

2022 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 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 24 March 2023 at 11:40 AM by Sarah Asome (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 28 March 2023 at 03:38 PM by Tania Galbraith (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

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 683. School staff is comprised of 2 Principal Class, 42 Teaching staff and 23 Education Support Staff. Of the 67 staff members 45 are full-time and 22 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 an evidence based approach to teaching and learning. It is renowned for its evidence informed, explicit, systematic approach to teaching fundamental concepts and skills, allowing 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 Disability Inclusion Profile support are individually catered for by our well resourced learning enhancement team. They 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 through learning enhancement.

The environment is well designed and spacious consisting of communal areas with flexible spaces 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, alternating with the Wakakirri competition for Grade 5 and 6. The Art Centre facilitates high level Visual, Media Arts and 3D Art learning that complements an outstanding sports and performing arts program. The extension art program 'Create' has been established for high ability students. 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 and is developing the implementation of STEAM into the curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continues to be recognised for its systematic and explicit teaching model which places us above like and state schools in all areas of NAPLAN. Once again we were exceptionally pleased with our numeracy results. We also had a record number of students complete the Australian Maths competition and be selected for both English and Maths in the Victorian High Ability Program (VHAP). The state rollout of the Disability Inclusion funding allowed the school to further support students with additional needs in line with their Individual Education Plan (IEP) and expand the Learning Enhancement team to support students below and above the expected level.

Teacher judgement is significantly positive in both English at 96.5% and Maths at 97.3% working at or above the expected level.

This is exceptionally pleasing with 27% of our students considered as having been identified as having additional learning needs.

We continue to be on track to achieve our School Strategic Plan goals leading into our final year of our strategic plan with a focus on Student Voice and Agency in 2023.

We continue to further enhance community connections, particularly with the parents, with forums sharing our knowledge surrounding evidence informed practice.

Wellbeing

The school prioritised the rollout of the Disability Inclusion funding and was successful in securing funding for 12 additional students. This allows us to continue to expand the Education Support team to support students and teachers. With this new model, additional staff training occurred to ensure clear and consistent structures were in place for this to be successfully implemented.

Master of counselling students are a regular support in our multi disciplinary approach supporting students at Tier 2 who require additional assistance. The use of the Department Of Education check in / check out document assists with tracking wellbeing across the school and allows for strategies to be implemented to assist students with self regulation, such as the red card system for taking a break from class. Social skill programs were offered from Prep to Grade 2 by teachers and the counselling students.

The well being team worked closely with families and teachers to support a number of students with successful reengagement plans following the disrupted school years due to Covid.

Connectedness to school continues to improve and is positively sitting at 78.7%, above the four year average.

The school focused on the transitions between kinder and school and grade 6 and secondary school, working closely with these settings to ensure successful transitions.

Engagement

The school had a huge focus on both attendance and engagement in 2022, connecting with families and offering additional supports if required. This aligned with the Disability Inclusion model and assisted teachers with the required documentation to ensure success.

The well being team worked closely with families and teachers to support a number of students with successful reengagement plans following the disrupted years prior.

Student and communication connection was enhanced through the large scale production of The Lion King, which was extremely professionally produced and staged. This was a fabulous celebration bringing the community together. The student leaders were able to once again coordinate multi age days and ran a wonderful community night at the end of the year.

Other highlights from the school year

Highlights for 2022

- The school carried out an extremely successful performance of The Lion King. This was of a professional standard in terms of costumes ad performance and extremely well received by the community.
- We secured a grant from the Song Room to run a dance program for Grade 4 to further develop the student's social and emotional skills.
- The school had an extremely successful year in terms of sporting achievements in 2022. Winning the Tee-ball, girls and mixed Hockey in the Grade 6 inter school sport. The school also came first in the MPSSA Athletics and Swimming.
- The P & F were able to return to a full program to support the school in their fundraising endeavours. This also includes the community night.
- The school secured VSBA funding to enhance access and inclusion to the oval and Library. There was also an upgrade of the disabled bathroom facilities.

Financial performance

The school performed well financially in 2022 and we remained in a sound financial position. Significant time and energy was invested into our financial management and careful budgeting which has allowed students to continue to be offered the best educational experiences. It has also allowed continued improvements and maintenance of our buildings and grounds. We saw the completion of our back fence and path which allows easy access to families residing at the back of the school.

Our student voluntary contributions were an integral component of our funding and allows our students to receive the best experiences and opportunities that Bentleigh West PS offers.

The increase in funding received from Disability Inclusion allowed for expansion of programs and staffing to support students with additional needs. The continuation of the Tutor Learning Initiative (TLI) allowed for the expansion of the Learning Enhancement team.

