

# 2021 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](http://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 2021 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 31 March 2022 at 03:54 PM by Steven Capp (Principal)

- This 2021 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 April 2022 at 10:54 AM by Tania Galbraith (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

#### **Achievement**

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

#### **Engagement**

Student attendance at school

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### 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 665. School staff is comprised of 2 Principal Class, 43 Teaching staff and 18 Education Support Staff. 36 staff are full-time and 24 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 evidence informed, 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. These approaches are known as best practice for inclusion and the tier one aspect of the school wide Response to Intervention system. Students accessing the Program of Disability support are individually catered for by our well resourced learning enhancement team, that liaise with teachers to create IEP's for all students, attend SSG's and support accommodations and adjustments. Students that are identified as high ability and gifted are also catered for via learning enhancement.

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 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. The school is also committed to ensuring students are familiar with Information and Communication Technology re-introducing ICT as a specialist subject in 2021.

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### Framework for Improving Student Outcomes (FISO)

Bentleigh West Primary School made progress towards the FISO dimension Building Practice Excellence via KIS 1 Embed the Professional Learning Communities (PLC) structures to ensure a whole school culture of collaboration with a collective focus on student learning. The school entered PLC training and constructed a PLC team who began work looking at the evidence for our professional learning focus for 2022, which was increasing reading outcomes particularly in the higher grades. Training had to adapt due to covid lock downs and this was engaged with online and teaching practices modified for remote learning.

Progress towards FISO domain Evaluate Impact on Learning also saw progress made via KIS 1 B Build capacity of all teachers to understand and utilise assessment evidence to inform teacher planning and classroom practice.

The school did this by introducing Essential Assessment in mathematics our assessment schedule had to be modified to fit in with onsite and remote learning. The result was accurate alignment with teacher judgement and external assessments. We also saw more responsive teaching resulting in improvement in student outcomes.

We were particularly pleased with the 86% of students in the top two bands for numeracy at Grade 3 as well as 70% in top two bands for Grade 5 numeracy.

BWPS also successfully implemented changes in response to mandated wellbeing and academic acceleration and

support. The school did this by constructing identification strategies for students at risk by utilising department well being tools and accessing counselling and programs for our students most at risk. It was pleasing to see sense of connectedness measured in the student opinion survey above the 4 year average at 78.6% positive endorsement.

We also used data to identify students requiring extension and supported the VHAP and SELF this adapted well to remote learning and BWPS had over 40 students engage with VHAP in mathematics.

The school also adapted the Tutor Learning Initiative to identify and support students online. It was pleasing to see all students on IEP's make positive movement towards their goals.

We are very proud of our collective effort as a community to support our students through a very unpredictable year. A result for positive endorsement of parent satisfaction of 86.6% and School Climate 85.3% displays this alignment.

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## Achievement

The school is well known for its systematic and explicit teaching and our explicit teaching model transferred well to the remote learning environment. Community feedback regarding our remote learning structure was positive.

We saw positive growth in all areas. We were particularly pleased with the school's continued improvement in numeracy. The learning data suggests our students did really well onsite and during remote and we have continued to improve on already very high results. It was great to see the school maintain or improve on other areas as well. PSD students made positive steps towards achieving goals identified in IEP's.

The collective effort of our teachers, support staff and parents has been well celebrated, as the achievement results do not just reflect the work of 2021, but 2020 as well. To be implementing a SSP during this period is difficult, but with the relationships we have with our wider community we have managed to minimise the impact of the pandemic and stay reasonably on track to achieve our targets.

Grade 3 NAPLAN results were strong and up with the best the school has achieved in the past 10 years.

Grade 5 results were also pleasing particularly in writing and mathematics.

Although we are very pleased with our overall performance it would be naive to suggest that the pandemic has not had some impact. One area the school had identified for improvement in the Strategic Plan was reading in the upper grades. Many of the changes to practice we had prepared for professional development were postponed due to covid and whole sale changes to teaching practice were made difficult with the shift to remote learning and the required extra work to develop materials.

We are already implementing changes to upper primary reading instruction and we look forward to seeing these changes impact learning outcomes over time.

We have a plan to engage the help of our community in supporting reading at home with some targeted parent forums to help share our knowledge around evidence informed reading instruction to help bolster support for reading at home.

