

## 2015 Annual Report to the School Community



Bullarto Primary School

School Number: 1288



Name of School Principal: Arthur Lane  
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Name of School Council President: Tanya Madsen  
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Date of Endorsement: 09 March 2016  
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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Bullarto Primary School is set in fertile farmland surrounded by the Wombat State Forest, 12 kilometres east of Daylesford. In this unique and beautiful environment it serves the local rural villages in areas such as Blackwood, Newbury, Trentham, Musk, Little Hampton, Lyonville, Korweinguboorra, Sailors Falls and Daylesford. Currently the enrolment is 12 children for the school. Staffing consists of a full-time principal, one teacher who works 2 days per week, a classroom aide three mornings per week and an Education Support staff member one day per week.

Bullarto Primary School strives to ensure that the learning environment is safe, supportive and friendly. The children are encouraged to take responsibility for looking after their possessions and the school environment. The school has animals and gardens that are cared for by the school community as a shared commitment. The school promotes student well-being by continuing to maintain our 'Kids Matter' accreditation.

Parents are encouraged to take an active role in the school programs. There is a strong commitment from parents to be part of the School Council and many parents help in various ways across the school. Every year the school has been proud to participate in as well as organise local community events.

The school has continued to be an active member of the Seven Hills Cluster of small rural schools that share resources and activities. Staff and Principal have collegiate support through the Moorabool Collegiate Group of Principals who work as a community of practice to provide joint staff PD days.

### Achievement

Student Achievement is at the forefront of our core business. We offer a comprehensive curriculum, incorporating sustainability within the school environment, with a concentrated emphasis on using meaningful learning strategies to engage our students. Staff teach with explicit focus on the individual needs of the children in each classroom with communication with parents an important link in the process.

Our Literacy and Numeracy results as assessed by teachers indicate similar outcomes to comparison schools. Our Yr 3 Naplan results over the last three years showed we performed somewhat higher than the state median in numeracy and reading. Yr 5 students performed above the state median in reading and well above the state median in numeracy, bringing the 4 year average close to the predicted score.

The ongoing focus of the school will be to provide explicit teaching in both literacy and numeracy in order to lift the performance of all students above the state mean. With extremely small cohort numbers it is difficult to establish trends across past years but Bullarto Primary School will continue to strive for excellence.

### Engagement

While our student absence is higher than the State average due to extended family holidays and parent choice, it is an issue that requires attention and continued education for the school community.

Strategies such as 'It's Not OK To Be Away', newsletter articles and follow up to ascertain reasons for absence will continue to be part of the school's response.

Respect for others and responsibility for personal actions remain key values in the school. We continue to work as a 'KIDSMATTER' school to deliver social and emotional wellbeing programs including the use of a whole school circle time meeting once a week.

Students are recognised for positive behaviour in the weekly circle time meetings and at the end of the year concert where a child is selected by peers for being an overall good citizen and presented with a shield.

We strive to improve connectedness for all students and assist them to recognise that our school has a safe and nurturing environment.

### Wellbeing

Bullarto Primary School is a Kids Matter school. We are currently working towards accreditation as an 'eSmart' school with the Alannah and Madeline foundation.

Our Attitudes to School survey results for 2015 are lower than we would like but to some extent reflect the very small cohort of children as well as a large change-over of students during 2015. We have had some issues, especially around the time of the survey, with unacceptable behaviour and staff have implemented strategies to combat this with significant success. Care will be taken to monitor the process of transition which accompanies changes in the student body in future.

The transition program for the new Preps occurs over three weeks at the end of the year. The program has proven to be successful as

the new Preps develop a sense of the school routine and build positive expectations of the coming year.

Students who transfer into the school during the year are always monitored so that their adjustment to a new setting is as easy as possible.

New students are connected to their peers through a buddy system and efforts are made to develop an inclusive student culture through circle time meetings of the whole student body.

