



Department of Education and
Early Childhood Development

2012 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 273 is committed to continuous improvement and achieving excellence in teaching and learning at every level. We pride ourselves in catering to a diverse range of students and value personal growth for each individual. 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, mature trees, views of Yarra Yarra Golf Course and plenty of open space nearby. The school prides itself on providing meaningful learning programs that link school learning to real life, such as the Stephanie Alexander Kitchen Garden Program which has enhanced stimulating learning opportunities for all children in Grades 3-6. Additionally all children in Years 3-6 have the opportunity to be involved in an instrumental program- compulsory for the Steiner cohort, optional for our Mainstream students.

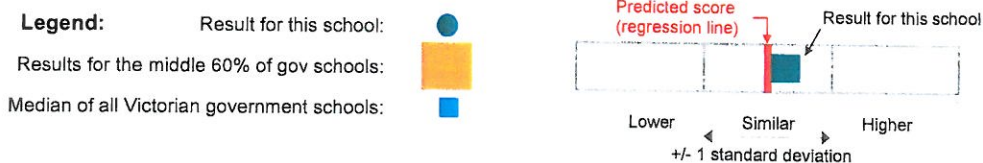
Our strong commitment to student learning and wellbeing is supported by team planning and extensive professional learning for all staff. The Leadership Team is involved with the Bastow Institute programs and SaGE Network curriculum development. This school has 24.4 equivalent full time staff, 2 Principal Class, 17 teachers and 7.4 Education Support staff.

EBPS has a strong focus on student wellbeing, based on a successful, positive and whole school approach based on restorative justice principles. We encourage all students to demonstrate a sense of optimism, responsibility, tolerance and inclusiveness in all their personal and social interactions.

All Program for Students with Disabilities students showed progress at a satisfactory or above in achieving their individual learning goals.

At EBPS we have two different curriculum streams - our Mainstream and our Steiner stream. Both the Mainstream and Steiner stream programs are underpinned by AusVels and work within these accountabilities. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to go in. Our two streams operate side by side and support one another. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously to create a vibrant community of learners.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>We are proud of our achievement and improvement in student learning. Our NAPLAN data indicates that our Year 5 students are performing well above the state median in Numeracy and Reading.</p> <p>We continue to deliver improvements through the Teaching and Learning Coach initiative which has resulted in an improvement in student outcomes over the past year particularly both in Literacy and Numeracy.</p> <p>Teacher capacity is being strengthened through a targeted professional learning program to improve practice, including work on Professional Learning Teams (PLT) , a whole school approach to literacy through THRASS (Teaching Handwriting, Reading and Spelling Skills) training and regular professional learning sessions particularly focussed on the writing strand in literacy and the non negotiables in numeracy.</p> <p>Throughout the year we have continued to use a variety of on line assessment tools in order to improve teacher capacity to identify and plan a more differentiated curriculum for different ability levels.</p> <p>Whole school assessment schedules have been embedded throughout the school and we plan to continue to focus on strengthening our capacity in the core areas of Literacy and Numeracy.</p> <p>We have a literacy support specialist who works with children in need and coordinates a group of parents who actively assist our students requiring literacy support.</p>	<p>Our strong school connectedness scores in our Attitudes to School data reflects the value placed on relationships within our school.</p> <p>We have a strong student leadership program which provides students with a forum to have input into school organisation and decision making. Our VELS data indicates the strength of our literacy program with speaking and listening being a strong focus. We strongly promote public speaking opportunities within our school. All senior students are involved in formal leadership roles.</p> <p>Student-led assemblies are a feature of weekly school life. Big Buddy Programs, house captains facilitating fitness programs, peer mediators assisting in the yard also provide students with opportunities to develop leadership skills and to emphasise the school's values.</p> <p>We have developed whole school events, which enable staff to focus on relationship development and enhance positive student behaviours. We believe our staff actively works towards developing positive relationships with students. All 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.</p> <p>The average number of days absent per student is frustratingly still above the state median and a focus for continuous improvement. Absenteeism by a small number affects the overall averages and some significant irregular attendance problems also have an impact. Overseas holidays also impacts on this data. Strategies such as termly attendance certificates were implemented to address this. It is pleasing to note that the attitude towards punctuality has greatly improved throughout this year</p>	<p>The school provides transition programs for entry into Prep and from Year 6 into Year 7 as well as year level to year level transitions. Specific transitions for our Steiner cohort fromn Year 3 to 4 has also been implemented. A Buddy program also runs between Prep and Year 6 students.</p> <p>A formalised Prep transition program operates in November with incoming children attending school on four occassions . 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 and established parents who discuss how the school operates, its programs and expectations and answer any parent questions.</p> <p>Frequent visits to childcare centres and pre schools are a feature of the work that the school involves itself in.</p>
<p>For more detailed information regarding our school please visit our website at</p>		
<p>www.eastbentleighps.vic.edu.au</p>		
<p>or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg</p>		