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## Engagement

The school used a host of engagement strategies over the lock down period and supporting students returning onsite. The fact our absence was below the usual average of 10.3, reduced to 8.1, displays the school's success in this area. During the lock down we were very pleased with our identification systems and ability to respond to each students' need. We used personal phone calls, webex meetings and reaching out to liaise with external supports for all of our families to stay engaged in our learning programs. We used TLI funding to support our already strong RTI responses to learning and wellbeing.

We have also been able to successfully manage higher anxiety levels and school refusal on return via re-engagement programs and our ability to source extra resources such as counselling and use DET initiatives and external support to a high level to ensure we minimise any absence, and the impact of absence, at school.

We have found the relationship with our community to be highly protective of our students and our parent engagement has been amazing.

## Wellbeing

Our community prioritised well being and worked hard to support the school during the pandemic in 2021. Our student leaders ran different online competitions and tasks to keep connected.

Many of our parents organised vouchers at our local businesses for coffees and morning teas, so staff that were onsite felt appreciated and our businesses survived.

Our teachers increased contact with each student and family and we used compass as an effective communication and support platform. This is something we are continuing to use as we return to onsite learning.

Connectedness to school being positively endorsed at 78.6% and above the 4 year average points to the amazing work achieved by our community.

We worked with the DET to implement wellbeing checklists that helped us identify students at risk and support. Our ES members re-scheduled their work to include online support and were used to great affect. Our onsite remote learning program was also well supported with wellbeing activities. Our staff have completed mental first aid training which is being used to support students and families as we return.

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## Finance performance and position

The school performed well financially and saved on some costs during the lock down period.

The Tutor Learning Initiative and Disability Inclusion Funding really helped offset some of the extra costs to expanding staffing of our learning enhancement teams and overall the school remains in a healthy financial position.

The school was able to complete some budgeted improvements to the school such as the widening of the front entrance, which supported distancing and covid safe plans.

Some fund raising events had to be adapted to covid safe conditions and many cancelled. We were very happy with our colour run fundraiser towards the end of the year.

The SRP remained in surplus mainly due to a specialist teacher taking maternity leave and some extra funding via initiatives.

# 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.

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 676 students were enrolled at this school in 2021, 333 female and 343 male.

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

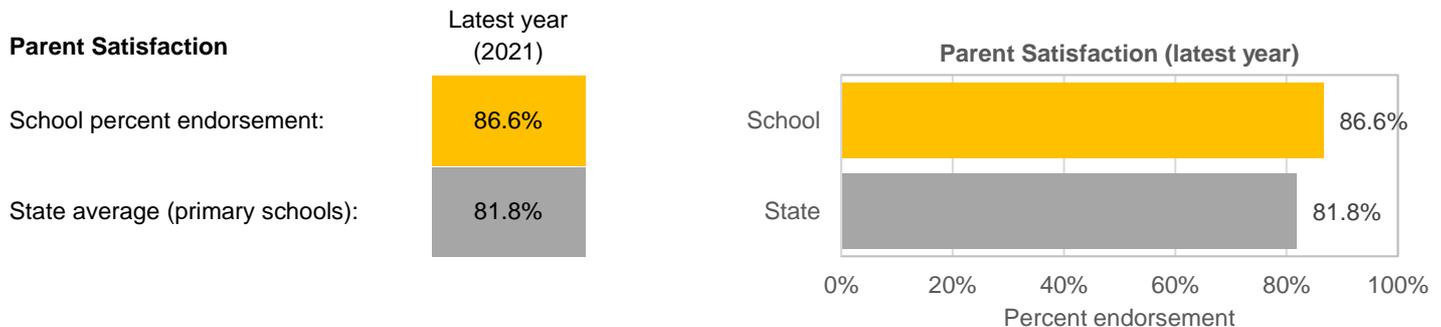
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

