

2014 Annual Report to the School Community

Bayswater North Primary School

School Number: 4143



Name of School Council President: Charles Derham

Date of Endorsement: 20th April 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

The confirmed enrolment at Bayswater North Primary School in 2014 was 379 students. 74% of the children who attend Bayswater North Primary School live within 2km of the school or 'active-travel' distance. (42% live within 1km of the school.) The Student Family Occupation (SFO) Density increased marginally from .45 to .47. This indicates that our school is in the mid-high range of socio-economic status; however a growing number of our students are from single parent families. The school is deemed to have a mid-high proportion of students with English as a second language. 3.5 % of students came from homes where English is not the main language spoken.

Children come to the school from a number of kindergartens and child-care centres however the majority come from Bayswater North and Arrabri kindergartens. Over 90% of exiting Year 6 students' transition to Government Secondary Schools.

The staff is well supported by School Council, the P.T.F.A. and parents and an increasing number of volunteers utilised to support students currently on Individual Learning Plans, as well as in the P – 2 classrooms. These volunteers are also given training to assist students in Grades 3 - 6 with additional needs in developing their literacy skills. Environmental Education, Sustainability and Community are important features of our curriculum.

Specialist programs were offered in Physical Education, Visual Arts, Music, Indonesian and Reading Recovery. Information and Communication Technology is integrated into regular classroom programs with banks of computers in each classroom, notebooks in Grade 6, ipads in prep to grade 2 and a computer lab that all classes utilise each week. The school hall located at the entrance to the school is used by different year level groups particularly Preps for P.M.P. sessions. The school gym, funded through Building Education Revolution (BER) is used daily by students and is made available in addition to our hall facility to the community after hours.

There are a number of students on the Program for Students with Disabilities (PSD) receiving extra funded support. The disabilities are Intellectual Disability and Autism Spectrum Disorder. Teachers, Aides and parent volunteers have been trained to give additional assistance to students identified with a language disorder. An extension program is also offered to pupils in Grades 3 - 6

The school is supported by a Guidance Officer, a Speech Pathologist and a School Chaplain (Funded through the National School Chaplaincy Program). The local church also provides Kids Hope Mentors who visit specific children with social needs each week. We utilise a number of specialist support services in the outer eastern suburbs such as Eastern Access Community Health, Maroondah Child and Adolescent Mental Health Service and local doctors, paediatricians, psychologists, physiotherapists and occupational therapists.

The School Council has a full complement of members and has subcommittees in place for; Education, Finance, and Buildings and Grounds. There is a small yet committed Parents Teachers and Friends Association who organise a number of projects and services for the benefit of the children and families.

We have spent a significant amount of money maintaining our classrooms due to an underlying problem with drainage. This is largely due to the fact that the school is built on a flood plain of Dandenong Creek. We have been fortunate to have \$2.5 mil. State Government funding over the next 5 years to address the drainage issues and renovate all classrooms to meet the teaching and learning needs of our current and future students.

Achievement

Teacher capacity has increased through a teacher mentor/ coaching program refined to enable colleagues to learn from each other and support reflective practice which in turn has improved teacher performance. Teachers have responded to students needs by undertaking extensive professional reading, and actively pursuing programs and strategies to meet the specific identified needs of students. All staff members are more cognizant of the need to use data in planning and presenting targeted teaching within their classroom. We provided additional resources and teaching and education support staff to support the required extension or remediation of students. Prep teachers have worked with the DET Speech Pathologist to implement an oral language program to improve students' oral language and sentence structure.

We continue to develop and monitor our whole school approach to the teaching of literacy and numeracy. The current focus is on further implementation of the VCOP writing program. Our staff work in professional learning teams to ensure both curriculum planning, and assessment tasks are rigorous and support the ongoing learning needs of each student. Teacher judgments averaged over Prep – 6 are marginally lower than the median of all Victorian government schools however Grade 3 NAPLAN results are similar to other government schools and Grade 5 scored higher than the government school median in both reading and numeracy. This tends to demonstrate our teachers have higher expectations of their students and utilize a number of data sets before making these judgments.

Engagement

Student attendance in all year levels is above the government school median as teachers actively develop positive relationships with students and closely monitor any ongoing or regular nonattendance with parents. There are ongoing opportunities for parents to ensure the vital partnership between teachers and parents in children's learning are highly valued. Information evenings, an "Open Door" policy and both formal and informal meetings assist in improved and positive communication. As a result of our active support for the social and emotional needs of our students and a broad curriculum, they are able to enjoy and maximize their learning opportunities. We value the school as central to the Bayswater North community and always encourage our students to be active participants in local sporting activities and events.

Wellbeing

We have achieved accreditation as a "Kids Matter School" Under this umbrella we have promoted staff wellbeing, whilst for students; we have fully implemented all four components of the "KidsMatter" framework and resourced lunch time activities, resulting in accreditation for The Victorian Prevention and Health Promotion Achievement Program. Our Health Promotion team consisting of parents, teachers and our student Health Promotion Leaders meets regularly to respond to the needs of the school and community as identified through various surveys conducted throughout the year. In 2014 we had a "Boys to Men" program facilitated by Anglicare and a Clinical Psychologist provided by Medicare Local Eastern Melbourne available one day per week. Our students are also supported via the Chaplaincy Program. The TRIBES process and Restorative Practice is embedded in daily interactions between student and student, teacher and student.

