

2018 Annual Report to The School Community



School Name: East Bentleigh Primary School (4837)



- 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 Regulation 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 2018 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 08 March 2019 at 09:06 AM by Susan Jackson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 March 2019 at 05:01 PM by Kym Mai (School
Council President)

About Our School

School context

East Bentleigh Primary School is located in the South Eastern Region. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. Our school grounds and buildings are well-maintained by proactive staff and parents.

In 2018, the enrolment of 387 students included 24 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 5. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.

The school has 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 23.4 teachers and 12.4 Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers. Not included in the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy and numeracy, in the Stephanie Alexander Kitchen Garden Program, and in a multitude of other roles.

We offer a rich range of co-curricular programs on offer including the Stephanie Alexander Garden program, sport and physical education programs, Languages Other Than English (LOTE) – French, performing arts, music/drama, art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival.

Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Students are organised into twelve Steiner classes and seven mainstream classes and the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Victorian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

Having a unique situation in place at our school as a result of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum.

The methodology of our Mainstream classes is similar to other government primary schools. We have some straight classes and some multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -5, where they are immersed in practical, hands-on activities involved in gardening and cooking.

In the Steiner stream the Foundation child's school days are filled with creative, imaginative play where children are exposed to literacy and numeracy learning through hands-on, practical and play-based experiences. During Terms 1 and 2 we build on and develop Phonological Awareness skills and number sense through activities such as singing, storytelling, poetry, movement, baking, painting, drawing and handwork. In Term 3 we introduce formally organized instruction to familiarise the children with sitting at desks and following routines that will be required in Class 1. Letters and sounds are introduced imaginatively through stories and pictures. Much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Singing, recorder playing (from class one onwards), movement and rhythmic work undertaken each morning sharpen the powers of concentrated listening. Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class three.

Our whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony and wellbeing reflected in the behaviour and demeanour of students.

Framework for Improving Student Outcomes (FISO)

Building practice excellence

1. To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework)
2. To further build individual teacher and teams of teachers' knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student.
3. To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning.

Empowering students and building school pride

1. Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning.
2. Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning.
3. Review and strengthen the attendance policy and processes to reduce student absence.

Achievement

There has been a good up-take of all initiatives introduced in Literacy (Reading Strategies and VCOP, Big Write) across the school. The THRASS framework and SMART Spelling has helped to embed consistent spelling strategies. All new staff in 2018 have been trained in both VCOP and THRASS throughout the year to ensure consistency. Numeracy and Reading were two areas in our NAPLAN data where we were achieving above 40% in the top two bands in Year 3 and 5.

The Numeracy team and staff, through shared collaboration, have developed a consistent Numeracy planner, highlighting Vocabulary, Fluency and Differentiation

Curriculum teams have been using data to moderate writing across the school using the Victorian Curriculum scale developed for VCOP - Big Write.

Essential Assessment data templates have been added to the SPA program we use for data collection in term 4 this year so this will allow us to triangulate in Literacy - Writing and Reading and all areas of Numeracy more consistently in 2019.

Future Directions:

Through thorough analysis of NAPLAN data - in particular - writing - it is evident that we need to be explicitly teaching paragraphing and sentence structure in 2019. Staff will be provided with targeted Professional Learning lead by the Literacy team - using the excellent information obtained at the Bastow Leading Literacy Program completed this year.

A consistent approach to reading across the school is being developed and will be a focus in 2019.

All staff will use the common Numeracy planner developed by the Numeracy SIT team.

The Assessment Schedule in 2019 will be very explicit so that Maths-online-interview (MOI), Fountas and Pinnell and Benchmark (Reading data). VCOP Big Write (Writing) and Essential Assessment data in numeracy and reading will be required from all relevant year levels in March, July and November. This will allow us to collate all the data in SPA and triangulate this data with teacher judgement and NAPLAN.