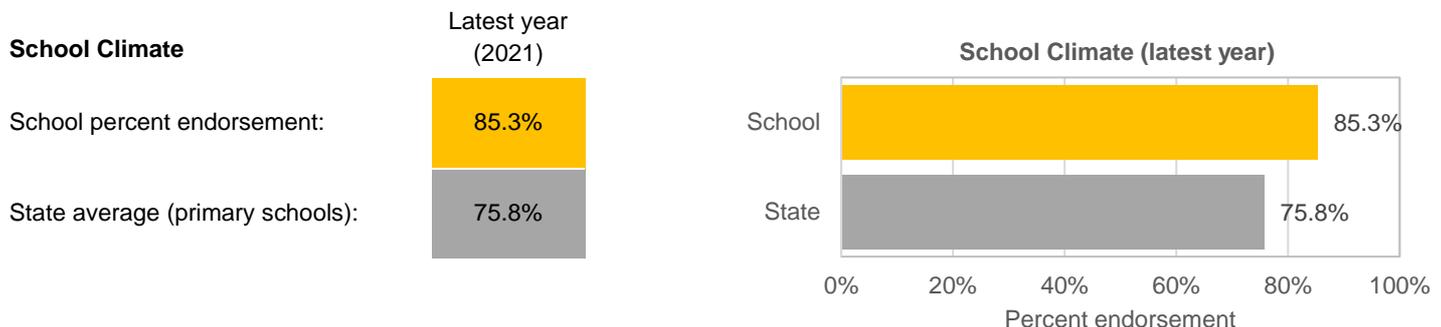


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

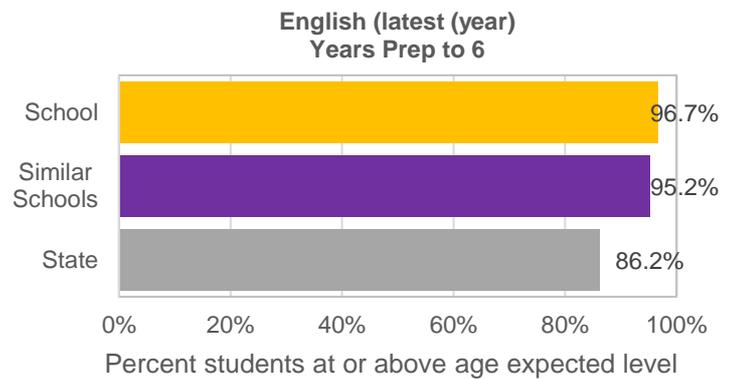
96.7%

Similar Schools average:

95.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

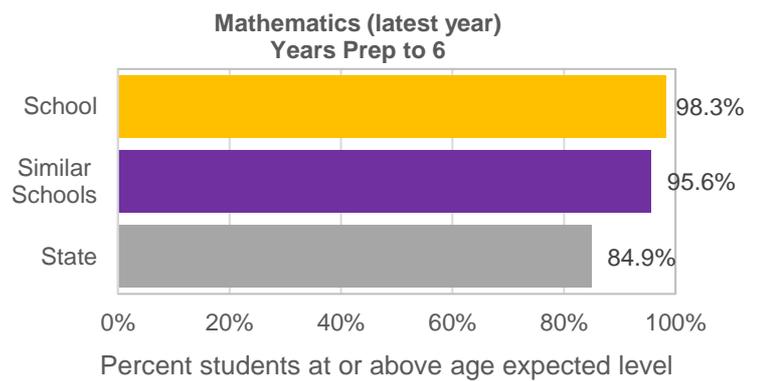
98.3%

Similar Schools average:

95.6%

State average:

84.9%



**ACHIEVEMENT (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.

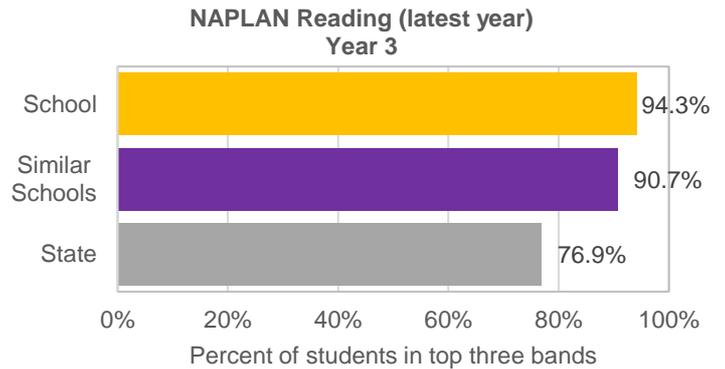
**NAPLAN**

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 2018, 2019 and 2021 data.

