

2022 Annual Report to the School Community

School Name: Barton Primary School (5560)



- 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 05 May 2023 at 12:04 PM by Benjamin Vevers (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 05 May 2023 at 04:54 PM by Amy Bland (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

At Barton Primary School we achieve success by being respectful citizens who take responsibility for our safety and learning.

Barton Primary School is a PPP (Public/Private Partnerships) school that opened on the first day of the 2017 school year. It is situated in the growth corridor of South East Melbourne in the City of Casey, 5km from the main street of Cranbourne. Barton currently has 1062 students enrolled. The current school profile includes 5 Principal Class, 4 Learning Specialists, 66 Teachers, 2 Tutors and 22 Educational Support Staff and 10 Administration Support.

At Barton Primary, we set high expectations with high support for all members of our school community. We embed “school-wide positive behaviours (SWPBS)” which outline high expectations regarding academic expectations as well as emotional and behavioural standards. These expectations are an integral part to the culture we create, and all members of our community are encouraged to; **Be Safe**, **Be a Learner**, **Be Respectful** & **Be Kind**.

At Barton Primary School, we have a whole-school approach to delivering a comprehensive learning program designed to foster and promote a positive experience. We have a shared belief that all students can achieve high standards with high expectations and support and early intervention.

In response to the needs of our community, Barton spent considerable time and resources developing high support structures with a focus on inclusion in 2022. This included support for students and families such as a wellbeing team including youth workers. It also included the development of leaders and teams across the school to support staff growth and development as we adapt to the needs of our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

We are pleased to report on the many exciting developments and achievements that have taken place in our school's teaching and learning practices over the past year. Our focus has been on aligning our teaching practices with evidence-based research, building staff capacity, implementing effective lesson structures, and providing targeted intervention programs to support our students' learning needs. We are continuously analysing data to strategically implement change that will benefit both student learning and teacher development. With all that said, it heavily aligns with our School Strategic Plan (SSP)/Annual Implementation Plan (AIP) on why these critical changes were necessary.

2023 AIP

Key Improvement Strategy 1.a

Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

One key area of focus has been our lesson structure in literacy and numeracy by implementing explicit direct instruction, which has proven to be highly effective in improving student outcomes across various subjects. This approach emphasises clear and structured teaching methods, providing students with a step-by-step approach to learning that supports their understanding and retention of key concepts.

Tutor Learning Initiative (TLI) / Intervention Program

We were fortunate the TLI was funded for 2023 to support students requiring additional support as well as students to extend their learning. Therefore, we have relabelled it as an Intervention Program at Barton Primary School. The program provides targeted support to students who need additional assistance in this critical area identified in our Dibels Reading Assessments. This program has been designed with evidence-based strategies to improve students' reading skills, particularly decoding.

NAPLAN

Our Grade 3 and Grade 5 students recently completed NAPLAN. We want to take this opportunity to congratulate them for trying their best and their teachers for their preparation and administration. We have continuously improved our data over the years, and particularly last year when we celebrated narrowing the gap with state average and on average, performed higher in our network schools.

Overall, our school is committed to providing the highest quality education possible to our students, and we are proud of the progress we have made in aligning our practices with evidence and supporting our students' learning needs. We look forward to sharing more updates with you in the future.

Wellbeing

Following on from 2 years of Covid, 2022 brought a number of challenges (behaviour and mental health) but also a number of opportunities to grow and strengthen our school's ability to respond and support both students and families.

To assist in our ability to respond, the school committed to growing its Wellbeing staffing profile to be able to respond to student needs. This included the hiring of several Education Support, to help within the classroom with both students experiencing challenge but also students who have been funded under the Program for Students with Disabilities. Furthermore, we also hired two Youth Workers to help with students experiencing mental health and/or behaviour challenges. The YW team worked with both students, families, and staff to access supports both internally and externally.

A focus in classrooms was about setting clear and consistent expectations of students but also explicitly teaching both behaviour and social/emotional learning. The introduction of School Wide Positive Behaviour and a commitment to the Resilience Rights and Respectful Relationship curriculum allowed for staff to implement a framework that had been evidence based and been proven to create positive change. To assist with this, two staff members were appointed to lead this priority areas and given time allowance to facilitate the implementation.

Engagement

Due to the impacts of Covid and the need to live in isolation, the school was eager to look for opportunities to start to reengage students, families, and the wider community. We believe that the school plays a pivotal role in bringing the community together and therefore throughout 2022 looked and sought ways to engage.