Engagement

Students are able to articulate their learning goals through explicit teaching and modelling in their classes from teachers. This was very evident during our recent student led conferences with parent feedback indicating how focused their child/ren were on their learning how they successfully articulated their future achievement goals. Through targeted Professional Learning staff were given examples of ways to teach students to write their own learning goals. There has been an emphasis on learning intentions and success criteria for all curriculum areas and these are displayed in all classrooms with students able to articulate what they are learning and how they know when they had attained the concept.

Future Directions:

We will further develop our Student Led Conferences and Student Voice, Agency and Leadership in 2019. This will include explicit Professional Learning (P.L.) on AMPLIFY - student voice, agency and leadership. This is already

evident in some pockets of the school, though P.L will support all staff to utilise these three essential elements across the school.

Student Led Conferences will continue to develop in 2019 with more consistency of SMART goals and explicit work samples collected and displayed either in a journal/digital.

Through Curriculum Syndicates staff will work collaboratively to moderate common assessment tasks, develop consistent teacher judgement outcomes through analysing student data and reflect and review the impact of their practice on learning outcomes. We will develop an Instructional Model that will incorporate the E5 model and adopt differentiated pedagogical practices that meet the learning needs of all students

Wellbeing

Members of our Wellbeing team attended Professional Learning on the new Attendance strategies to support parents and schools. This information was distributed to all members of the Wellbeing team and presented to the staff for discussion. Their input was taken into consideration in reviewing our existing Attendance Policy and amending the original document, where necessary, and having it ratified by School Council in the June meeting. As a result of this work all staff send their class lists to the office by 9:30am, indicating which student/s have not arrived at school and parents have not notified the school. Our office staff ring these families to ascertain the reasons why their child/ren is not in attendance. There has been a marked improvement in families notifying the school of any absences. We implemented an Attendance Award at Assembly to encourage students to arrive on time. This has encouraged students to make sure they are here before 9:00am, We have completed Kids Matter - Component 3 and 4 - Working with Parents and carers/Helping Children experiencing Mental Health Issues but due to a large turnover in staff in 2018 (8 new staff) we will look at implementing Component 1 and 2 in some abbreviated form in 2019. All staff have commenced Respectful Relations as part of their Wellbeing program which compliments the Positive Education and the Kids Matter folders that have been updated and distributed to each classroom teacher. Our ATS (Attitudes to School) data expressed that our Year 6 cohort's Engagement and stimulating learning has increased across all areas. The Year 5 cohort's data was still very good and slightly improved from 2017. Our concern was our Year 4 cohort which was well below 2017 results. We had a very disruptive start to the year with one class 4 grade whereby the teacher resigned in May. This definitely impacted on the overall ATS data in this year level.

Future Directions:

Parent and Carers Engagement Policy will be reviewed early 2019 for distribution to the East Bentleigh Community. We will audit our attendance numbers to see if they have decreased since June, 2018. We will continue with our Wellbeing program incorporating Positive Education, Respectful Relationships and Kids Matter. Our student leadership will be more inclusive with a focus on student voice for all our senior students. We will continue to work on engagement and stimulating environment through delivery of our extensive programs we have here at East Bentleigh P.S.

Financial performance and position

The allocation of resources in the form of program budgets and staffing is based on the needs of students. The school's purpose is to provide a challenging yet caring learning environment that will equip our students with the necessary skills and knowledge to become valued contributors to the community in which they live. Our aim is to provide a broad curriculum for all children. Program budgets are carefully targeted to support curriculum areas, which in turn support the improvement of student learning outcomes. Adequate funding is an ongoing issue and concern for schools; therefore, the management of resources must reflect the needs of the school, which in turn leads to provide the best possible learning environment and learning opportunities for all students. During 2018, through judicious management the school was able to provide the necessary funds to continue our valuable but expensive Kitchen Garden program for students in 3-5. The Bentleigh Farmers' Market on the back of a very hard work of many parents and staff has added to the school's finances allowing this valuable program to be staffed and resourced. Our financial processes continue to be efficient and well managed by our Business Manager, Jane Keen and assisted by our Office Manager, Ann Tsiaves.