The P & F were able to run a full schedule of events to support the school's financial position. The school is in a healthy financial position and the SRP remained in surplus due to extra funding initiatives.

For more detailed information regarding our school please visit our website at
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 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 664 students were enrolled at this school in 2022, 317 female and 347 male.

11 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).

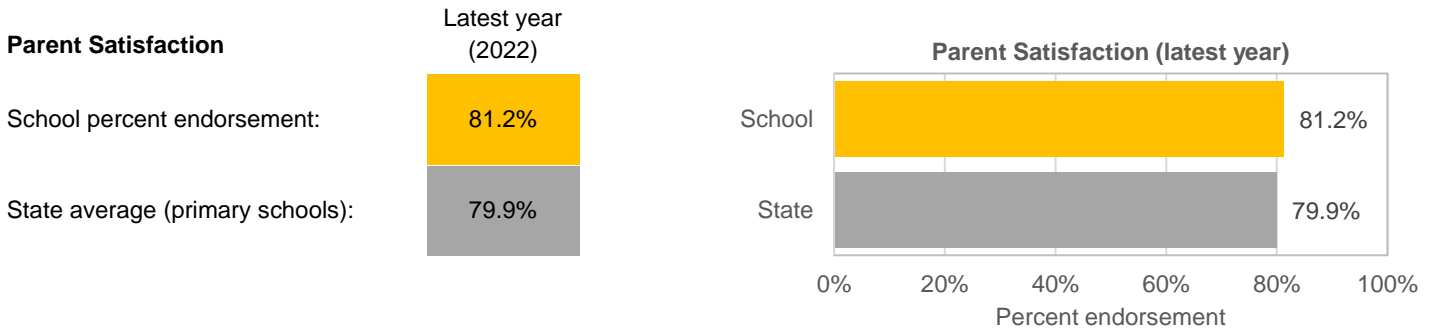
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

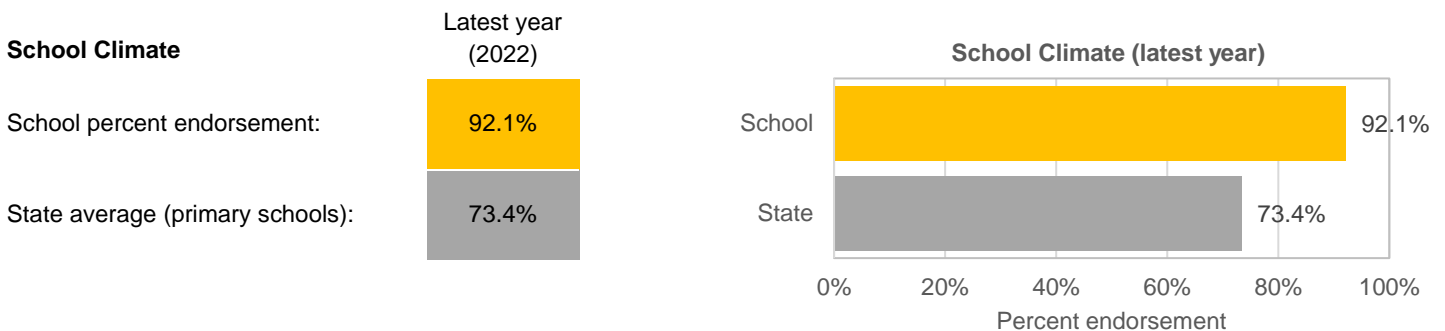


School Staff Survey

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.



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:

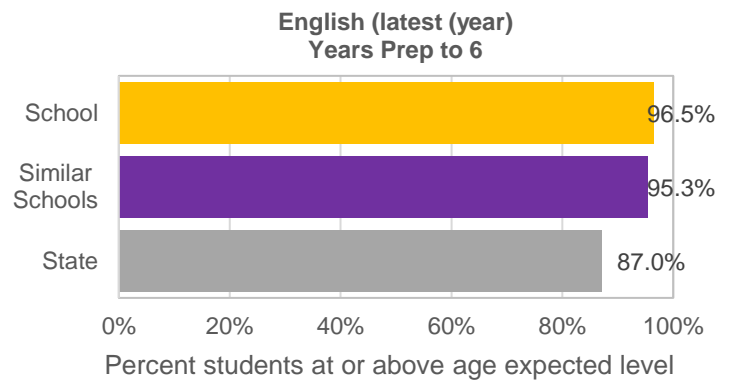
96.5%

Similar Schools average:

95.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

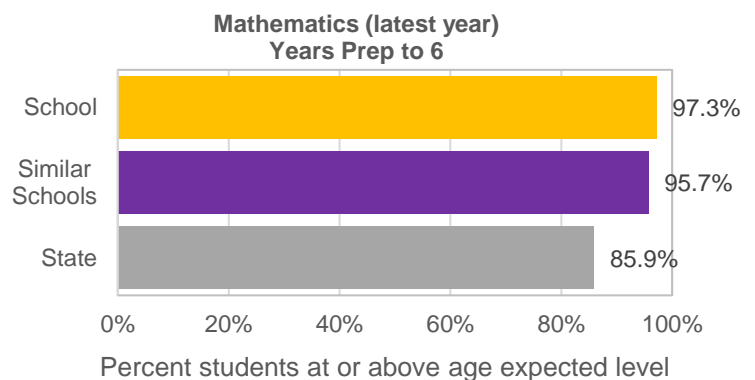
97.3%

Similar Schools average:

95.7%

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.

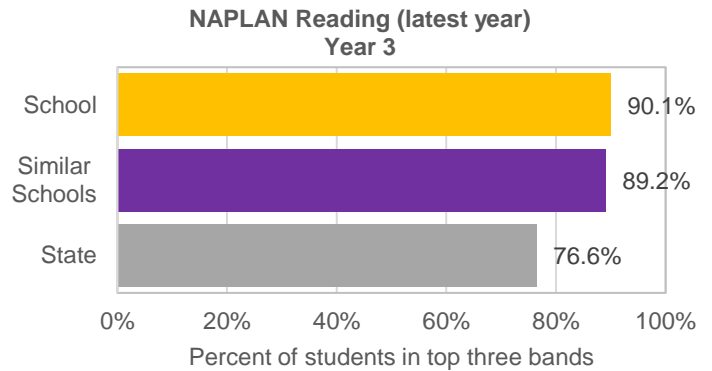
NAPLAN

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.

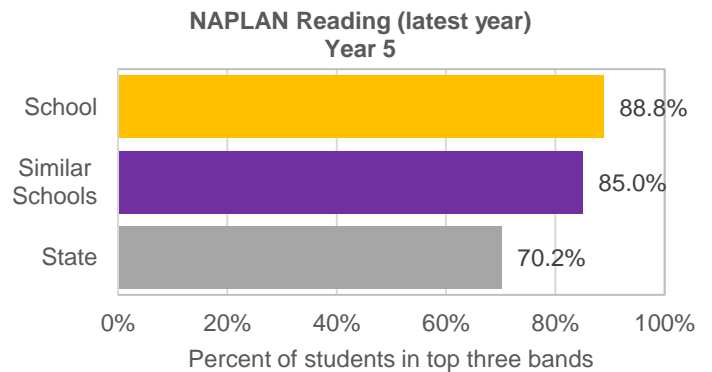
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.1%	89.4%
Similar Schools average:	89.2%	89.9%
State average:	76.6%	76.6%



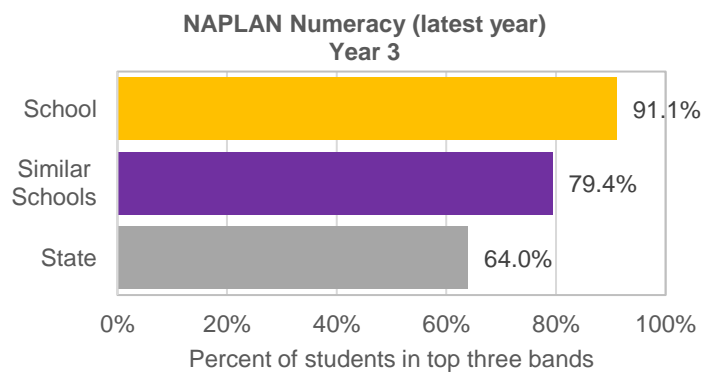
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.8%	79.2%
Similar Schools average:	85.0%	84.2%
State average:	70.2%	69.5%



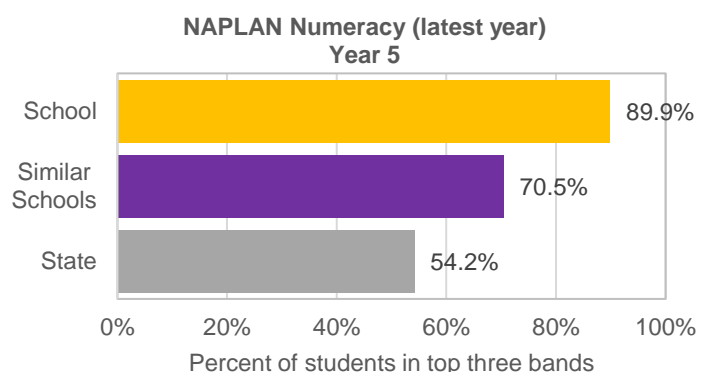
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.1%	92.5%
Similar Schools average:	79.4%	82.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.9%	84.4%
Similar Schools average:	70.5%	75.9%
State average:	54.2%	58.8%