With the high levels of dysregulation on the back of 2020 and 2021, we aimed to seek engagement opportunities for our students:

1. Through a Partnership with IGA Cranbourne West, the school set up a breakfast club three days a week.
2. A partnership was formed with Melbourne City Football club who run targeted soccer programs for students around values and sportsmanship.
3. Through the Positive Start program- the school was able to run two excursions at a heavily reduced cost which included a Netball and music production experience.
4. Grade 4 students took part in a community service program, supporting our two local kinder.
5. Grade 5 and 6 students participated in a Sexual Education program
6. The local council spoke to students about the upcoming Road Works and road safety.

A critical part of the school experience is working with the parent community. The school looked for a range of ways to engage our parents:

1. Parent talks were hosted throughout the year on a range of topics: Cyber Safety, Sexual Education and Managing Big Emotions.
2. We hosted a range of Principal coffee and chats where parents could attend and meet various members of the school.
3. A partnership was formed with Wellsprings for Women, a NFP who work with multicultural women by supporting them in accessing a range of services.

Other highlights from the school year

We saw many highlights in 2022 as we welcomed students back for their first full school year in sometime.

Through sport, we had our athletics day with a number of children qualifying for the next round of district and regional competitions. We also had our school cross country with students progressing to next level events throughout the year. We started swimming lessons for the students of Barton for the first time, and we were in a position to subsidise much of the cost for this.

We had a number of camps go ahead which provided life long memories and experiences for all those who attended.

Harmony Day was once again a terrific opportunity to celebrate the many wonderful cultures that make up the Barton community.

We made a connection with IGA in Clarinda Village and based on their generous weekly donations we were able to start a breakfast club for staff, students and families.

We were pleased to welcome families back into the school in 2022. Parents were able to volunteer and help to support numerous events and initiatives throughout the year. Families were also welcomed into the classrooms through events such as mothers and fathers day, learning expos and assemblies.

On suggestion from the students, and for the first time, Barton students in year six were given year six jackets, a tradition that will continue. This is a special part of being in your final year of primary school.

We developed a strong transition program for our students attending our local secondary school.. We also made strong links with local kinders with students from Barton attending regularly to read stories to the students and build strong connections. The school year ended with a terrific concert with performances from all year levels and a special performance of the Haka by our senior students. This event was attended by hundreds of people from the Barton community and was a great way to celebrate the end of 2022.

Financial performance

Barton Primary School has ended the 2022 school year with a strong financial position, thanks to a credit surplus of \$1,281,170.00. This surplus comprises a \$1,548,373.00 credit surplus brought forward from 2021, a \$794,115.00 credit to cash transfer to support the 2022 cash budget and a \$69,383.00 Tutor Learning Program adjustment. The remaining 2022 credit surplus will finance staffing expenses, including the appointment of additional specialist staff, classroom teaching staff and education support staff for 2023. In addition, we intend to submit a credit to cash transfer of \$700,000.00 earmarked for capital projects, relief staffing, furnishings, student devices, staff PD, IT equipment and furniture.

As the school looks ahead to 2023, a proposed cash expenditure of \$1,924,242.00 has been approved by School Council, having concluded the 2022 school year with a cash surplus of 1,294,557.70.

The school received \$93,669.3 in Equity funding, which contributes to the employment of our education support staff, Social Workers and PSD Coordinator. The school also received \$248,222.22 as part of the Tutor Learning Initiative; this funding supports the delivery of our intervention programs.

Throughout 2022, the school continued to invest in exceptional facilities, including two new playgrounds (\$321,002.24 payable in 2023) and four relocatable buildings which have been fully outfitted with all necessary furnishings (\$138,726.50, payable in 2022). Further commitments to capital projects were made in 2022, totaling \$131,169.42, payable in 2023.

BPS School Council entered into a 48-month lease agreement in 2021 for photocopiers totaling \$25,669.93.

The school and School Council continue to work closely in developing a financial plan that supports the delivery of our teaching and learning programs. The strategic management of the school's budget remains focused on a collective goal of improving student outcomes.

For more detailed information regarding our school please visit our website at
<https://bartonps.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 977 students were enrolled at this school in 2022, 496 female and 481 male.

54 percent of students had English as an additional language and 0 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).

