



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

East Bentleigh Primary School
School Number: 4837



East Bentleigh Primary School

East Bentleigh P. S. with an enrolment of 288, is committed to continuous improvement and achieving excellence in teaching and learning. The school has 25.2 equivalent full time staff, 2 Prin Class, 16.8 tchrs and 6.4 Education Support. Our school is small enough to allow each student to be treated as an individual yet large enough to support a wide range of programs. Situated in a superb natural environment, EBPS has abundant grassed areas and plenty of open space surrounding the school. The embedding of the Kitchen Garden program and the focus on sustainable practices has enhanced stimulating learning opportunities. We are a 4 star AUSSI Smart school currently working on our Energy unit to become fully accredited. We moved into our new learning neighbourhood encompassing 6 classrooms and 2 modern library spaces in Term 3, 2011 as a result of the BER program.

At EBPS we have two different curriculum streams - Mainstream and Steiner stream. Both stream programs are underpinned by the Victorian Essential Learning Standards framework and parents select which stream they would like their child to go in. Our two streams operate side by side and support one another through a variety of whole school events – French Day, Camps and Education Week. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously. We completed a Diagnostic Review in 2011 and have developed an exciting Strategic Intent for our future directions. We have focused on personalised learning, catering for all children and their diverse needs.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>We are proud of our achievement in student learning. Our NAPLAN data indicates that our Year 5 students are performing above the state median in Numeracy and Reading. We have a small cohort of Year 3 students that sit the NAPLAN each year which does not give an accurate account of our Year 3 NAPLAN results.</p> <p>We are committed to deliver improvements through the National Partnership Funding which has enabled us to employ a Leading teacher/Literacy coach and a Literacy support teacher in 2011. The focus has been on reading and writing throughout the school</p> <p>Teacher capacity is being strengthened through a targeted professional learning program to improve classroom practices. This includes work on Professional Learning Teams (PLT) in student learning, engagement and wellbeing and transition and the development and implementation of a whole school approach to numeracy and literacy.</p> <p>Throughout the year we have used a variety of online assessment tools in order to improve teacher capacity to identify and plan a more differentiated curriculum for different ability levels. Whole school assessment schedules have been developed in line with the 6 -18 month strategy and we plan to continue to focus on strengthening our capacity in the core areas of Literacy and Numeracy.</p>	<p>We have a proactive leadership program for our senior students at E.B.P.S. which provide students with a forum to have input into school organisation and decision making. This consists of a range of leadership positions for all our Year 6 students - Peer Mediators, Environmental, Junior School Council and School and House Captains. Student-led assemblies are a feature of our weekly school life where all students are encouraged to participate in presentations and performances.</p> <p>Whole school events enable staff to focus on relationship development and enhance positive student behaviours. Our students are aware that bullying and intolerance are not accepted at our school through a proactive whole school approach to behaviour management using restorative justice principles and circle time each morning.</p> <p>The average number of days absent per student is above the state median and a major focus for continuous improvement. Absenteeism by a small number affects the overall averages and some significant irregular attendance problems also have an impact.</p> <p>Overseas holidays also impacts on this data. Strategies from 'It's Not OK to be Away'- attendance certificates and engaging circle time each morning were implemented to address this issue.</p>	<p>The school provides transition programs for entry into Prep and from Year 6 into Year 7. A Buddy program also runs throughout the school for all students across both streams.</p> <p>A formalised Prep transition program operates in November with incoming children attending school on two Thursday mornings and two Friday afternoons. This is the same for all primary schools in the SaGE network. This program aims to introduce children to relevant staff and the school surroundings in preparation for the new year. Whilst the children are in the classroom, parents meet with the Principal and/or Assistant Principal who discuss how the school operates, its programs and expectations and answer any parent questions.</p> <p>From Year 6 to Year 7 we aim to ensure that students have the necessary skills and self confidence to make a successful transition to their secondary college. We also aim to strengthen our partnerships with our secondary feeder schools.</p> <p>For students moving throughout the school, transition proformas accompanied by a meeting are used to facilitate effective handover of student information between year levels.</p> <p>Student portfolios are regularly updated and handed on to the following teacher in Steiner and mainstream to support student transition.</p>


For more detailed information regarding our school please visit our website at
www.eastbentleighps.vic.edu.au



or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

East Bentleigh Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



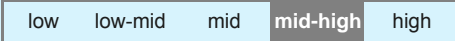
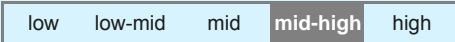


2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.