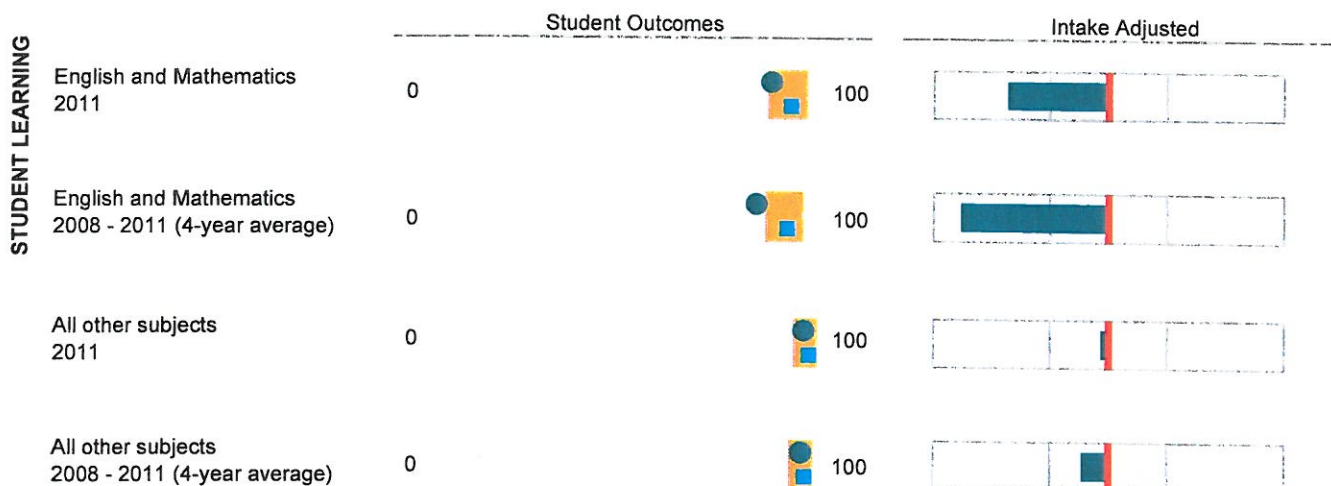
Teacher assessment against VELS

Data is shown for domains: ● English and Mathematics
● All other subjects

Student outcomes are shown in terms of the percentage of students in Years Prep-6 with a grade of C or above.

Intake adjusted data is shown on a scale developed specifically for regression analysis. This scale is described in the publication 'Measuring Performance Fairly'.

The academic composition measure used for intake adjusted analysis is Year 3 NAPLAN (average literacy and numeracy results).