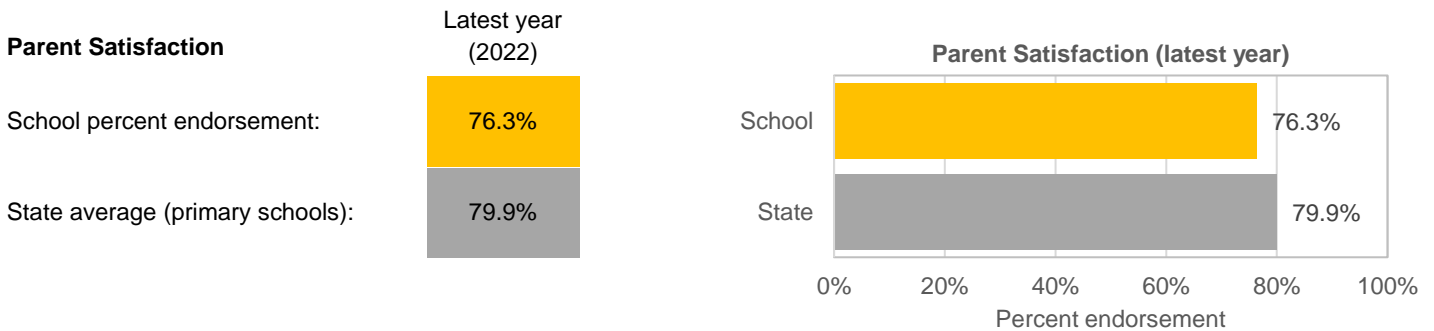
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

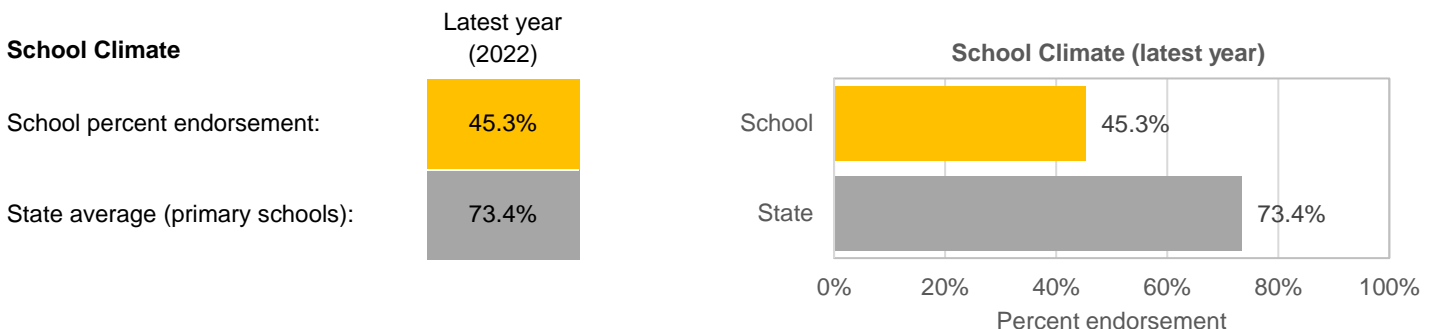


School Staff Survey

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:

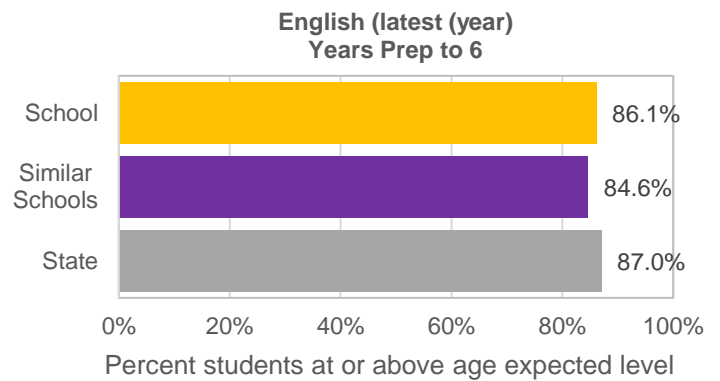
86.1%

Similar Schools average:

84.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

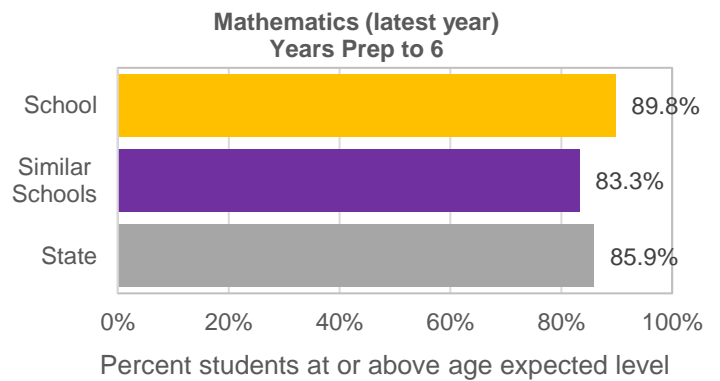
89.8%

Similar Schools average:

83.3%

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.

