

2017 Annual Report to the School Community

School Name: Bouchier Street Primary School Shepparton

School Number: 4742

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



Bouchier Street Primary School



About Our School

School Context

Bourchier Street Primary School is located in the northern part of the City of Greater Shepparton. The school is close to established housing estates and the many new homes that are being built in the northern fringes of the city. Consequently the school is confident that enrolment figures will remain stable over the next few years. The school also attracts students from across Shepparton. Enrolment in 2017 reached 626 students. The school engages a mix of students from a range of cultural and socio-economic backgrounds. The school's SFO is 0.55.

Students have been grouped in a mix of thirty straight year level classes and combined to make four working units. Specialist programs included Visual Arts, Italian, Performing Arts and Physical Education and Sport. Classroom programs were differentiated to accommodate all students. Reading Recovery operated as an intervention program.

The school includes three Principal Class, thirty-seven Teaching Staff and nine Education Support Staff. The leadership team comprised of a Principal, two Assistant Principals, numeracy, literacy, ICT and wellbeing leaders and four section leaders all who contribute to the ongoing professional learning, communication and team building in the school.

Bourchier Street Primary School is a learning community with high expectations for all students. Underpinning all learning is a belief in a safe, supportive and stimulating learning environment. There is a strong belief that all children have the right to feel and be safe. To ensure students have the skills to engage in a global community the values of character, citizenship, curiosity, creativity and collaboration are promoted.

Framework for Improving Student Outcomes (FISO)

In most areas of FISO the school is at the evolving stage. Building practice excellence has been a focus and continues to be at the forefront of our improvement agenda as we know that will impact dramatically on student outcomes. Staff engaged in Professional Learning during 2017 with the focus on both literacy and numeracy. There was an emphasis on making learning real and allowing for student voice. Our instructional model was again revisited and refined. Collaborative planning continued in teams where the focus on student data was further developed. Planning documents continued to be refined working towards developing a common document for all levels across the school.

The Fountas and Purnell Intervention program was used in different areas to assist the reading development of several students within several classrooms across Years F to Four. Reading Recovery continued with three teachers who supported several Year One students. Several Foundation students were assisted with a one on one intervention program to further develop initial reading and writing skills. ES staff supported the literacy development of several children across the school who displayed learning needs.

Community engagement has been identified as an area for improvement along with student agency to further support improved outcomes in 2018.

Achievement

The focus in all areas of student learning is to continually improve the outcomes of all students in all domains of the Victorian Curriculum

Data analysis indicates that Bourchier Street Primary School is similar to like schools in most areas. However it is obvious from the NAPLAN data that Year five Mathematics is concerning. Reading data over the past three years, whilst being similar to like schools, is acceptable but has potential to be better. It is obvious that we need to increase high growth in both Reading and Numeracy. Attitudes to School Survey gained positive responses from students. Staff and parent responses were also positive in their respective surveys. Teaching in all classrooms has been driven by data analysis and collaborative planning. The focus has been on the next aspect of learning for each child. Differentiation of lessons to challenge each individual student has been evident. Student goal setting in collaboration with teachers has allowed student to challenge themselves to be better learners. Through an inquiry philosophy student agency has been encouraged in several area across the curriculum.

An Assistant Principal has a curriculum focus. Building teacher capacity has been a focus and much Professional Learning has been specifically directed to creating high performing learning communities among staff.

In 2018, while maintaining best practice in English and Mathematics, focus will continue to be on data to drive teaching, personalizing learning and students setting individual goals in Reading, Writing and Numeracy. Particular attention to reading and numeracy will be addressed along with creating high growth particularly with high achievers.



Engagement

Students are at the centre of learning thus ensuring high levels of student engagement. Building relationship has been valued as an important component for effective learning. Students have been involved in strategies to build their classroom community, their connectedness to their peers, teachers and the school. The camps program in term one has also contributed to building relationships.

Instructional and Inquiry models of learning in all classrooms have allowed for more student voice. Encouraging students to make decisions about what they need to learn is still developing. Making learning real and purposeful has allowed for students to make connections with the wider community and engage in action to make a difference. This concept will require further pursuance in 2018.