School Profile



- 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. 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 
- 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 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 288 students (150 female, 138 male) were enrolled at this school in 2011.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

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Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2010



Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

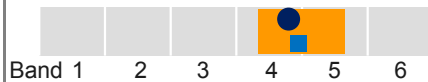
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

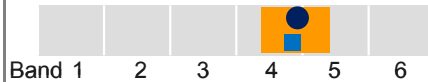
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

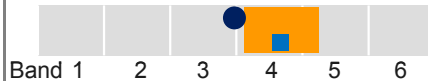
Results: Reading 2011



Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

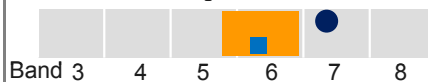
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

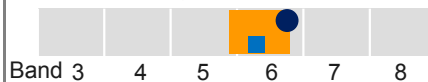
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

Results: Reading 2011



Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

How this school compares to all Victorian government schools

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Result for this school:



Median of all Victorian government schools:



Student Engagement and Wellbeing

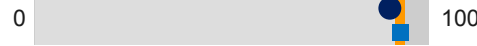
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

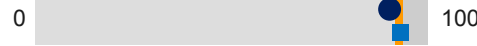
Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91%	91%	90%	90%	90%	90%	88%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

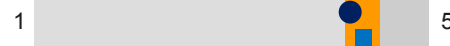
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2011



Results: 2008 - 2011 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2011

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

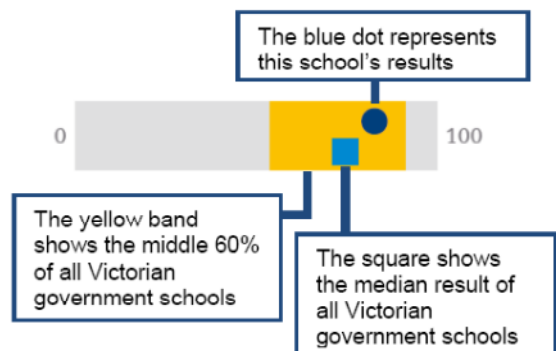
What are student outcomes?

Student outcomes describe the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



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: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

East Bentleigh Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$276,484
Commonwealth Government Grants	\$
State Government Grants	\$
Other	\$12,229
Locally Raised Funds	\$454,457
Total Operating Revenue	\$743,170

Expenditure

Salaries and Allowances	\$266,627
Bank Charges	\$2,099
Consumables	\$76,369
Books and Publications	\$8,586
Communication Costs	\$5,376
Furniture and Equipment	\$72,413
Utilities	\$9,764
Property Services	\$104,486
Travel and Subsistence	\$
Motor Vehicle Expenses	\$
Administration	\$10,473
Health and Personal Development	\$569
Professional Development	\$11,281
Trading and Fundraising	\$39,159
Support/Service	\$24,417
Miscellaneous	\$74,354
Total Operating Expenditure	\$705,973

Net Operating Surplus/-Deficit **\$37,197**

Capital Expenditure **\$76,045**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$131,429
Official Account	\$3,242
Other Bank Accounts(listed individually)	
(insert)	\$34,635
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$169,306

Financial Commitments

Financial Commitments	2011 Actual
School Operating Reserve	\$90,019
Assets or Equipment Replacement <12 months	\$10,000
Capital – Building/Grounds including SMS < 12 months	\$7,000
	\$
Maintenance – Building/Grounds including SMS < 12 months	\$21,500
	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$9,641
School based programs	\$
Region/Network/Cluster Funds	\$1,500
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$29,647
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
	\$
Total Financial Commitments	\$169,307

Financial performance and position commentary

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 of concerns 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 2011, through judicious management the school was able to provide the necessary funds to continue our valuable Kitchen Garden program for students in 3-6. The school's financial processes were not officially audited in 2011, however our processes continue to be efficient and well managed in no small part due to the diligent efforts of our efficient Business Manager Jane Keen, despite working only a 4 day week, ably assisted by our Office Manager Ann Tsiaves. All grant monies - furniture, ICT, landscaping etc related to the BER program were expended in 2011. A major focus for expenditure in the future will be in the area of upgrading and maintenance of our current facilities