

# 2020 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 2020 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 16 March 2021 at 05:11 PM by Steven Capp (Principal)

The 2020 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 31 March 2021 at 07:31 PM by Tania Galbraith (School Council President)

## How to read the Annual Report

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### What has changed for the 2020 Annual Report?

#### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

#### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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### What does the 'About Our School' section refer to?

The About Our School section 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.

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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).  
*Note: NAPLAN tests were not conducted in 2020*

#### 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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 674. School staff is comprised of 2 Principal Class, 38 Teaching staff and 17 Education Support Staff. 38 staff are full-time and 21 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 approach 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 all year levels.

### 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**

During 2020 we had a six month period of remote and flexible learning requiring an adaptation of teaching to an online environment with a mix of live check ins via webex and pre-recorded lessons via Compass.

Our students responded positively to modifications made to our whole school Explicit Direct Instruction model.

Students were able to consistently engage with online learning and we were able to expose students to new content due to the stability of learning routines transferring from classroom to remote learning.

As a result, our English and Mathematics results held steady. This was reflected by school testing and online testing when students returned briefly in term 2 and for Term 4. Teacher judgements supported the learning gains reflected in testing.

Our learning enhancement team was able to provide support for all students that were on individual learning plans in a manner that closely resembled the school environment. This cohort included PSD funded students, resulting in learning growth for the vast majority of identified students and extra support on return in term 4. Students that required extension were also catered for, particularly on return to school by engaging in the initiative rolled out by DET.

**Engagement**

Our students responded to the challenges of the online environment and worked with school leaders to create ways to keep connection and engagement in the school programs.

We had virtual sport challenges, quizzes, Spoonville, dress up days to keep the social connection going as best as possible within the restriction of lock down.

A wellbeing team, established a goal of promoting student engagement before lock down which worked well in tracking and contacting families through out the lock down period.

Student non-attendance was monitored and followed up with phone calls, webex meetings and utilisation of support in the online environment. This was continued when the students returned to school. Many students reported positively to the increase in student agency and being able to plan the school day to suit their circumstances during remote and flexible learning.

As a result our attendance data was very strong over the 2020 period.

**Wellbeing**

Health and wellbeing was a priority in our 2020 AIP and a team was developed to be able to support families in a more systematic way. The model created transferred well to the online environment.

Staff check in times and lists were generated to ensure phone calls and online check ins were being conducted to assess wellbeing and creating support where necessary. The school utilised it's own support teams as well as gaining access to extra counselling for families and teachers during the lock down period.

The school modified our approach from face to face meetings to virtual meetings and support sessions.

The feedback was very positive and as a result we have continued with extra counselling support into 2021.

We had success with families that had complex needs with health concerns and disability. Webex and live check ins

and remote support sessions were implemented and have continued to keep families re-engaged due to not being able to return to onsite schooling or only partially return due to complex needs.

### **Financial performance and position**

The school was able to operate with a surplus due to a saving in specialist teachers moving from a full time basis to a temporary part time basis. The school didn't deem it necessary to replace this time therefore it resulted in a saving of wages.

There were also savings in the difference between pay scales in replacement for maternity leave. The school was able to replace teachers on leave with teachers on a cheaper pay scale. The school saved money in CRT replacement costs during the lock down period with TPL being able to be managed via extra video lessons and combining classes much more easily at different time slots via remote learning.

**For more detailed information regarding our school please visit our website at**  
[www.bentleighwestps.vic.edu.au](http://www.bentleighwestps.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.

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 670 students were enrolled at this school in 2020, 332 female and 338 male.

7 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) which takes into account parents' occupations and education.

