

2022 Annual Report to the School Community

School Name: Birmingham Primary School (5048)



- 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 08 March 2023 at 10:26 AM by Patricia Enzinger (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 01 May 2023 at 10:12 PM by Lisa Glassborow (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
-

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

Birmingham Primary School is an accredited CIS school (Council of International Schools) Our vision is to provide high quality teaching and learning for our students with a strong focus on global citizenship, developing in our students their intercultural understandings. We are at the foothills of the Yarra Valley in a semi rural area. Staffing was stable last year, with two staff moving to Assistant Principal positions and two staff commencing family leave. We had 30 classes last year, as the previous two years were complex to navigate, and smaller classes allowed for more effective instruction. We had six specialist teachers, covering Music, Visual Arts, Physical Education, Global Studies, Library and Italian. We employed two intervention teachers and two tutors under the TLI program. We provided support in all year levels except prep. We have three principal class staff, one Principal and two Assistant Principals. In 2022 our numbers were around 671 students. We have an excellent reputation within our network and beyond as being a high achieving school with high academic standards and a strong focus on student well being. We were approached by the Department of Education to film a video for the Diverse Learners Hub highlighting the adjustments we successfully make for our diverse learners. This video can be viewed on the Education Departments Diverse Learners Hub. Our values of Courage, Curiosity, Compassion and Community were in the forefront of everything we did and will continue to be in 2023 and beyond. Our focus for 2022 was Writing and completing and implementing the instructional model for Numeracy. Our high results in both these areas are testimony to the work done in 2022. Global citizenship and what it means to be a global citizen is an important part of our work. Our community is not diverse, and we strongly believe in helping our students have a view of themselves as a global citizen and what they can do to contribute to the greater good. We also have a strong focus on sustainability and we look after and care for our natural environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning catch up was still a priority, and building students learning stamina after two years of learning from home. Student well being and engagement was crucial to our academic success and all students reaching their full potential. Using our additional funds we employed a full time student counsellor, and placed well being as the top priority. This was highly successful in helping our students adjust to a whole year at school and feel safe and happy and engaged in their learning. Rebuilding our school community with students and families was paramount, and our results show that student connectedness and parent general satisfaction was above the state. As a result of the past two years we have kept many of our on line platforms to communicate with parents. Some examples are parent teacher interviews, school assemblies online, some school council meetings, and information slides for each year level so parents may view them at their convenience. Social media also played a part in communicating with our families and will continue to do so. It must be acknowledged that the past three years has had a significant impact on normal school operations, but I am happy to report that our school has come through with some excellent results. Our results for Literacy and Numeracy according to both teacher judgement and NAPLAN were high. In English prep to six we had 87.8% of students at or above average standards according to Teacher judgement. In NAPLAN for literacy in year three we had 80% of students in the top three bands, in year five we had 78.4% in the top three bands which is 8% above the state. In mathematics prep to six according to teacher judgements we had 86.65% at or above the expected standard. In NAPLAN year three we had 66.3% in the top three bands in mathematics and in year five we had 60.4% in the top three bands. The state average was 54.4% We have continued to grow these results over the past three years and are well on target to meet and in some cases exceed our goals in our Strategic Plan. We support our staff so that they may carry out their roles and responsibilities to a high standard and this is reflected in our staff opinion survey results where 82.1% of staff returned positive responses to the questions around school climate, whereas the state recorded an average of 73.4%. We have an excellent and effective organizational structure, with clear roles and responsibilities for staff, consistency of planning and instruction, and a strong focus on student well being and an orderly learning environment. These factors have allowed us to achieve our excellent results. Our focus for 2023 will be to maintain these results for students and staff. We are extremely proud of the work we do.

Wellbeing

The leadership team continually monitored student and staff well being. One of the highlights for 2022 was the employment of a student counsellor for four days per week. Her skills and insights were invaluable in helping some of our children navigate

through both family and school issues. We also have our private psychologist for two days a week, and she was also a huge asset to students, families and staff. Our staff prioritised student well being each day, to ensure our students felt safe and happy to be at school. The percentage of students who believe they are connected to school is 79% according to the Attitude to Schools Survey and the 4 year average was 81.1% compared to the state at 78.1%. Also in the ATToS survey was the management of bullying. 79.4% of students returned a positive response, over a four year period the results were 80.9% Higher than the state average of 78.3%. These results are due to the time and effort teachers set aside to make sure their students are happy and ready to learn. Our well being model is consistent across the school from prep to year six, and all our students use the zones of regulation on a daily basis and respect from all stakeholders is expected at all times. The environment is calm and orderly, and that is helpful to learning. We have also continued with our well being document which tracks students who are facing well being difficulties. This has been invaluable in ensuring no child goes unnoticed if they need assistance. 98% of parents also felt they could contact their child's teacher if they needed to which is a compliment to our staff who make themselves available to families. Student well being will continue to be a high priority for us moving forward.