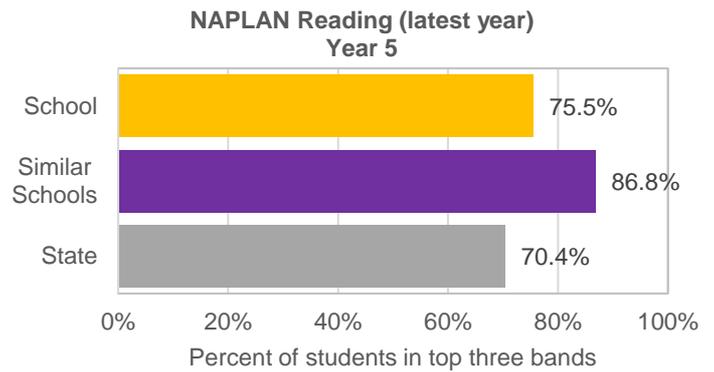
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.3%	90.0%
Similar Schools average:	90.7%	90.1%
State average:	76.9%	76.5%



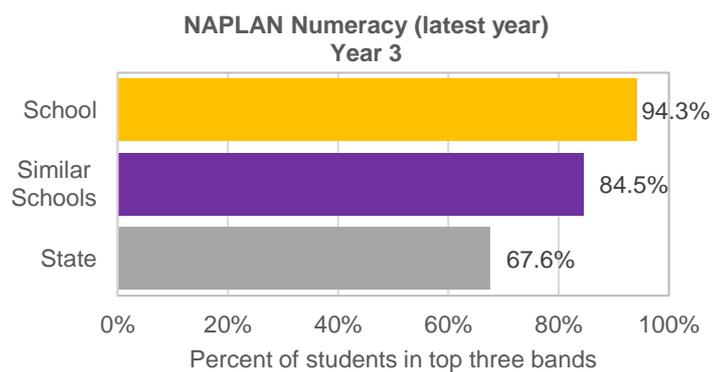
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.5%	75.5%
Similar Schools average:	86.8%	84.1%
State average:	70.4%	67.7%



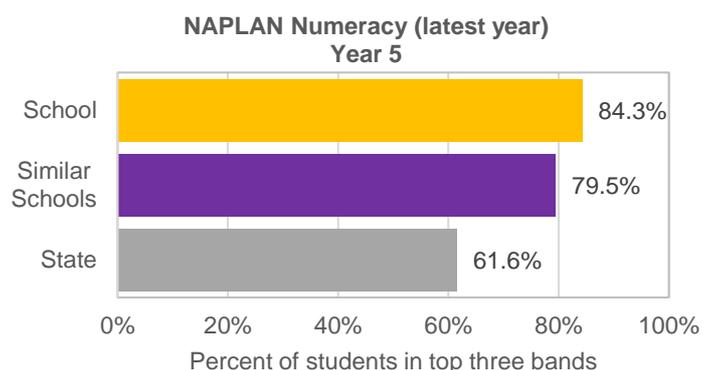
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.3%	94.9%
Similar Schools average:	84.5%	86.1%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.3%	79.6%
Similar Schools average:	79.5%	78.4%
State average:	61.6%	60.0%



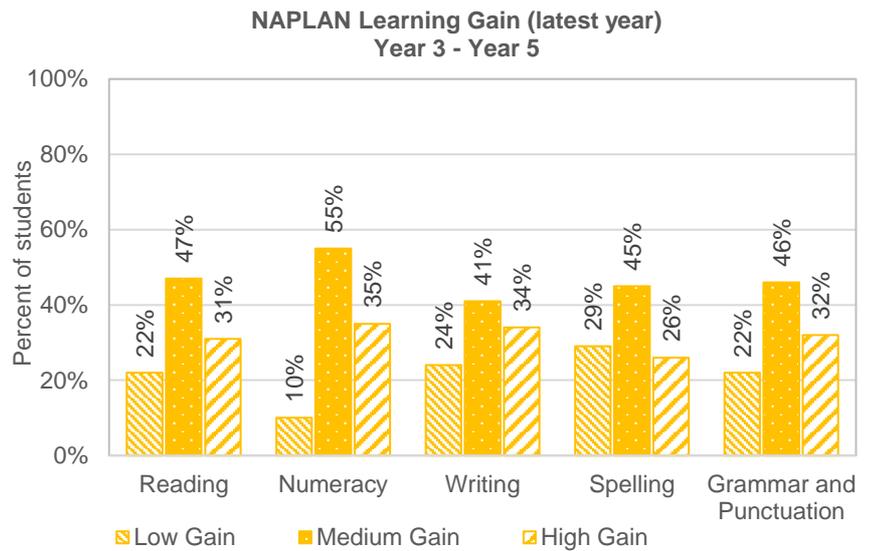
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	47%	31%	27%
Numeracy:	10%	55%	35%	26%
Writing:	24%	41%	34%	29%
Spelling:	29%	45%	26%	26%
Grammar and Punctuation:	22%	46%	32%	24%