Productivity

In 2014 Bayswater North Primary School had a total of 19.6 EFT teachers made up of 2 Principal Class, 11.6 Expert Teachers, 3. Accomplished Teachers and 3 Graduate Teachers. In addition to the Integration Aides 3.7 EFT staff is employed in the Education Support category comprising office staff, library technical support, first aid and computer technical support.

The classroom timetable utilizes optimum learning time through two hour uninterrupted structured teaching time and learning intentions discussed and displayed.

Bayswater North Primary School works closely with schools in the Maroondah East cluster of government schools. These are; Ruskin Park, Dorset, Tinternvale, Heathmont East and Croydon Primary Schools as well as Croydon Special Development School. The strong links which we have established continue to benefit every school. Staff shares "best practice" and P.D. opportunities while the Cluster principals continue to support each other with DET initiatives and accountability.

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 379 students were enrolled at this school in 2014, 174 female and 205 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

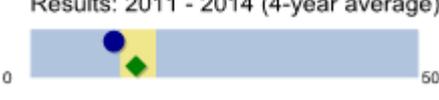
Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>

Performance Summary

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>61%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>59%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>59%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>33%</td> <td>48%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	48%	30%	Numeracy	13%	61%	26%	Writing	24%	59%	17%	Spelling	13%	59%	28%	Grammar and Punctuation	20%	33%	48%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1046 918"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	94 %	92 %	95 %	93 %	94 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	94 %	92 %	95 %	93 %	94 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

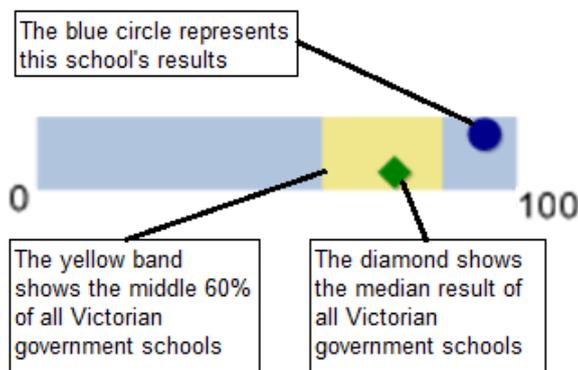
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

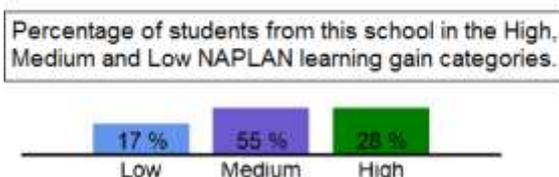
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

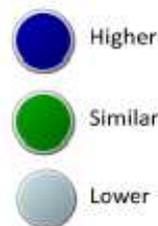


What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide Data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,322,483
Government Provided DE&T Grants	\$315,492
Government Grants State	\$1,500
Revenue Other	\$54,707
Locally Raised Funds	\$165,625
Total Operating Revenue	\$2,859,807

Funds Available	Actual
High Yield Investment Account	\$171,821
Official Account	\$21,850
Other Accounts	\$456,747
Total Funds Available	\$650,418

Expenditure	
Student Resource Package	\$2,278,266
Books & Publications	\$25,401
Communication Costs	\$5,121
Consumables	\$20,432
Miscellaneous Expense	\$105,901
Professional Development	\$5,458
Property and Equipment Services	\$210,003
Salaries & Allowances	\$110,565
Trading & Fundraising	\$28,095
Utilities	\$42,689
Adjustments	\$2,547
Total Operating Expenditure	\$2,834,478

Financial Commitments	
Operating Reserve	\$75,601
Asset/Equipment Replacement < 12 months	\$46,800
Capital - Buildings/Grounds incl SMS<12 months	\$38,225
Maintenance - Buildings/Grounds incl SMS<12 months	\$42,900
Beneficiary/Memorial Accounts	\$96,131
Revenue Received in Advance	\$106,805
School Based Programs	\$65,402
Other recurrent expenditure	\$75,000
Asset/Equipment Replacement > 12 months	\$60,500
Capital - Buildings/Grounds incl SMS>12 months	\$20,554
Maintenance -Buildings/Grounds incl SMS>12 months	\$22,500
Total Financial Commitments	\$650,418

Net Operating Surplus/-Deficit	\$25,329
Asset Acquisitions	\$845

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The school has maintained and managed its resources diligently to ensure high quality education and opportunity for all students. Due to impending building works, the School Council has made the decision to retain a strong high interest account and utilized this when necessary to provide additional resources within the refurbished buildings to those provided by DET. Additional spending is also required to fund ICT hardware for individual student learning needs in classrooms.