Engagement

One aspect of student engagement is student attendance. Last year on average prep to six we had 21.6 days compared to the state which recorded 23.3 days. We still had many cases of students and families who recorded cases of Covid which has impacted on our attendance data. We have also detected an issue with our coding of days absent. Many students also had extended holidays outside the school holidays which also impacted on our data. We have a story behind all our extended absences, and we monitor this data carefully. With attendance data an agenda item at every year level meeting we expect this to drastically improve. Other data which reflects the sense of engagement is a sense of inclusion, and 91% of our students year four to year six believe they have friends at school, their teachers make them feel like they matter and their teacher makes sure all students feel included. Also a sense of student voice and agency in that they have a say in what they learn. 67% believe they have a say in what they learn and their teacher likes their ideas. All our ATTSS results are high, and demonstrate that we take student well being and engagement seriously. We have whole school assemblies and whole school special days which foster a sense of engagement and belonging. For example, we have whole school Italian days, free dress days and students are given awards and acknowledged for special achievements or demonstrating one of our values. Catering for our diverse learners is one of our strengths and we have been acknowledged by the Education Department for the work we do in this area., and have our video on the Diverse Learners Hub. Feedback from our parent community has been extremely positive, and parent support for special activities is strong, they are eager to be involved.

Other highlights from the school year

In 2022 we did re-introduce our camping program and it was well received by students and parents. Our year six camp especially as two years prior we could not provide this experience.

Last year we introduced an alumni experience for our year sixes who had moved on to secondary school. This was an event held after school and was an opportunity for the students to reconnect with friends and staff. This event was well attended by staff, and will be continued.

Our partnership with our two local secondary colleges entered its second year. This is our writing extension program for our year sixes, and provided them an opportunity to work with secondary teachers in our setting but also in the secondary school setting. This program will continue in 2023.

We had two nights of a successful year six production and another performance night for specialised groups such as the school band, our aerobic teams and our choirs, and selected performances from other year levels.

Our Harvest to Table program goes from strength to strength, with our year fours engaging with gardening and cooking activities weekly. We have many parents involved in this program and the students are eager to participate.

Financial performance

Our school was in surplus at the end of 2022. We effectively allocated resources where and when we could to maximise the students learning and support staff. We have always strived to ensure total projected expenditure does not exceed the total projected revenue. Due to staff illness, (Covid related) and still some limitations on fund raising activities major works were kept to a minimum. The grant we obtained in 2021 for a passive play area had not commenced at the end of 2022. We will be

contributing financially to this project when it finally commences. With our equity funding and our TLI funding we spent more than the allocated funds to ensure we were covering all student needs.

For more detailed information regarding our school please visit our website at
<https://birminghamps.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 667 students were enrolled at this school in 2022, 324 female and 343 male.

1 percent of students had English as an additional language and 1 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).

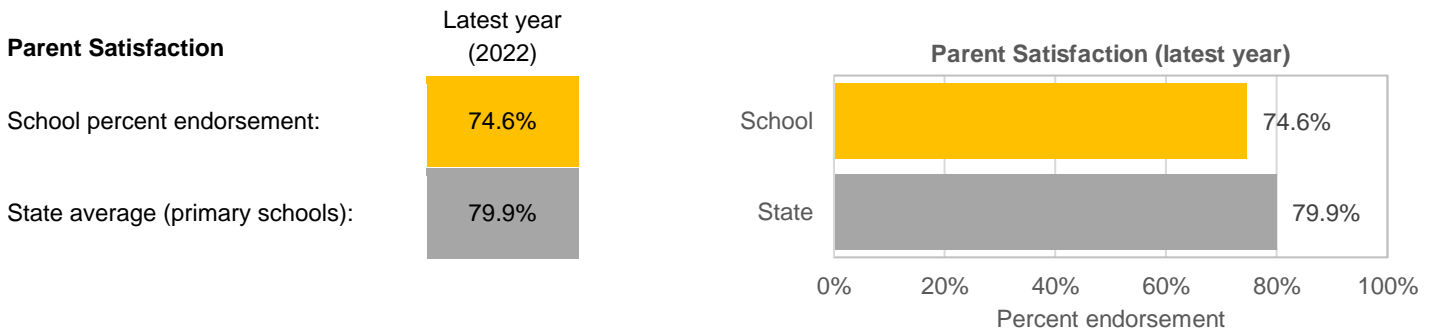
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