WELLBEING

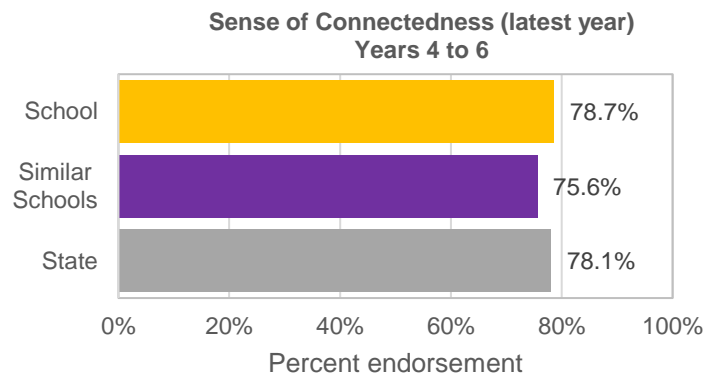
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.7%	78.3%
Similar Schools average:	75.6%	77.6%
State average:	78.1%	79.5%

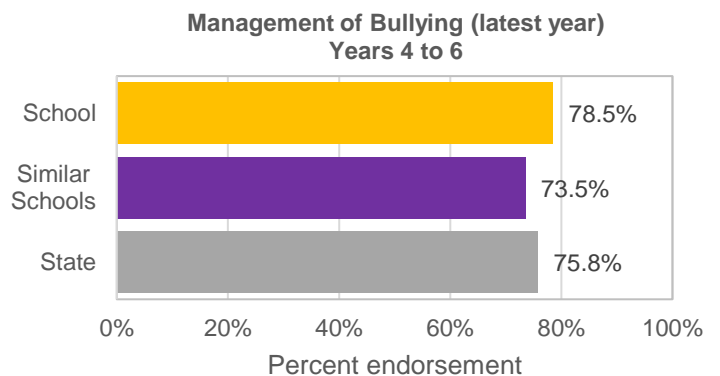


Student Attitudes to School – Management of Bullying

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:	78.5%	79.8%
Similar Schools average:	73.5%	76.1%
State average:	75.8%	78.3%



ENGAGEMENT

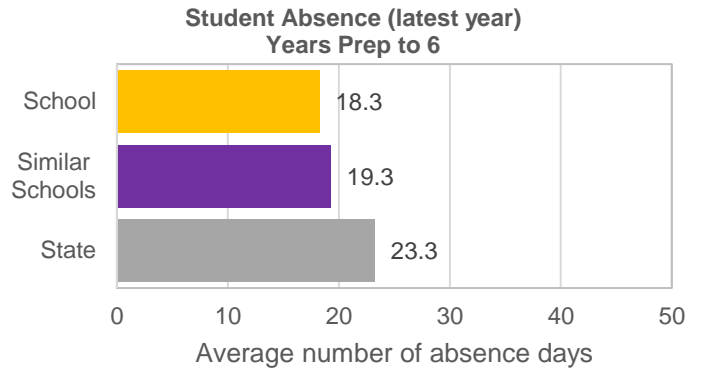
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.3	11.7
Similar Schools average:	19.3	12.9
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):	92%	92%	91%	91%	90%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,015,378
Government Provided DET Grants	\$567,144
Government Grants Commonwealth	\$9,132
Government Grants State	\$0
Revenue Other	\$25,294
Locally Raised Funds	\$940,688
Capital Grants	\$0
Total Operating Revenue	\$7,557,635

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,886
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,886

Expenditure	Actual
Student Resource Package ²	\$5,606,685
Adjustments	\$0
Books & Publications	\$1,739
Camps/Excursions/Activities	\$370,345
Communication Costs	\$7,479
Consumables	\$137,739
Miscellaneous Expense ³	\$46,114
Professional Development	\$32,967
Equipment/Maintenance/Hire	\$177,225
Property Services	\$144,944
Salaries & Allowances ⁴	\$366,901
Support Services	\$74,061
Trading & Fundraising	\$101,563
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$55,088
Total Operating Expenditure	\$7,122,850
Net Operating Surplus/-Deficit	\$434,785
Asset Acquisitions	\$24,874

- (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	\$330,176
Official Account	\$27,554
Other Accounts	\$0
Total Funds Available	\$357,730

Financial Commitments	Actual
Operating Reserve	\$235,279
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	\$235,279

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.