

2019 Annual Report to The School Community



School Name: Bentleigh West Primary School (4318)



- 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 2019 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 22 October 2020 at 11:32 AM by Steven Capp (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 October 2020 at 04:24 PM by Tania Galbraith (School Council President)

About Our School

School context

Bentleigh West Primary School is located in a well-established residential area (15km from the CBD), with the local community attracting young families with high educational aspirations for their children. The school is considered highly within the community, experiencing significant growth with a current population of 669. School staff is comprised of 2 Principal Class, 39 Teaching staff and 17 Education Support Staff. 38 staff are full-time and 20 are part-time.

The school has a deep commitment to:

- o fostering knowledgeable, respectful and caring young people who contribute positively and responsibly to their local and global community.
- o be recognised as a high performing school with a reputation of evidence based best practice that is visible in each classroom.

The school is well regarded for its focus on evidence based approaches to teaching and learning. It is well renowned for its explicit, systematic approach to teaching fundamental concepts and skills to allow students to have the best foundation to extend complex thought and learning in the later years. The school provides professional development in educational leadership and instruction across Australia and was nominated for the Victorian Educational Excellence Award for the school improvement category acknowledging the shift to a high performing school over the past 3 years. The school was also acknowledged by the Australian Assessment and Reporting Authority for outstanding growth in Grade 3 – 5 NAPLAN categories of Reading and/or Mathematics.

The environment is well designed and spacious consisting of communal areas, flexible spaces that can be closed and opened to suit instructional need. The school undertakes a focus on Science and makes use of wetlands, indigenous and vegetable gardens to help with experiments. Bentleigh West Primary School has a significant reputation for excellence in sustainability with the achievement of numerous awards for environmental practices at the local, State, National and UN levels of recognition.

Bentleigh West Primary School is also committed to the Arts and runs a bi-annual Performing Arts concert and has recently opened a \$450, 000 Art centre to further facilitate high level Visual, Media Arts and 3D Art learning that compliments an outstanding sports and performing arts program. The school offers the language of Italian across the school.

Framework for Improving Student Outcomes (FISO)

Bentleigh West Primary School is committed to aligning with the Education State that has set ambitious and achievable targets set system wide that focus on:

- learning for life;
- happy, healthy and resilient kids;
- breaking the link between disadvantage and outcomes;
- building pride and confidence in our school

Bentleigh West Primary School sets targets around the Framework for Improving Student Outcomes.

The areas focused on were Excellence in teaching and learning: Building Practice Excellence and Curriculum Planning and Assessment.

Curriculum Planning and Assessment

Bentleigh West Primary School set goals to further build on its consistent processes of assessing student learning to increase student growth in achievement. ACER and DIBELS testing allows teachers to compare to nationwide norms at each year level to guide teacher judgements.

Building Practice Excellence

The school set targets to implement an explicit teaching model focused on Literacy, Numeracy, Science and Humanities . We have seen the implementation of a whole school pedagogical model that links to the High Impact

Teaching Strategies as part of the education state. Strategic Plan goals were to embed the whole school approach and refine the school wide pedagogical model.

Student Engagement

FISO - Positive School Environment - Setting expectations and promoting inclusion.

Bentleigh West Primary School is working to bring consistency to expectations around behaviour routines and supporting students to advocate for their learning needs and build a positive self image.

This focus has involved negotiating what a safe learning environment look like for students and explicitly teaching the behaviours that make this a reality.

Achievement

Teacher judgements around students achieving above level in English and Mathematics are slightly above primary schools with similar characteristics. Our data compared NAPLAN and ACER (nation normed testing) is very aligned, so I feel it is an accurate reflection of our student achievement.

Significant changes to NAPLAN changes were made in 2019.

We feel that the change to online testing will have impacted results in ways we can not be totally sure of until we have a number of years using this format. There are differences to the structure of the testing that make sense to be cautious when comparing results from previous years. For example, the reading test has moved from students reading 5 to 6 passages and answering questions to students reading over 20 pieces in an adaptive format. At Grade 5 the writing test changed from pencil and paper writing to typing. We have found any change in performance hard to compare due to an increase in variables to analyse when understanding student performance.

Despite changes, Bentleigh West Primary School has continued to perform well when comparing NAPLAN results with schools that have similar characteristics and our local Network for 2019.

At Grade 3, the school has consolidated strong NAPLAN results.

The percentage of students in the top two bands were not as strong as last year, but still in the bracket of the highest performing results historically which suggests changes to the pedagogy are benefiting our students.

Growth in Numeracy, Spelling and Grammar & Punctuation have been a significant significant highlight.

Reading and writing growth was much lower than expected at Grade 5. Closer inspection of the results suggested that paragraphing in Narratives caused our students issues with writing along with typing speed. There are also some concerns in comparing results in the two different formats.

Our approaches to writing reading and publishing have been reviewed and adjustments have been made for 2020 with the support of a dedicated ICT area with a focus on typing and editing skills being implemented.

We are confident that our focus to lift the performance of students between Grades 3 and 5 will start to shine through in 2020 where the work of our Specialist Teachers and implementation of a Directive Coaching model will show traction.

