

# 2023 Annual Report to the School Community

School Name: Bendigo Primary School (0877)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 27 March 2024 at 04:09 PM by Carolyn Tavener (Principal)

- This 2023 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 15 May 2024 at 04:37 PM by Michelle Baker (School Council President)

# How to read the Annual Report

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## 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.

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## 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Bendigo Primary School is situated in central Bendigo on Dja Dja Wurrung country. Our school community is diverse and includes families that live in our school zone as well as a number of families from neighbouring suburbs. Many of our families have close links to the school forged over many years with multiple members of the family attending school here, including grandparents, parents and now their children. Our school values the support and positive relationship we have with our Parents and Friends Group, a proactive School Council, local community groups such as Food Share, Long Gully Community garden, and the unique presence of our past students, parents and staff group, known as the 'Violetarians'. Our school buildings reflect our pride in links with the past and commitment to planning engaging learning spaces and experiences for all students. We have a well-maintained main building housing the Administration areas, five learning spaces and an intervention space. The upper building has five learning spaces, two kitchen areas, undercover outdoor learning area and student toilets close to the classrooms. In 2023 we have an enrolment of 206 students in Grades Foundation - 6 organised in 9 grades- F/1 x3, 2/3 x3, 4/5 x2, and a 5/6. The school presently has 14 Koorie students enrolled, and we ensure their culture is recognised throughout the curriculum and school activities. We have seven students supported with funding via the Disability Inclusion program or the Program for Students with Disabilities. Our Student Family Occupation and Education index value is medium. The school has 13.5 equivalent full-time (EFT) teaching staff and 6.09 full-time equivalent (EFT) Education Support staff. Our teaching staff consists of nine classroom teachers, four specialist teachers, a literacy intervention teacher, a Learning Specialist and Principal. Our Education Support Staff includes a Business Manager, a gardening program coordinator, nine integration aides and a school crossing supervisor. Our nine integration aides not only support students in the classroom, they also run our Spaides program- Speech Therapy Aided program.

Our vision is to empower socially and emotionally competent learners who are motivated, confident and mindful of self and others. Our school values are- respect, responsibility, and kindness. Our learning program includes many opportunities for our students to build links with community, to work together to achieve a goal and to follow their interests. All grades participate in our gardening program; learning about the seasons of a garden, working next to parent and community volunteers to care for and create new garden areas, to harvest produce and learn how it can be prepared and eaten. The curriculum for our junior grades has a strong play-based focus with weekly Investigation times providing many opportunities for students to direct their own learning. Our senior grades have Inquiry time each week; a time when they can develop questions about the area of learning and develop their own inquiry to answer those questions. We follow the Vic Curriculum. Every student participates in daily Literacy and Numeracy lessons and weekly specialist lessons in PE, Chinese, Music and Art. We plan and teach to support each student at their point of need and work with families to develop positive partnerships that support their children to 'Be their Best'.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

We completed our school review in Term 1 2023 with our new strategic plan approved late Term 2 2023. Over 2023, we continued our strong focus on working together to refine and implement our school instructional models in literacy and numeracy. We continued to work with literacy expert, Narissa Leung, and mathematics expert, Michael Minas, to support the embedding of our instructional models and effective teaching strategies. Our work with Michael this year led to increased teacher confidence and understanding of how to use enabling and extending prompts effectively to cater to individual student needs. Working with Narissa, we focussed on the teaching of writing, specifically revisiting and refining our knowledge of the 6+1 traits. Our literacy and maths intervention programs continued to support identified students, with all students making progress. Our Teacher Judgement results in Mathematics shows 85.6% of students at or above age expected standards, slightly above similar schools but below the State average of 86.4%. Teacher judgement results in English shows 83.4% of our students at or above age expected standards, which is higher than our 2022 result, but still below Similar Schools and State average. The NAPLAN test was revised in 2023 and results are no longer comparable to previous years. Our 2023 NAPLAN results in year 3 and 5 Reading and Numeracy were lower than Similar Schools and State average. Our 2023 Parent survey general satisfaction result is 74.5%, which is lower than the State average. Our positive collaborative staff planning, and Professional Learning Community practices are reflected in our improved 2023 Staff opinion survey results in 'Staff trust in colleagues' 97% and 'Collective responsibility' 93%. The 2023 Staff survey School Climate endorsement of 81%, is above the state average which is 78.1%.