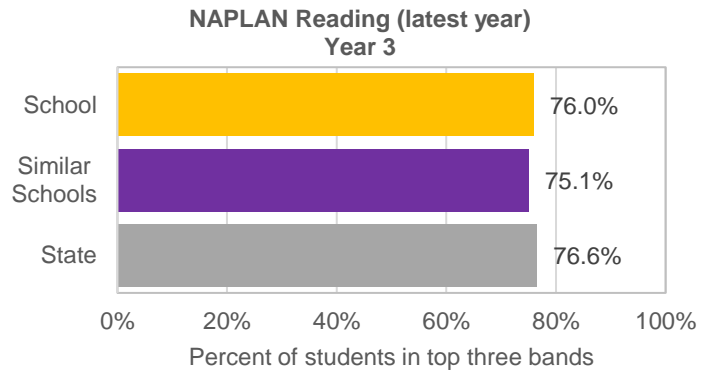
NAPLAN

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.

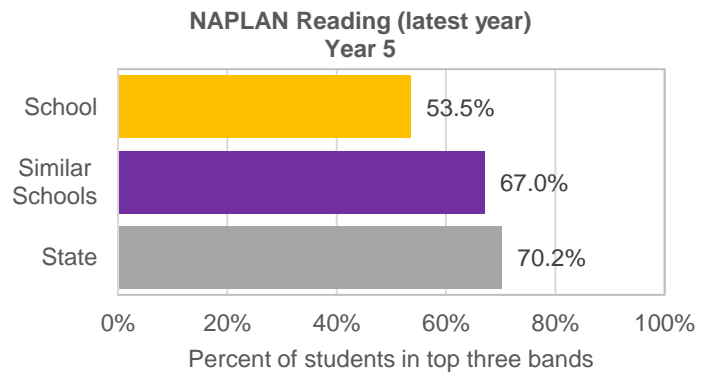
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.0%	70.3%
Similar Schools average:	75.1%	75.1%
State average:	76.6%	76.6%



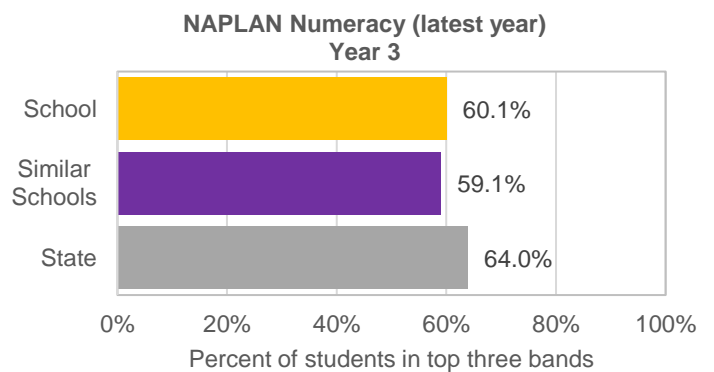
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.5%	53.7%
Similar Schools average:	67.0%	65.9%
State average:	70.2%	69.5%



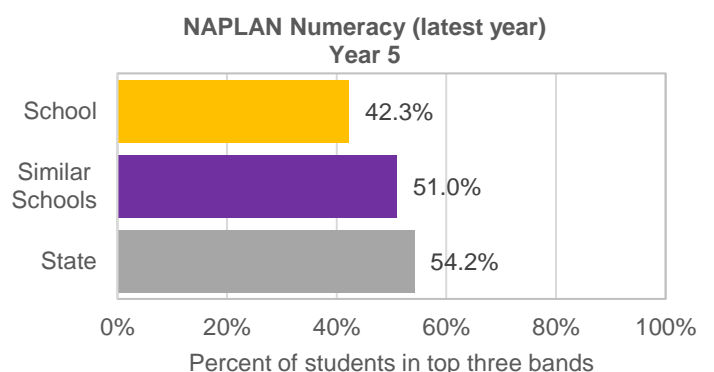
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.1%	55.5%
Similar Schools average:	59.1%	61.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.3%	43.7%
Similar Schools average:	51.0%	55.1%
State average:	54.2%	58.8%