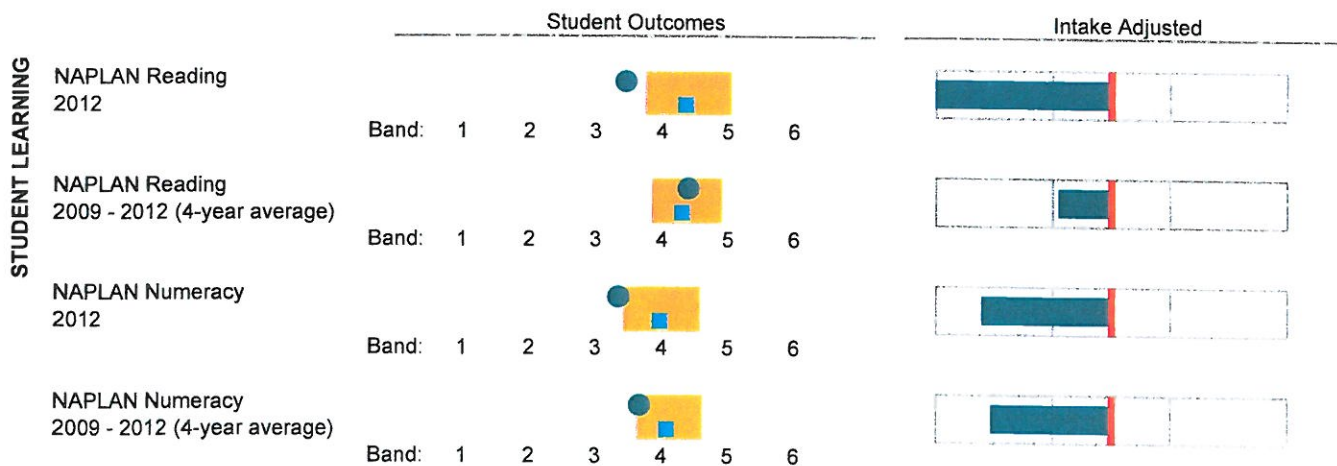


NAPLAN Year 3

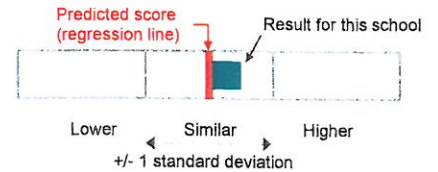
Average score achieved against the NAPLAN Reading and Numeracy tests. For Year 3, the National Minimum Standard is at Band 2.

Student outcomes are shown in terms of average NAPBAND scores. Adjusted data calculated using average NAPLAN scale scores.

The academic composition measure used for intake adjusted analysis is English Online Interview.



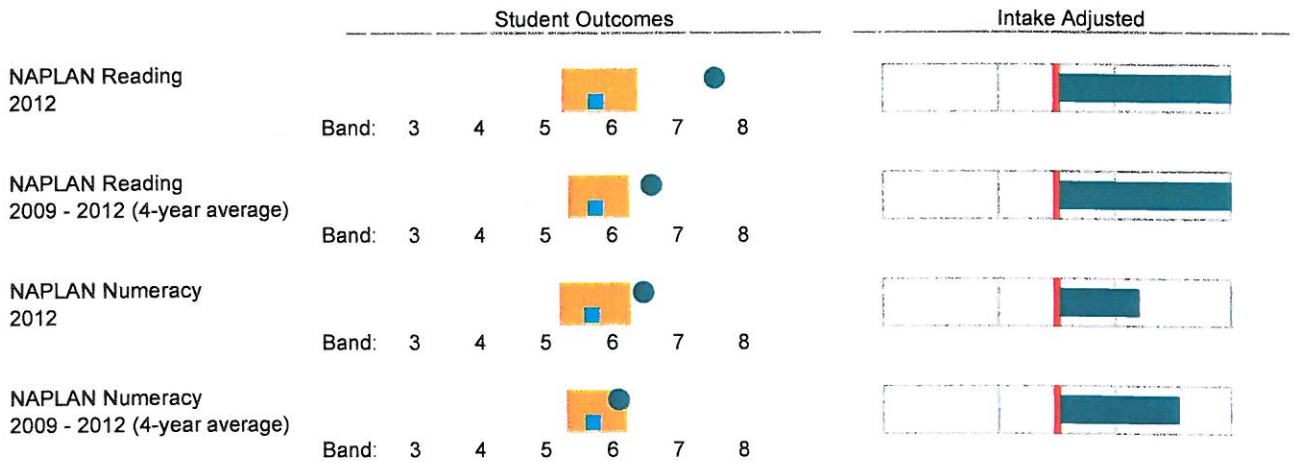
Legend: Result for this school: ●
Results for the middle 60% of gov schools: ■
Median of all Victorian government schools: ■



NAPLAN Year 5

Average score achieved against the NAPLAN Reading and Numeracy tests. For Year 5, the National Minimum Standard is at Band 4. Student outcomes are shown in terms of average NAPBAND scores. Adjusted data is calculated using average NAPLAN scale scores. The academic composition measure used for intake adjusted analysis is Year 3 NAPLAN (Reading and Numeracy results).