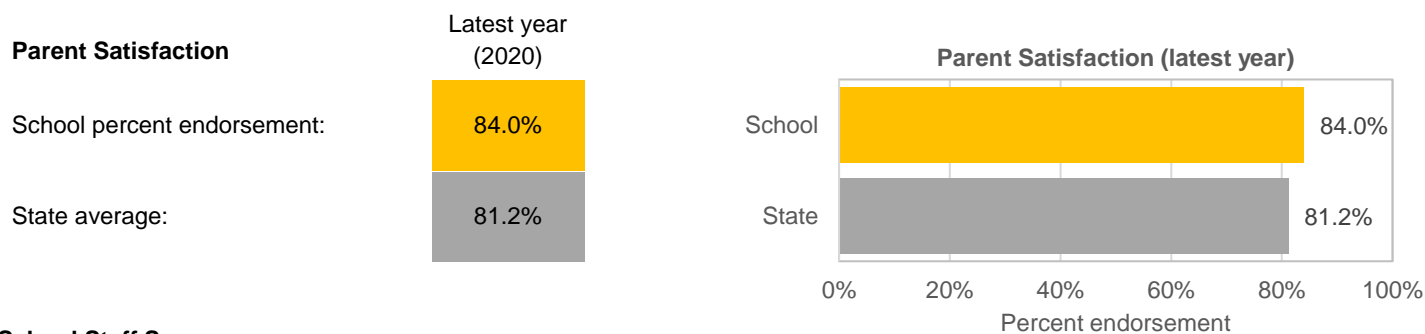
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

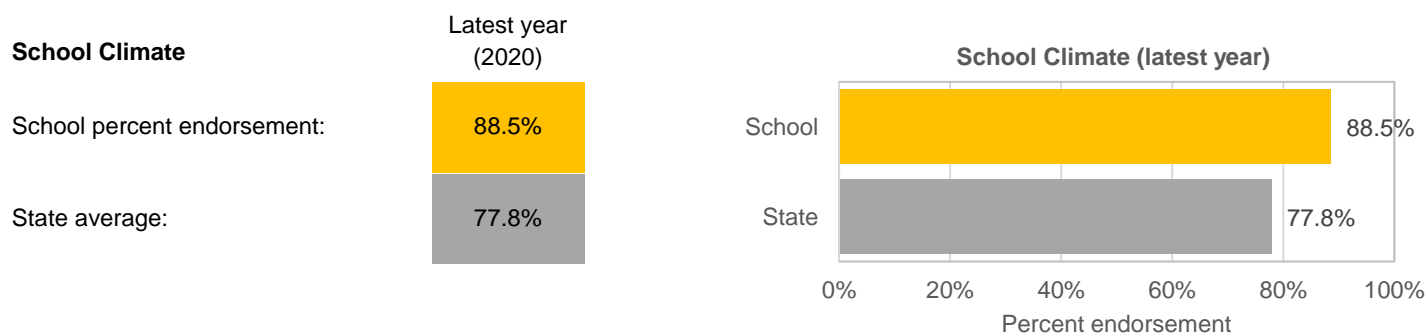


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

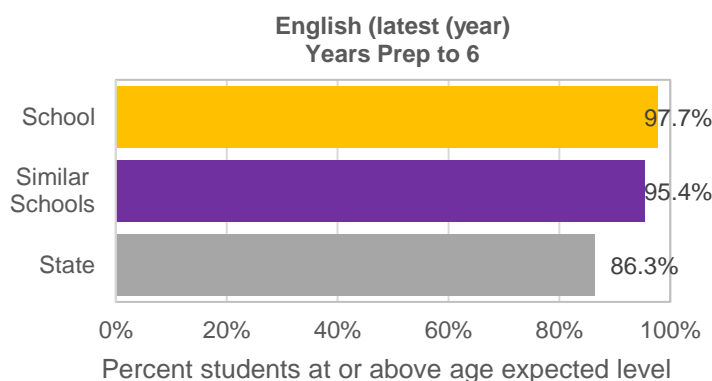
97.7%

Similar Schools average:

95.4%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

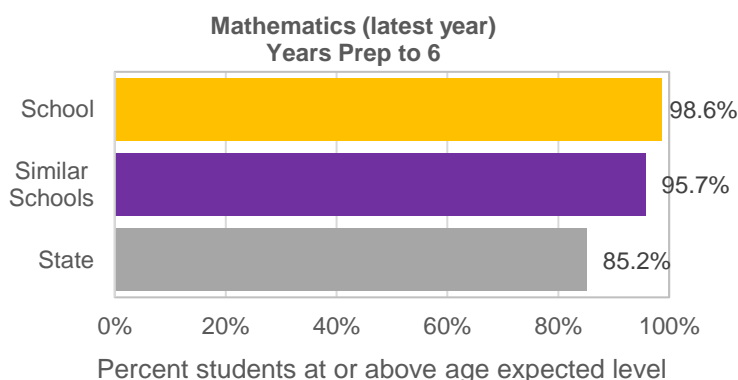
98.6%

Similar Schools average:

95.7%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

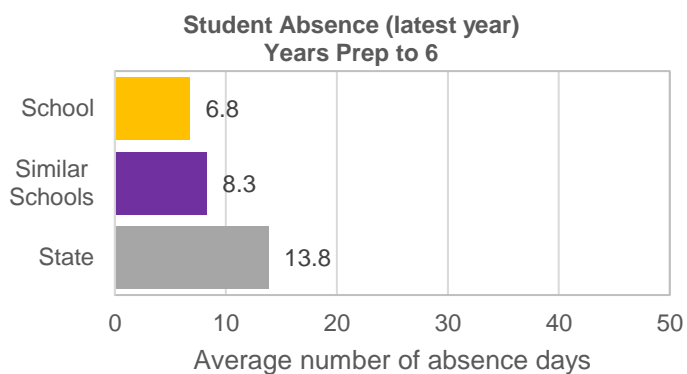
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	6.8	11.3
Similar Schools average:	8.3	12.4
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	97%	96%	97%	97%

## 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).

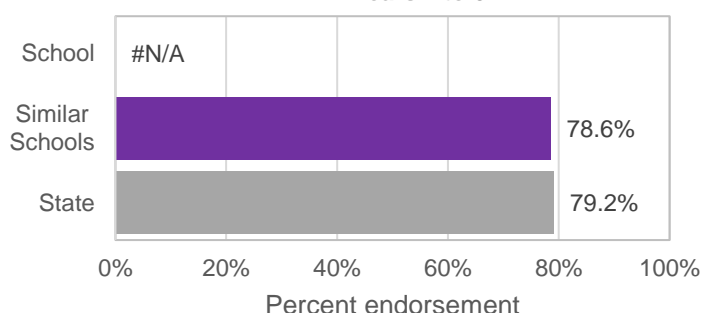
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.3%
Similar Schools average:	78.6%	80.0%
State average:	79.2%	81.0%

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

#### Sense of Connectedness (latest year) Years 4 to 6



### 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).

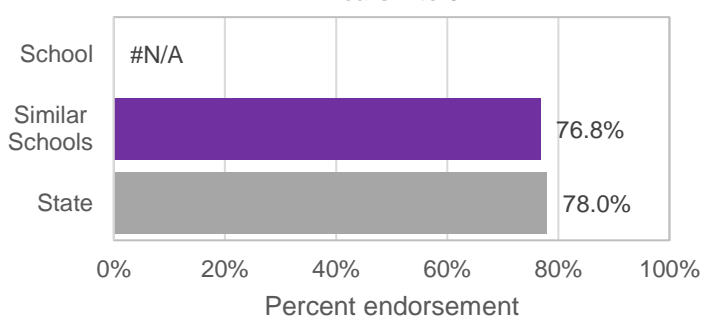
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.5%
Similar Schools average:	76.8%	79.6%
State average:	78.0%	80.4%

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

#### Management of Bullying (latest year) Years 4 to 6



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,162,138
Government Provided DET Grants	\$559,619
Government Grants Commonwealth	\$9,576
Government Grants State	NDA
Revenue Other	\$37,289
Locally Raised Funds	\$461,032
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,229,653</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,846
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,846</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,070,282
Adjustments	NDA
Books & Publications	\$1,837
Camps/Excursions/Activities	\$77,078
Communication Costs	\$7,290
Consumables	\$182,126
Miscellaneous Expense <sup>3</sup>	\$24,724
Professional Development	\$66,210
Equipment/Maintenance/Hire	\$157,187
Property Services	\$150,624
Salaries & Allowances <sup>4</sup>	\$196,377
Support Services	\$97,802
Trading & Fundraising	\$45,372
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$47,068
<b>Total Operating Expenditure</b>	<b>\$6,123,977</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$105,676</b>
<b>Asset Acquisitions</b>	<b>\$24,668</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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$254,522
Official Account	\$13,880
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$268,402</b>

Financial Commitments	Actual
Operating Reserve	\$156,800
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$156,800</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.*