Our teachers have had to adjust teaching and learning to increase engagement with higher level knowledge skills due to the advanced nature of our students.

I have also accepted the states offer to go back to paper and pencil testing for 2020 as it is the last year of our School Strategic Plan and I think it is important to finish the strategic plan with data that is more comparable to how we started the four year plan to truly measure the changes we have made.

Engagement

Student Engagement is an area the school monitors via student forums and feedback through classroom teachers and the principal team.

Student Engagement is high at the Bentleigh West Primary School with the students referencing Science, History and Mathematics as very interesting to learn about along with Sport and Art being really important to them in the program.

Classroom observations reveal high interactivity between teachers, students and the content that is being learned. The students said across the board that their teachers are funny, kind and really skilled at explaining complex ideas. They were very aware of attempting work well above their normal grade level and enjoyed the challenge. The camps, excursions, multi-aged fun days and exhibitions also rate very highly with the students. It was pleasing to see our students average attendance is above similar schools. Analysis of attendance data reflects a slight increase in students missing 20+ days. Our records indicate a high amount of family holidays along with some high needs students contributing to the increase. The school has responded by increasing communication with families that approaching 10 days absence and the impact it has on teaching and learning.

The school has done much to ensure curriculum is pitched at the right level and lifting our curriculum level 12 months and having higher expectations around student learning have provided a key platform for our school community to keep in mind when planning for long term absence. Providing consistent models of practice and improving our focus on student leadership and behaviour that supports an orderly environment has helped student engagement. We feel this plays a major students' average attendance being above similar schools.

Wellbeing

Bentleigh West Primary School follows a Positive Behaviour Support Structure and values a consistent calm and orderly environment where all students are respected, feel safe and can thrive.

Bentleigh West Primary School improved it's overall positive responses in all areas of the Attitude to School Survey

School Connectedness has increased from 71% to 78% positive responses and continues the upward trend towards similar school results.

Stimulated Learning has increased from 57% to 64% positive responses to continue an upward trend.

Learning Confidence has increased from 66% to 77% positive responses along with Managing Bullying has also increased from 76% to 81% positive responses. The school also takes a keen interest into the student's perception of Classroom Behaviour this has also risen from 70% to 80% positive response over two years with only 6% of the student population reporting negatively for behaviour.

We have been pleased with the responses to the partnership with Victoria Police in helping to understand the social media impacts on young people, along with our health programs and focus on respectful relationships.

The increase in positive endorsement from the students are pleasing results pointing to the calm, caring and respectful environment and suggest that our changes to the Grade 6 program along with the leadership and engagement with community are starting to have impact on the students.

The students have had a much bigger responsibility in terms of providing feedback and engaging with the community than the past four years.

We will continue to promote our values and align our programs to benefit all of our students.

Financial performance and position

The annual result was in surplus due to the sound financial management of the school.

The school had a number of higher level staff leave for family leave which reduced some of the cost in leadership. This saving was realised due to replacement teachers coming in at a lower cost than the original positions.

The school also saved on professional development with the shift from needing external expertise to using internal developed expertise to drive teacher improvement. Money was saved by not needing to pay external consultants and run more efficient

We have also been well supported with locally raised funds. The P&F recorded profits that could be utilised to improve

school grounds and class environments with reduced need to use SRP. State government grants to help with school maintenance also helped in this area.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 644 students were enrolled at this school in 2019, 323 female and 321 male.

5 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	89.3	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	90.0	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	98.4	89.7	81.7	95.0	Above
Mathematics	99.1	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	82.8	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	92.1	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	73.1	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	78.2	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	83.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	87.1	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	74.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	75.5	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	14.3	60.0	25.7
Numeracy	9.9	28.2	62.0
Writing	31.0	53.5	15.5
Spelling	7.0	43.7	49.3
Grammar and Punctuation	7.0	29.6	63.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.7	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	12.8	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	92	94	93	94	94	92

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.6	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	71.2	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.4	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	75.4	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,770,322
Government Provided DET Grants	\$546,488
Government Grants Commonwealth	\$10,391
Government Grants State	\$0
Revenue Other	\$12,814
Locally Raised Funds	\$924,184
Capital Grants	\$0
Total Operating Revenue	\$6,264,199

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,335
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,335

Expenditure	Actual
Student Resource Package ²	\$4,602,871
Adjustments	\$0
Books & Publications	\$2,353
Communication Costs	\$9,645
Consumables	\$220,209
Miscellaneous Expense ³	\$443,148
Professional Development	\$147,351
Property and Equipment Services	\$284,420
Salaries & Allowances ⁴	\$333,276
Trading & Fundraising	\$68,348
Travel & Subsistence	\$5,054
Utilities	\$49,265
Total Operating Expenditure	\$6,165,941
Net Operating Surplus/-Deficit	\$98,258
Asset Acquisitions	\$5,035

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$158,278
Official Account	\$20,294
Other Accounts	\$0
Total Funds Available	\$178,572

Financial Commitments	Actual
Operating Reserve	\$178,572
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$178,572

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').