDP 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).

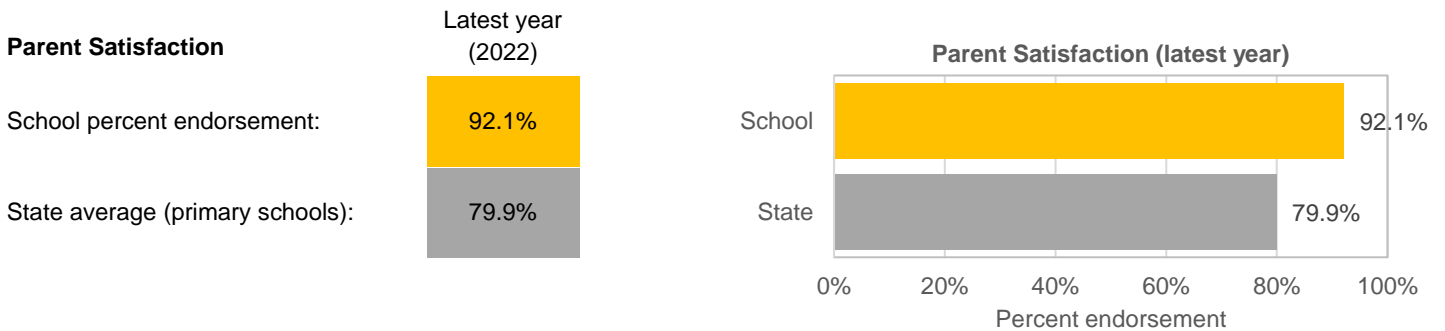
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

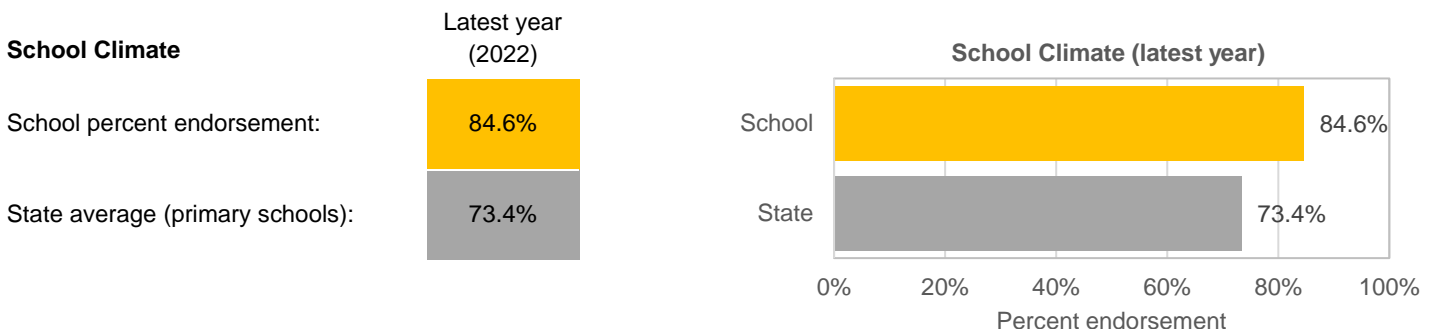


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

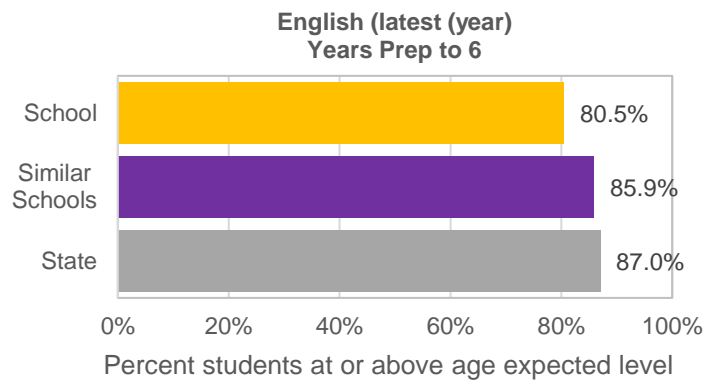
80.5%

Similar Schools average:

85.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

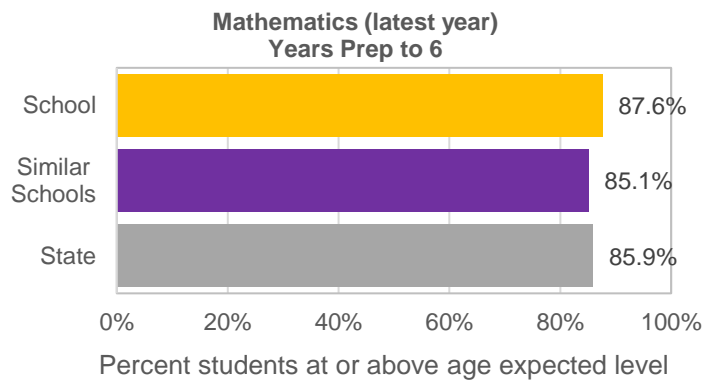
87.6%

Similar Schools average:

85.1%

State average:

85.9%



LEARNING (continued)

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

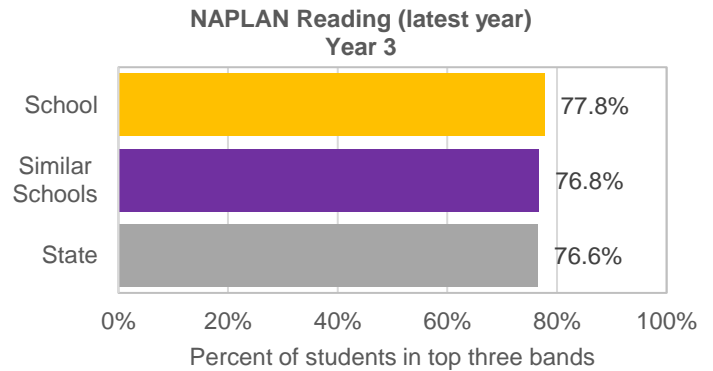
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

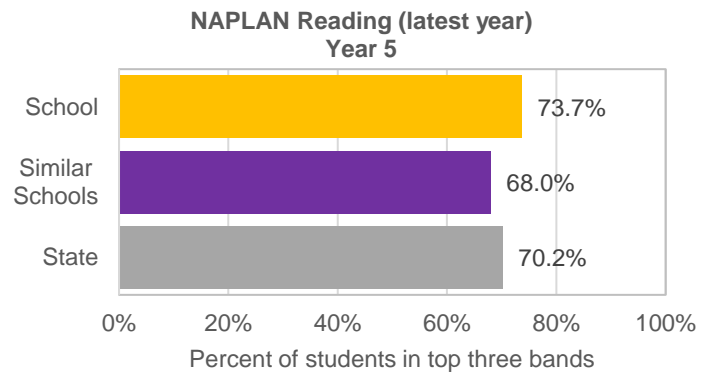
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	79.1%
Similar Schools average:	76.8%	76.1%
State average:	76.6%	76.6%



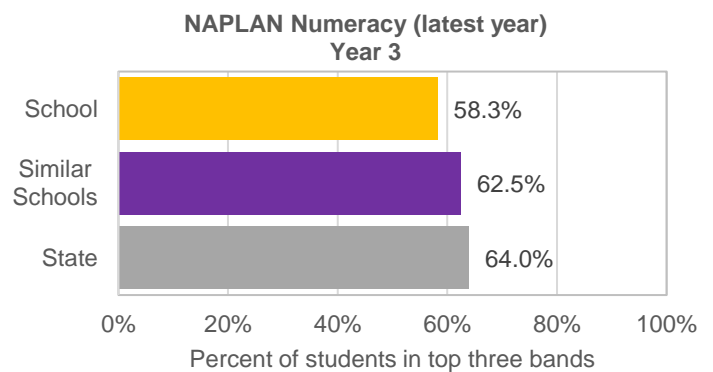
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.7%	77.5%
Similar Schools average:	68.0%	67.7%
State average:	70.2%	69.5%



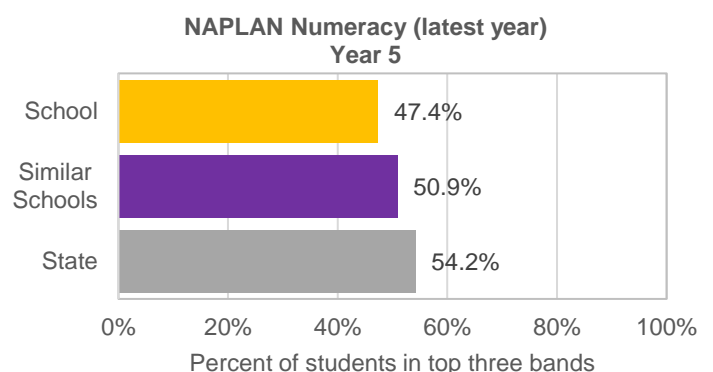
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.3%	69.1%
Similar Schools average:	62.5%	64.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.4%	59.0%
Similar Schools average:	50.9%	57.0%
State average:	54.2%	58.8%