### Wellbeing

We continued to implement the Resilience, Rights and Respectful relationships curriculum. We worked closely with our KESO to support our Koorie students and families with Individual Education and Behaviour Plan meetings, our Koorie student leader meetings and to complete a Cultural Audit and develop an Action Plan. We reviewed and updated our Child Safety policies and procedures. In 2023 our Disability Inclusion coordinator was released from the classroom two days to support students, families and staff with collecting and completing Disability Inclusion profile requirements as well as being an additional support person at IEP meetings. In 2023 we employed a student wellbeing officer two days a week to support students, staff and families. We introduced a Wellbeing team consisting of our Disability Inclusion coordinator, Wellbeing Officer and Principal who met regularly to ensure students requiring support were receiving it as appropriate. Our Student Attitude to School survey result in 'Sense of Connectedness' four-year average is 75.8%, which is slightly below Similar Schools four-year average of 75.9%. Our Student Attitude to School survey four-year average result in 'Management of Bullying' is 79.3% which is above the four-year average for Similar Schools and State Average.

## Engagement

We worked with a regional Inclusion coach to improve the way we supported all students to be engaged in our classrooms with a focus on improving the implementation of our whole school Tier 1 strategies. In terms 3 and 4, PLCs made inclusion work the focus for their learning with teaches sharing back to our whole staff, inclusion strategies that were working effectively for their students. Our newly formed Parents and Friends group met regularly in the second half of the year with our student leaders to support them with activities they, the students, would like to have happen. The focus for their meetings was planning and running a school disco, which happened in Term 4 and was highly successful with nearly every student at the school attending. Attendance continues to be an area of concern despite our average number of absence days, 19.8%, being below similar schools, 20.7%, and the State Average, 20.5%. Our Student Wellbeing officer worked closely with families to support those who found it difficult to attend school regularly. School leadership connected with regional supports to inform the way we developed and documented attendance supports. We reviewed our school values with all stakeholders participating in choosing our new values- respect, responsibility and kindness. We held 'Values' assemblies in Term 4 to support all our students to how to put our values into action.

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## Other highlights from the school year

It was exciting to see our camps program in action again in 2023. Our grade 5/6 students had a wonderful time at Campaspe Downs camp, with lots of exciting and challenging activities to participate in. Our grade 3/4 students had a wonderful camp at Camp Kookaburra. Our grade 1/2 students were very excited to be sleeping over at school and our Foundation students loved every minute of their 'Stay and Play' session after school in Term 4. We had a supportive group of parents and carers establish a Parents & Friends group again at our school. In 2023 they organised whole school activities that supported families to connect with each other, such as 'Welcome to our school BBQ' and movie night for parents/carers at our school and supported our Student Leaders to plan and run a whole school disco- that was very successful and a lot of fun!

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## Financial performance

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 the funding was provided or raised. Equity funding supports the staffing of our gardening program, Speech Therapy Aided program and additional integration aides to support classroom learning. We successfully applied for an OSHC Establishment grant in 2022 which supports us to offer Before School Care to our families in 2023. We received two Commonwealth Sporting Schools grants that enabled us to resource and staff a Bike Education program and in-school gymnastics sessions. In 2023 we also acquitted the Shade Sail grant; the additional shade sails are listed as 'Asset Acquisitions' in the Finance section. As we have a number of large maintenance projects planned for 2024/25, we have committed funds to this budget to ensure these jobs are completed in a timely manner.

**For more detailed information regarding our school please visit our website at**  
<https://www.benviolet.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 206 students were enrolled at this school in 2023, 104 female and 102 male.

5 percent of students had English as an additional language and 7 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).