## Productivity

Effective allocation of resources has been an area of concern to Bullarto PS over the past three years as we have dealt with falling enrolments and a concurrent excess staffing situation. During 2015 the school no longer received support from DET due to a staff member taking unpaid leave. The final reconciliation shows that we have run a small surplus in 2015, which is a significant achievement.

Parents have worked very hard indeed to assist the funding situation by holding a number of very successful fundraisers.

School staff have had the opportunity to attend cluster and collegiate group PD days, as well as targeted individual PD. Staff have commenced working together on Collaborative Learning days (formerly referred to as pupil free).

Parental expertise and assistance continues to be vital in running the Kitchen Garden program as well as in maintaining the livestock program and contributing to the physical upkeep of the school and its grounds.

We have continued to develop community partnerships with the Daylesford Kinder, the Central Highlands Goat Club and other community organisations in order to provide as wide a curriculum as possible despite the small enrolment.

We also make extensive use of other district schools so as to combine our resources and enhance the opportunities available to our students.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 12 students were enrolled at this school in 2015, 3 female and 9 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p><b>NAPLAN Year 5</b></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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>

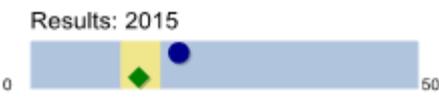
## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain</b> 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <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>80 %</td> <td>88 %</td> <td>96 %</td> <td>NA</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	80 %	88 %	96 %	NA	91 %	91 %	94 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
80 %	88 %	96 %	NA	91 %	91 %	94 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

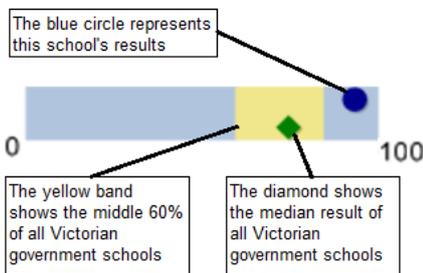
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

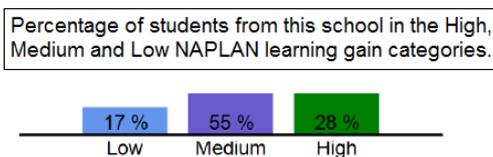
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

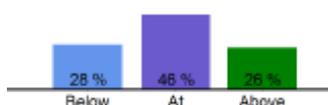


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$201,657
Government Provided DET Grants	\$32,042
Revenue Other	\$2,859
Locally Raised Funds	\$15,036
<b>Total Operating Revenue</b>	<b>\$251,594</b>

Funds Available	Actual
High Yield Investment Account	\$13,314
Official Account	\$6,894
<b>Total Funds Available</b>	<b>\$20,208</b>

Expenditure	
Student Resource Package	\$195,065
Communication Costs	\$1,502
Consumables	\$3,530
Miscellaneous Expense	\$10,779
Professional Development	\$545
Property and Equipment Services	\$20,062
Salaries & Allowances	\$9,159
Trading & Fundraising	\$3,444
Utilities	\$3,608
<b>Total Operating Expenditure</b>	<b>\$247,695</b>

Financial Commitments	
Operating Reserve	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,208
<b>Total Financial Commitments</b>	<b>\$20,208</b>

**Net Operating Surplus/-Deficit** **\$3,900**

**Asset Acquisitions** **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

### Financial performance and position commentary

Declining enrolments continue to present an extremely difficult financial situation at Bullarto PS. Through careful budgeting and targeted measures including continued use of the excess staff procedure we have finished the year in surplus. Spending has continued to be kept to a minimum this year, with very limited use of the CRT budget. Our remaining excess staff member has continued on extended leave and this has meant that we are now able to approach 2016 with more ability to participate in professional learning to improve the teaching and learning at Bullarto PS. The School participated in the DET SIPS uplift program and we now have a bank of new netbook computers for the senior children. Looking forward in to 2016 we will begin to re-examine our staffing levels so as to maintain a positive balance each year.