WELLBEING

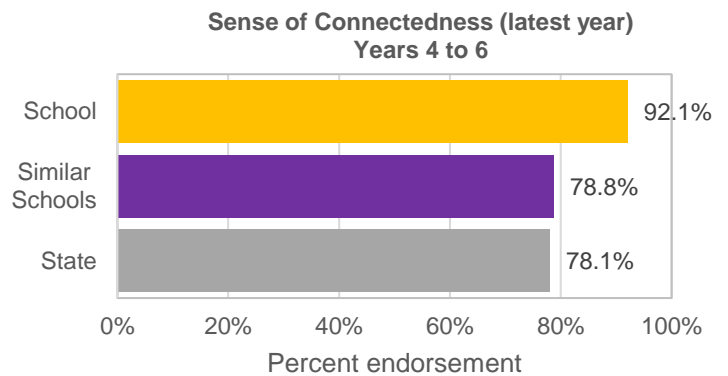
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	92.1%	87.3%
Similar Schools average:	78.8%	80.6%
State average:	78.1%	79.5%

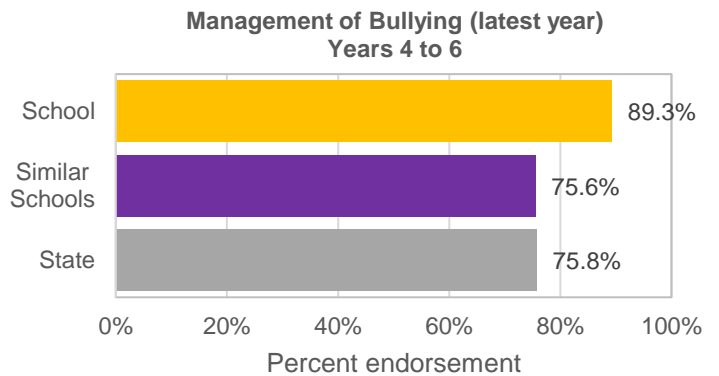


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	89.3%	89.7%
Similar Schools average:	75.6%	78.2%
State average:	75.8%	78.3%



ENGAGEMENT

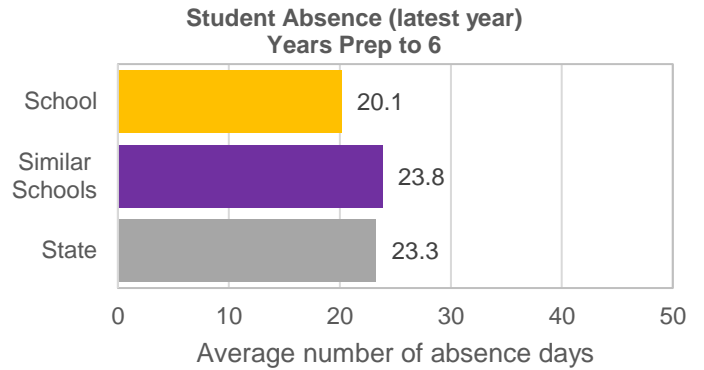
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.1	17.3
Similar Schools average:	23.8	17.8
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	88%	90%	90%	91%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,792,318
Government Provided DET Grants	\$304,245
Government Grants Commonwealth	\$9,100
Government Grants State	\$3,200
Revenue Other	\$12,250
Locally Raised Funds	\$190,222
Capital Grants	\$25,000
Total Operating Revenue	\$3,336,335

Equity ¹	Actual
Equity (Social Disadvantage)	\$40,541
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$40,541

Expenditure	Actual
Student Resource Package ²	\$2,726,822
Adjustments	\$0
Books & Publications	\$15,646
Camps/Excursions/Activities	\$38,640
Communication Costs	\$14,503
Consumables	\$81,879
Miscellaneous Expense ³	\$18,274
Professional Development	\$10,101
Equipment/Maintenance/Hire	\$104,313
Property Services	\$134,920
Salaries & Allowances ⁴	\$53,346
Support Services	\$66,285
Trading & Fundraising	\$10,381
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,304
Total Operating Expenditure	\$3,310,414
Net Operating Surplus/-Deficit	\$921
Asset Acquisitions	\$25,250

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$20,970
Official Account	\$28,858
Other Accounts	\$0
Total Funds Available	\$49,829

Financial Commitments	Actual
Operating Reserve	\$49,829
Other Recurrent Expenditure	\$5,121
Provision Accounts	\$0
Funds Received in Advance	\$3,000
School Based Programs	\$21,704
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	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$10,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$99,653

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.