WELLBEING

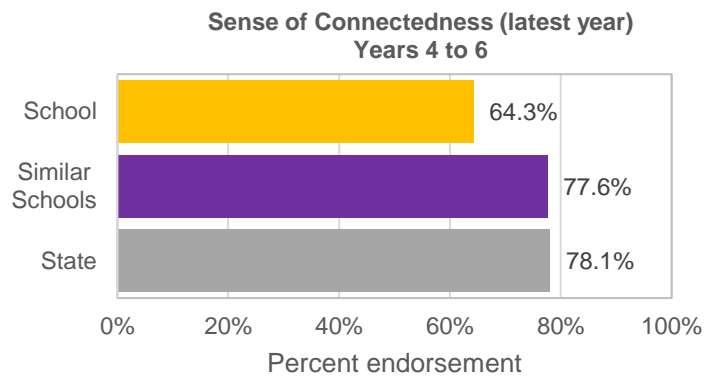
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	64.3%	70.1%
Similar Schools average:	77.6%	79.7%
State average:	78.1%	79.5%

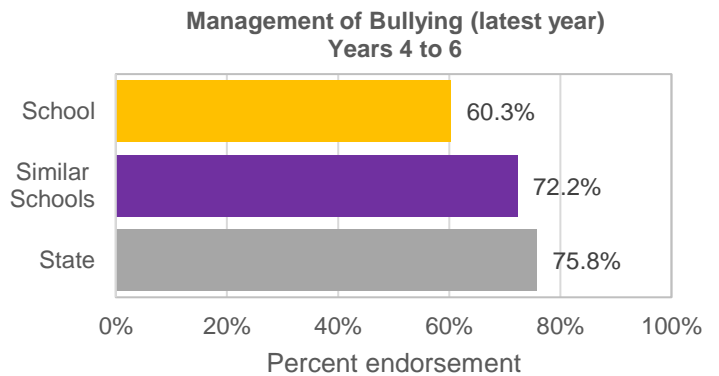


Student Attitudes to School – Management of Bullying

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:	60.3%	66.6%
Similar Schools average:	72.2%	75.6%
State average:	75.8%	78.3%



ENGAGEMENT

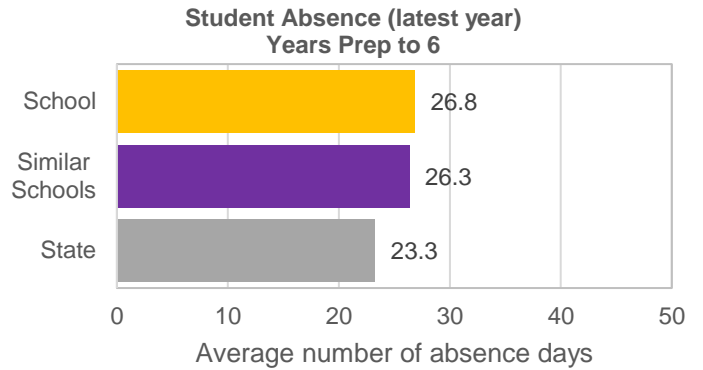
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.8	19.5
Similar Schools average:	26.3	19.0
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):	86%	86%	88%	86%	86%	86%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,262,123
Government Provided DET Grants	\$1,515,590
Government Grants Commonwealth	\$12,765
Government Grants State	\$0
Revenue Other	\$62,435
Locally Raised Funds	\$190,715
Capital Grants	\$0
Total Operating Revenue	\$11,043,629

Equity ¹	Actual
Equity (Social Disadvantage)	\$93,669
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$93,669

Expenditure	Actual
Student Resource Package ²	\$7,980,951
Adjustments	\$0
Books & Publications	\$10,079
Camps/Excursions/Activities	\$180,331
Communication Costs	\$7,373
Consumables	\$121,587
Miscellaneous Expense ³	\$159,294
Professional Development	\$34,638
Equipment/Maintenance/Hire	\$147,245
Property Services	\$31,196
Salaries & Allowances ⁴	\$0
Support Services	\$455,251
Trading & Fundraising	\$7,564
Motor Vehicle Expenses	(\$727)
Travel & Subsistence	\$436
Utilities	\$79,371
Total Operating Expenditure	\$9,214,590
Net Operating Surplus/-Deficit	\$1,829,039
Asset Acquisitions	\$35,293

- (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	\$1,286,200
Official Account	\$5,278
Other Accounts	\$3,080
Total Funds Available	\$1,294,558

Financial Commitments	Actual
Operating Reserve	\$205,232
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$37,811
School Based Programs	\$54,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$393,546
Capital - Buildings/Grounds < 12 months	\$598,146
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,289,135

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.