Specialist and enhancement programs that support student engagement and extend the curriculum included: Performing Arts, Health & PE, Visual Arts/Italian and Paddock to Plate.

Engaging students through technology has been encouraged. Students have welcomed the Maker Hour and STEM / STEAM project based inquiry allowing for creative and critical thinking. Bring Your Own Device program has also contributed to engaging students allowing them to more readily use tools that embrace 21st century learning and living.

Transition programs continue to be highly valued. The preschool to foundation program consisted of seven sessions. New students throughout the year have engaged in a transition activities and have been welcomed and nurtured. The transition of Year Six students to secondary colleges has been carefully planned.

Wellbeing

We are committed to engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to their school and peers.

Students' Attitudes to Schools Survey results were positive and their connectedness to school was encouraging. Student absence is still a concern. A Wellbeing teacher and a Chaplain constantly followed up with families regarding attendance. "It's not cool to be away from school" has become a philosophy for all. However across the school student attendance data has declined slightly and indicates that there is a need to address this issue with some more positive strategies again in 2018. There has been a positive outcome for unexplained absence. This data has improved significantly.

Restorative Practices, Kids Matter and Bounce Back underpin our Student Engagement Policy. This policy aims to assist students to manage conflict, build relationships, learn life skills, be social, solve problems and feel safe and secure.

The school promotes open communication with parents, utilizes external professionals on a needs basis, has an appointed full time wellbeing Assistant Principal to support the social and emotional needs of children and families, employs a chaplain to assist in the creation of a happy and safe environment and advocates mindfulness strategies for self-preservation and preparedness for learning

A strong academic and wellbeing program complement each other.

Student wellbeing is also supported by a breakfast program, Fruity Fridays, Mother Goose, Play Group, a buddy program and a year six leadership program.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 620 students were enrolled at this school in 2017, 283 female and 337 male.</p> <p>16 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37%</td> <td>42%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>52%</td> <td>39%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>62%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>48%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	42%	21%	Numeracy	52%	39%	9%	Writing	23%	55%	22%	Spelling	27%	62%	11%	Grammar and Punctuation	30%	48%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	93 %	93 %	91 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	91 %	93 %	93 %	91 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Bourchier Street Primary School is in a sound financial position due to management decisions made by school council and affective financial controls maintained by the principal and the business manager. The school has benefited from grants from the government and locally raised funds. 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. Equity funding has supported the provision of differentiated programs and has enabled the building of teacher capacity through coaches and professional Learning. In 2018 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. Any additional funding received will be directed to improved teaching and learning programs in line with priorities, initiatives and goals in our AIP.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,549,821	High Yield Investment Account	\$1,025,597
Government Provided DET Grants	\$905,494	Official Account	\$49,358
Government Grants Commonwealth	\$12,413	Total Funds Available	\$1,074,956
Government Grants State	\$150		
Revenue Other	\$19,297		
Locally Raised Funds	\$364,880		
Total Operating Revenue	\$5,852,054		
Equity¹			
Equity (Social Disadvantage)	\$431,093		
Equity Total	\$431,093		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,482,873	Operating Reserve	\$143,924
Books & Publications	\$3,179	Asset/Equipment Replacement < 12 months	\$123,000
Communication Costs	\$7,078	Capital - Buildings/Grounds incl SMS<12 months	\$200,000
Consumables	\$121,373	Maintenance - Buildings/Grounds incl SMS<12 months	\$174,458
Miscellaneous Expense ³	\$256,565	Revenue Received in Advance	\$104,182
Professional Development	\$38,669	School Based Programs	\$144,129
Property and Equipment Services	\$257,178	Other recurrent expenditure	\$17,998
Salaries & Allowances ⁴	\$142,705	Asset/Equipment Replacement > 12 months	\$167,265
Trading & Fundraising	\$64,649	Total Financial Commitments	\$1,074,956
Travel & Subsistence	\$19,306		
Utilities	\$49,729		
Total Operating Expenditure	\$5,443,305		
Net Operating Surplus/-Deficit	\$408,749		



Asset Acquisitions

\$8,103

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.