The major focus for expenditure in the future will continue to be in maintaining the efficient operation of the Kitchen/Garden program for students in Year 3-5, as well as upgrading and maintaining our ageing facilities and providing the diverse range of engaging programs throughout the school.




For more detailed information regarding our school please visit our website at
<http://www.eastbentleighps.vic.edu.au/>

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

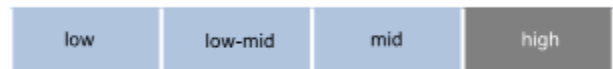
Enrolment Profile

A total of 387 students were enrolled at this school in 2018, 203 female and 184 male.

17 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.








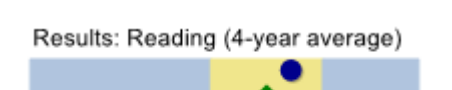


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Lower</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>15%</td></tr> <tr><td>Medium</td><td>22%</td></tr> <tr><td>High</td><td>63%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>7%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>43%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>29%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>18%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>21%</td></tr> <tr><td>Medium</td><td>29%</td></tr> <tr><td>High</td><td>50%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>11%</td></tr> <tr><td>Medium</td><td>46%</td></tr> <tr><td>High</td><td>43%</td></tr> </table>	Category	Percentage	Low	15%	Medium	22%	High	63%	Category	Percentage	Low	7%	Medium	50%	High	43%	Category	Percentage	Low	29%	Medium	54%	High	18%	Category	Percentage	Low	21%	Medium	29%	High	50%	Category	Percentage	Low	11%	Medium	46%	High	43%	<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 Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>90 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	90 %	93 %	94 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	90 %	93 %	94 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,320,770	High Yield Investment Account	\$240,741
Government Provided DET Grants	\$302,978	Official Account	\$10,691
Government Grants Commonwealth	\$27,900	Other Accounts	\$44,864
Government Grants State	\$3,091	Total Funds Available	\$296,295
Revenue Other	\$11,705		
Locally Raised Funds	\$659,658		
Total Operating Revenue	\$4,326,101		
Equity¹			
Equity (Social Disadvantage)	\$13,694		
Equity Total	\$13,694		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,278,593	Operating Reserve	\$85,000
Books & Publications	\$7,971	Funds Received in Advance	\$87,749
Communication Costs	\$3,415	School Based Programs	\$10,962
Consumables	\$109,177	Asset/Equipment Replacement < 12 months	\$15,584
Miscellaneous Expense ³	\$204,355	Capital - Buildings/Grounds < 12 months	\$80,000
Professional Development	\$13,858	Maintenance - Buildings/Grounds < 12 months	\$17,000
Property and Equipment Services	\$129,370	Total Financial Commitments	\$296,295
Salaries & Allowances ⁴	\$333,206		
Trading & Fundraising	\$41,697		
Utilities	\$29,603		
Total Operating Expenditure	\$4,151,246		
Net Operating Surplus/-Deficit	\$174,855		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

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

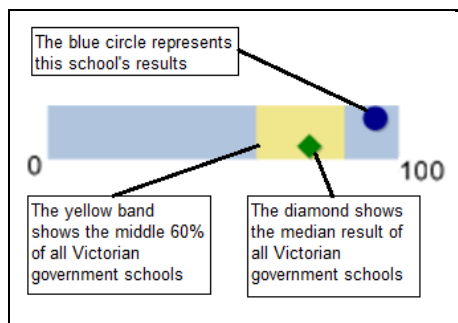
Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

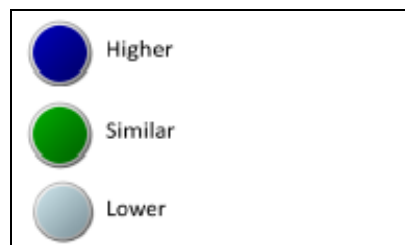


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

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

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