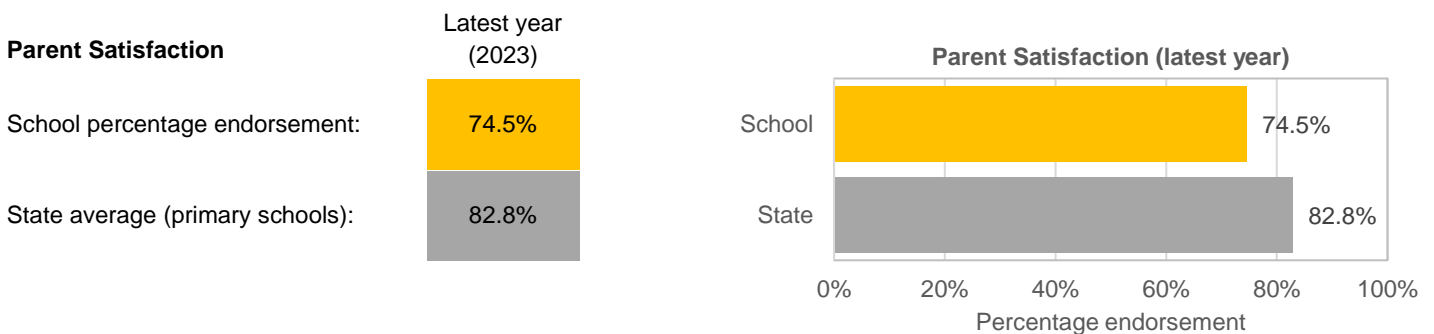
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

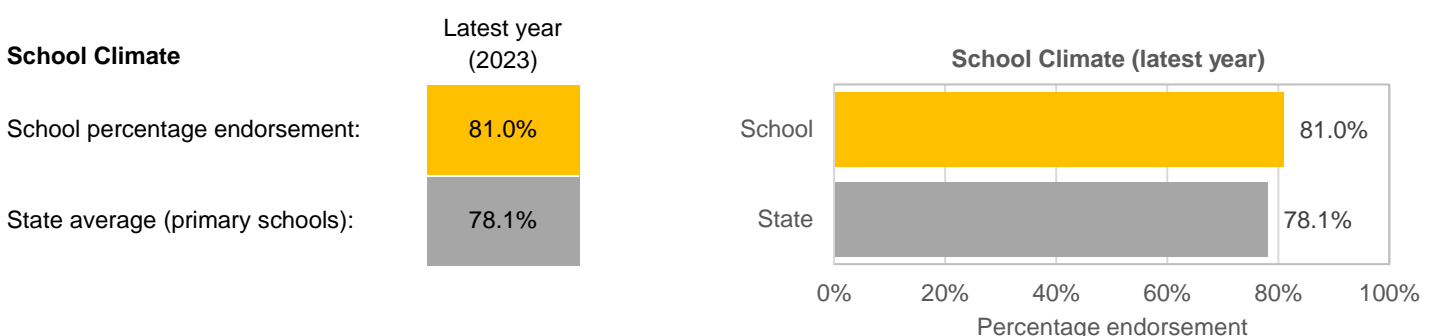


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

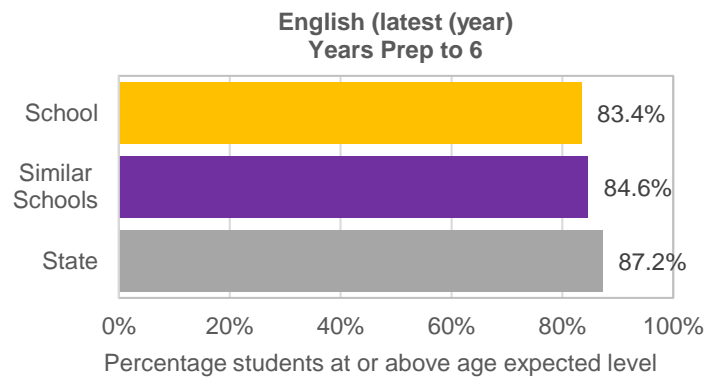
83.4%

Similar Schools average:

84.6%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

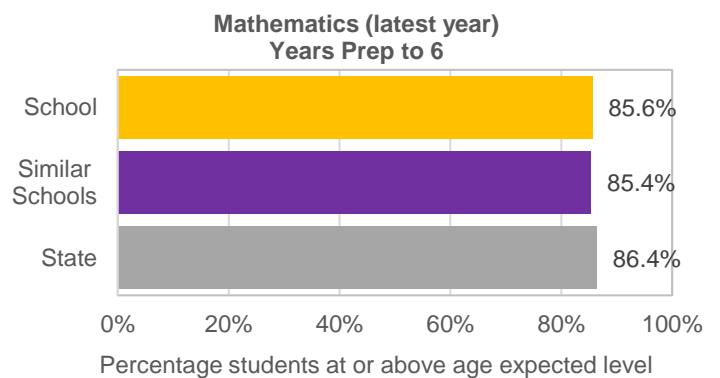
85.6%

Similar Schools average:

85.4%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.6%

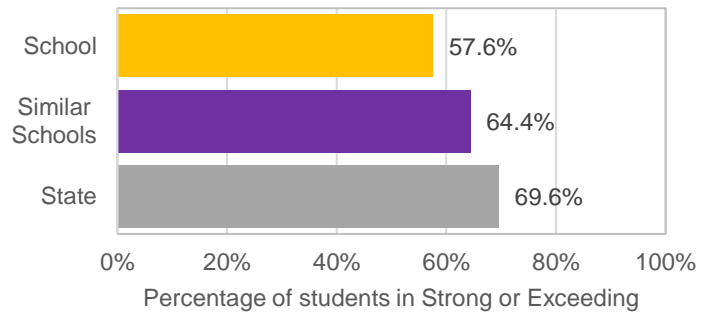
Similar Schools average:

64.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

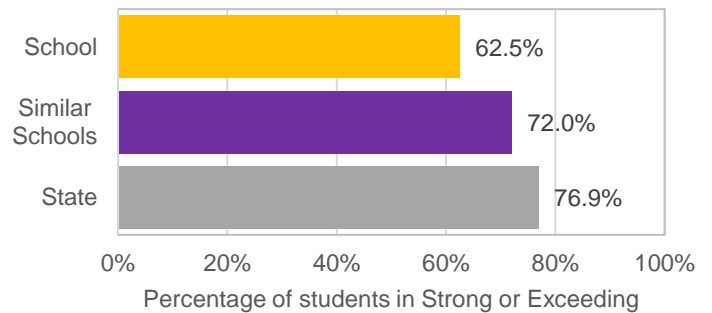
Similar Schools average:

72.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.1%

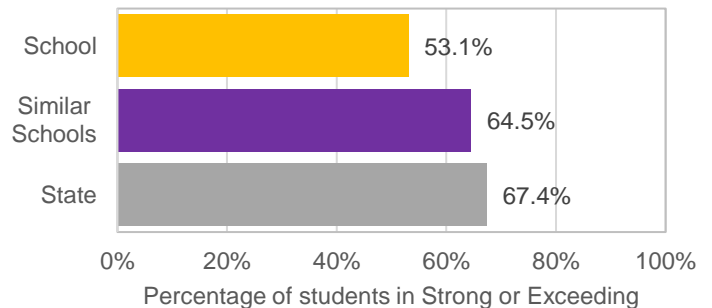
Similar Schools average:

64.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.8%

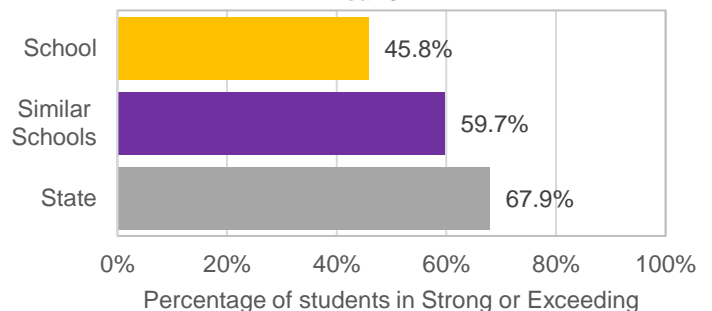
Similar Schools average:

59.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

78.1%

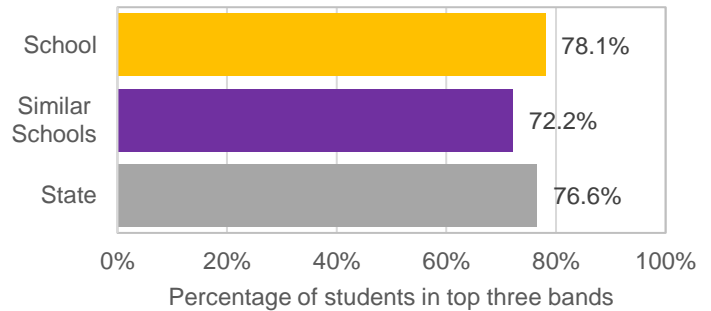
Similar Schools average:

72.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

66.7%

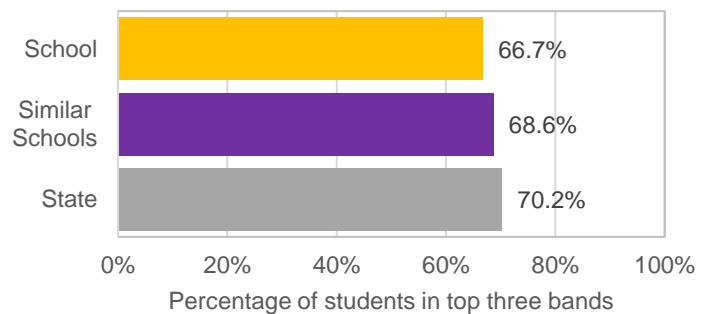
Similar Schools average:

68.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

51.6%

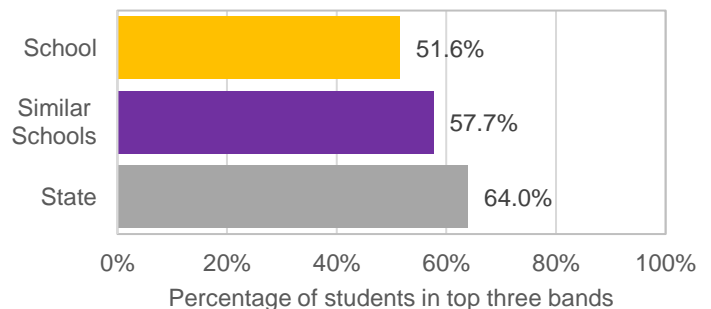
Similar Schools average:

57.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

52.6%

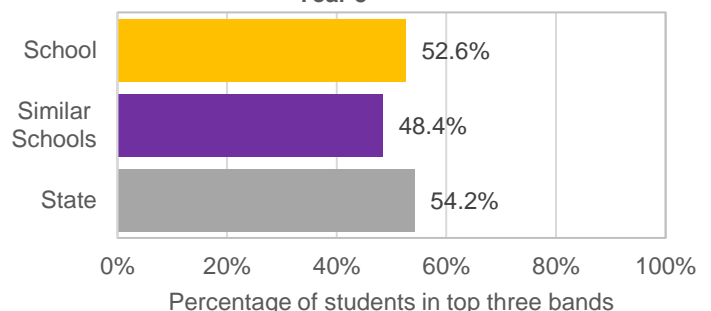
Similar Schools average:

48.4%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

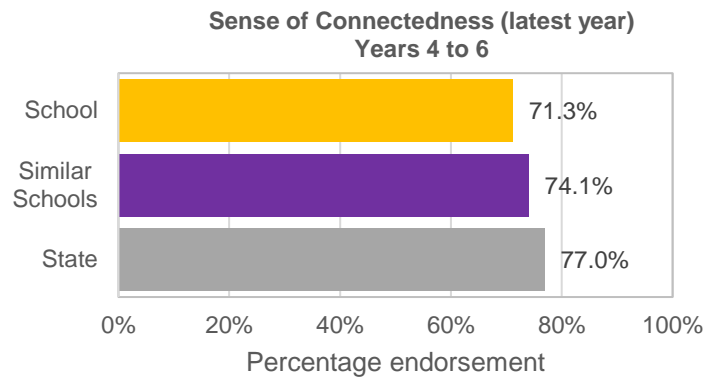
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	71.3%	75.8%
Similar Schools average:	74.1%	75.9%
State average:	77.0%	78.5%

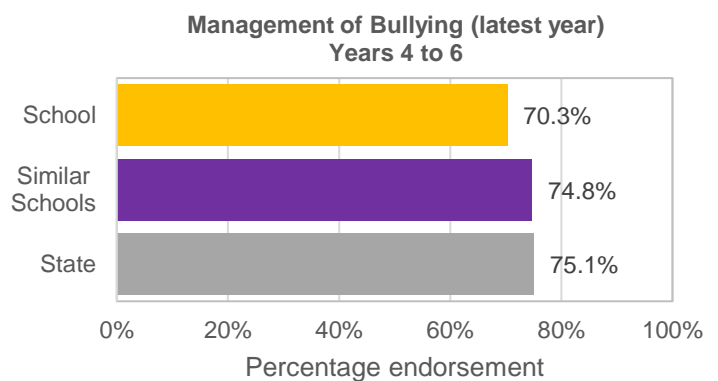


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	70.3%	79.3%
Similar Schools average:	74.8%	75.4%
State average:	75.1%	76.9%



## ENGAGEMENT

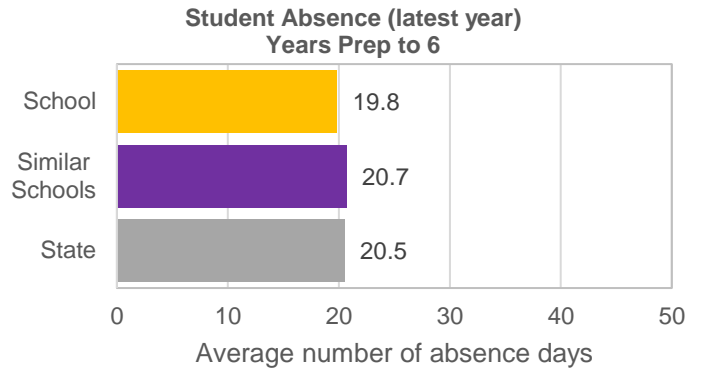
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	19.8	19.0
Similar Schools average:	20.7	18.9
State average:	20.5	18.1



### 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 (2023):	90%	91%	91%	90%	93%	82%	91%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,355,612
Government Provided DET Grants	\$399,669
Government Grants Commonwealth	\$2,500
Government Grants State	\$6,610
Revenue Other	\$17,137
Locally Raised Funds	\$33,396
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,814,925</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$111,056
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$111,056</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,280,848
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$21,424
Communication Costs	\$4,537
Consumables	\$57,466
Miscellaneous Expense <sup>3</sup>	\$5,964
Professional Development	\$10,730
Equipment/Maintenance/Hire	\$50,671
Property Services	\$53,840
Salaries & Allowances <sup>4</sup>	\$95,898
Support Services	\$26,778
Trading & Fundraising	\$17,077
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,685
<b>Total Operating Expenditure</b>	<b>\$2,653,917</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$161,008</b>
<b>Asset Acquisitions</b>	<b>\$24,850</b>

- (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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$296,353
Official Account	\$6,435
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$302,788</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$60,790
Other Recurrent Expenditure	\$5,427
Provision Accounts	\$0
Funds Received in Advance	\$182
School Based Programs	\$75,000
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	\$100,000
Asset/Equipment Replacement > 12 months	\$85,009
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$326,408</b>

*All funds received from the Department of Education, 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.*