## ENGAGEMENT

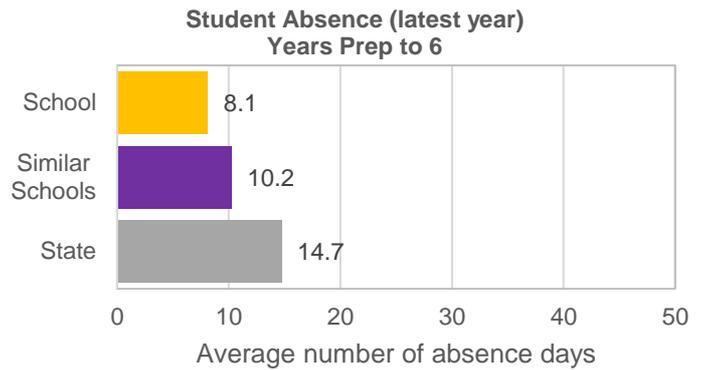
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.1	10.3
Similar Schools average:	10.2	11.5
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	97%	96%	95%	96%	95%	96%

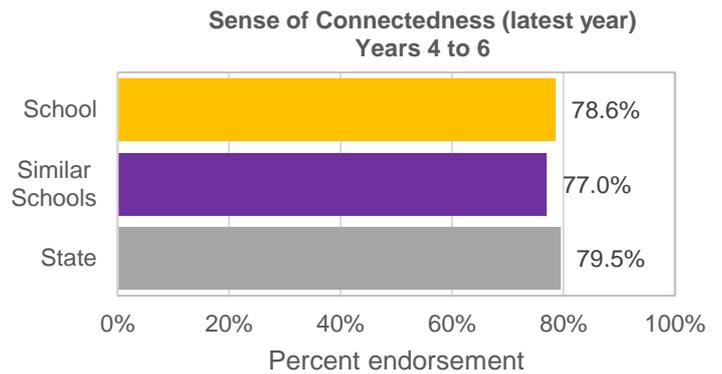
**WELLBEING**

**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 (2021)	4-year average
School percent endorsement:	78.6%	75.8%
Similar Schools average:	77.0%	78.9%
State average:	79.5%	80.4%

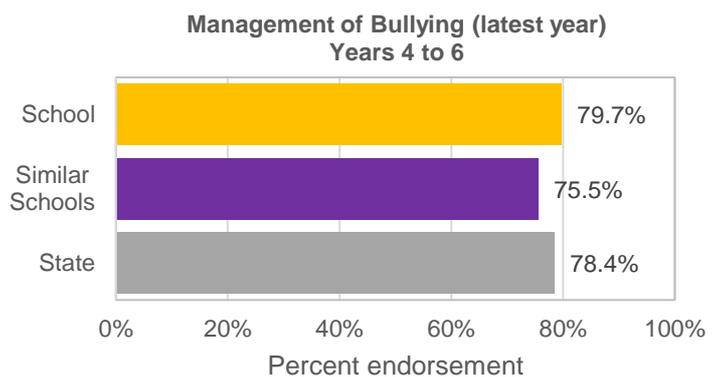


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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 (2021)	4-year average
School percent endorsement:	79.7%	79.0%
Similar Schools average:	75.5%	78.3%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,463,049
Government Provided DET Grants	\$532,978
Government Grants Commonwealth	\$5,913
Government Grants State	\$0
Revenue Other	\$33,791
Locally Raised Funds	\$754,639
Capital Grants	\$46,702
<b>Total Operating Revenue</b>	<b>\$6,837,071</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,034
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,034</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,310,959
Adjustments	\$0
Books & Publications	\$2,453
Camps/Excursions/Activities	\$223,397
Communication Costs	\$6,985
Consumables	\$166,994
Miscellaneous Expense <sup>3</sup>	\$29,623
Professional Development	\$21,109
Equipment/Maintenance/Hire	\$114,742
Property Services	\$203,733
Salaries & Allowances <sup>4</sup>	\$237,405
Support Services	\$55,126
Trading & Fundraising	\$80,245
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,250
<b>Total Operating Expenditure</b>	<b>\$6,494,022</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$296,348</b>
<b>Asset Acquisitions</b>	<b>\$0</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$322,299
Official Account	\$30,603
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$352,902</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$168,300
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	\$16,052
Capital - Buildings/Grounds < 12 months	\$23,665
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$208,017</b>

*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.*