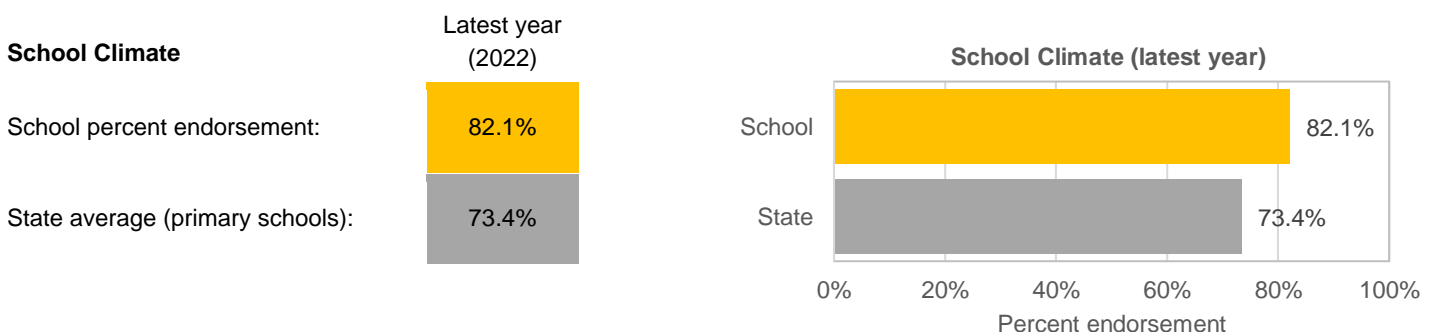


School Staff Survey

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:

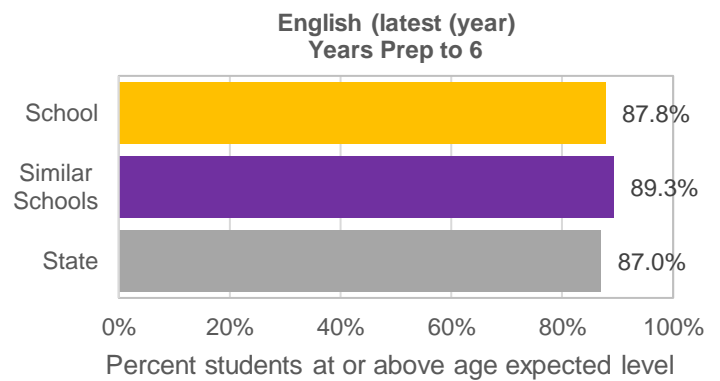
87.8%

Similar Schools average:

89.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

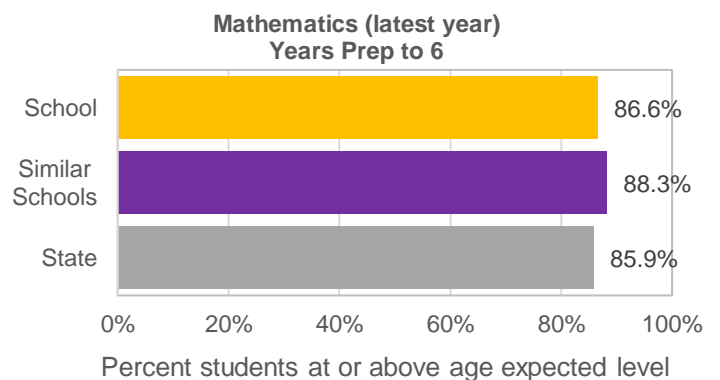
86.6%

Similar Schools average:

88.3%

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.

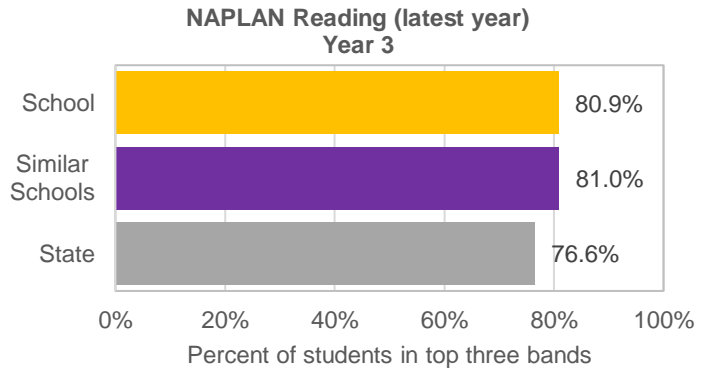
NAPLAN

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.

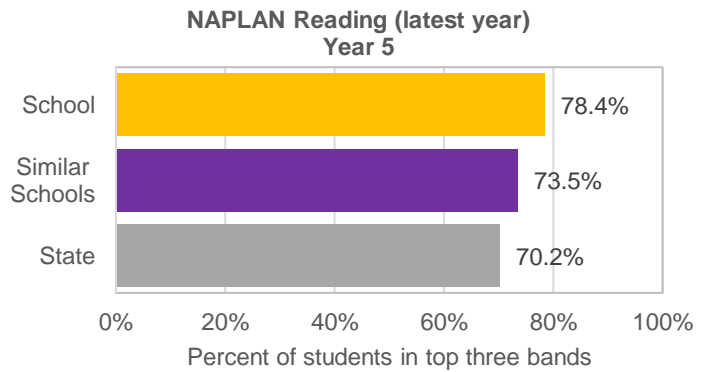
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.9%	82.8%
Similar Schools average:	81.0%	80.8%
State average:	76.6%	76.6%



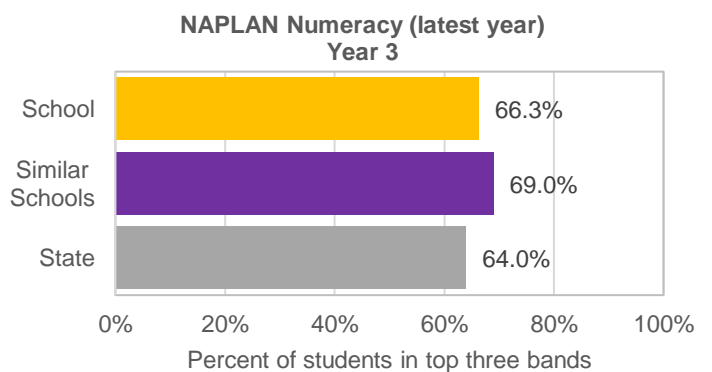
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.4%	81.0%
Similar Schools average:	73.5%	73.5%
State average:	70.2%	69.5%



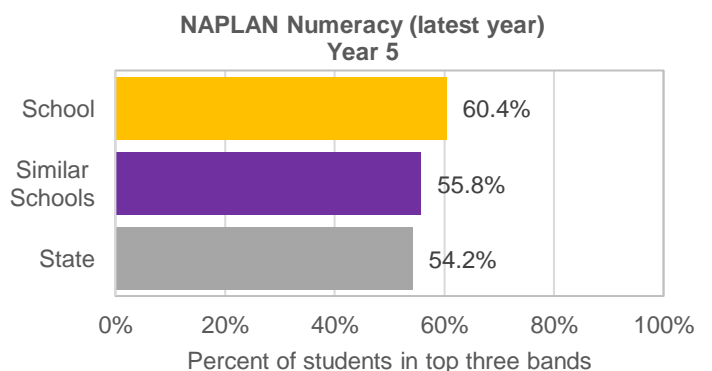
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.3%	71.7%
Similar Schools average:	69.0%	71.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.4%	69.0%
Similar Schools average:	55.8%	61.2%
State average:	54.2%	58.8%



WELLBEING

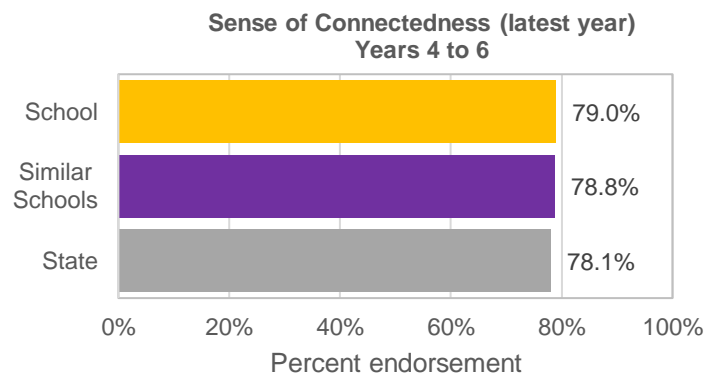
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	79.0%	81.1%
Similar Schools average:	78.8%	80.7%
State average:	78.1%	79.5%

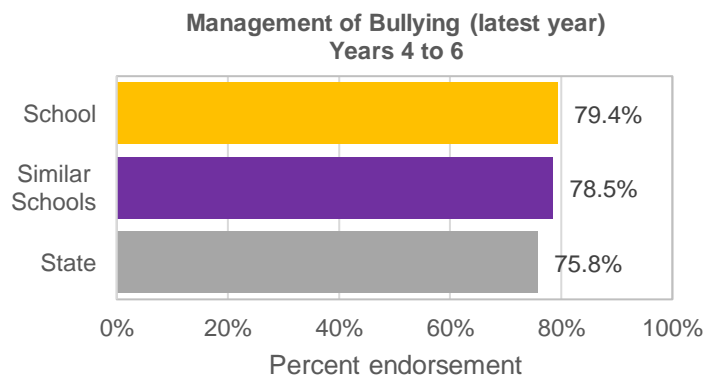


Student Attitudes to School – Management of Bullying

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:	79.4%	80.9%
Similar Schools average:	78.5%	80.9%
State average:	75.8%	78.3%



ENGAGEMENT

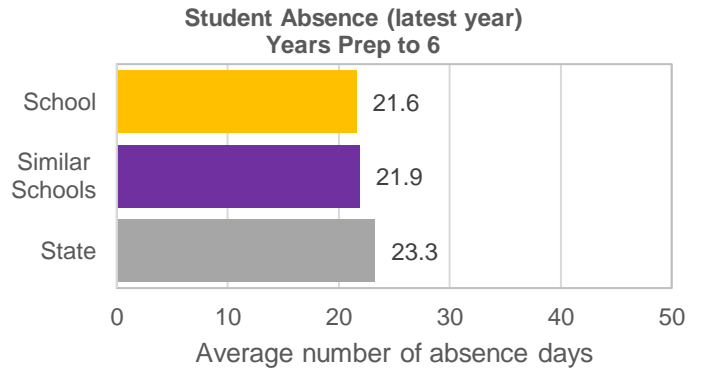
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.6	14.6
Similar Schools average:	21.9	15.6
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%	89%	90%	89%	88%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,719,927
Government Provided DET Grants	\$791,886
Government Grants Commonwealth	\$160,984
Government Grants State	\$0
Revenue Other	\$31,040
Locally Raised Funds	\$801,550
Capital Grants	\$0
Total Operating Revenue	\$7,505,388

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,037
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,037

Expenditure	Actual
Student Resource Package ²	\$5,593,684
Adjustments	\$0
Books & Publications	\$4,837
Camps/Excursions/Activities	\$281,985
Communication Costs	\$10,794
Consumables	\$99,934
Miscellaneous Expense ³	\$71,787
Professional Development	\$28,173
Equipment/Maintenance/Hire	\$93,145
Property Services	\$140,219
Salaries & Allowances ⁴	\$544,405
Support Services	\$148,326
Trading & Fundraising	\$183,490
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$74,578
Total Operating Expenditure	\$7,275,356
Net Operating Surplus/-Deficit	\$230,031
Asset Acquisitions	\$0

- (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	\$836,144
Official Account	\$8,678
Other Accounts	\$0
Total Funds Available	\$844,822

Financial Commitments	Actual
Operating Reserve	\$257,953
Other Recurrent Expenditure	(\$81)
Provision Accounts	\$46,695
Funds Received in Advance	\$107,765
School Based Programs	\$183,283
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,423
Capital - Buildings/Grounds < 12 months	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$279,069
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$970,106

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.