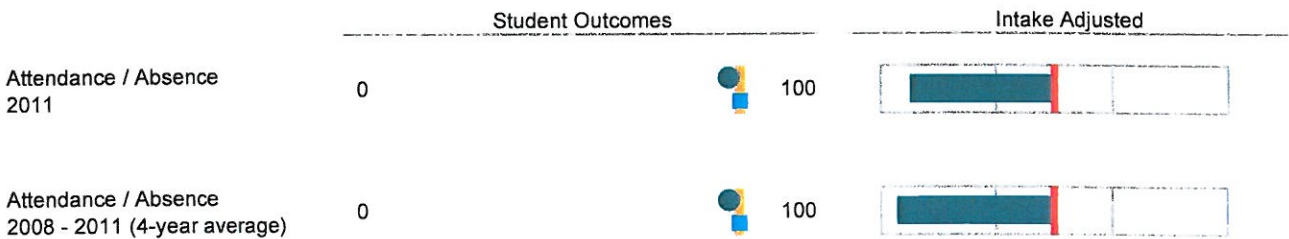
STUDENT LEARNING



Student attendance

ENGAGEMENT AND WELLBEING

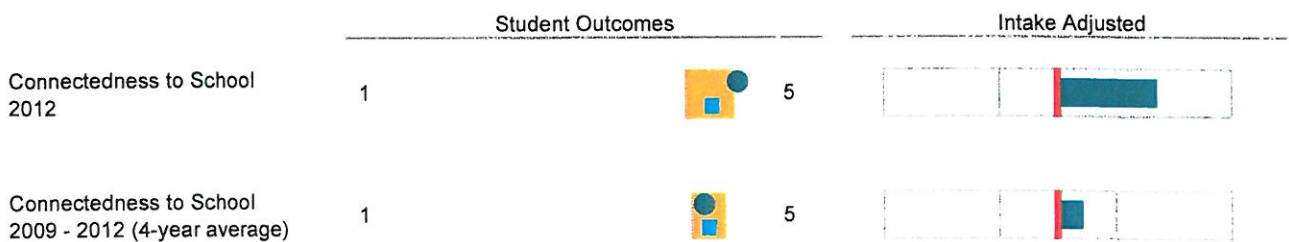
Average student attendance rate. The academic composition measure used for intake adjusted analysis is Year 3 NAPLAN (average literacy and numeracy results).



Student attitudes to school

ENGAGEMENT AND WELLBEING

The school's average score for Connectedness to School. The academic composition measure used for intake adjusted analysis is Year 3 NAPLAN (average literacy and numeracy results).



INTAKE MEASURES

A range of data is used to describe the background characteristics of student populations. To get the most meaningful and useful information from the intake adjusted school performance measures, we need to adjust for the characteristics of the school that make the biggest difference to the outcomes we're interested in.

The following intake measures were used in the Intake Adjusted analysis.

School Characteristic Intake Measures

School Type:	Primary
Rurality:	Capital City
SFO	2012: 0.41 2009-2012 average: 0.40
Percent Female	2012: 55.1% 2009-2012 average: 52.6%

The remaining school characteristic intake measures are shown below. For each intake measure, the range that your school's data falls within is highlighted in Table 1 in a darker grey.

INTAKE MEASURES

Table 1: Table of intake measure ranges (this school's range highlighted)

		<=40	>40, <=100	>100, <=250	>250, <=500	>500
Total Enrolment (Feb)	2012: 274.0 2009-2012 average: 293.0	<=40	>40, <=100	>100, <=250	>250, <=500	>500
Indigenous Enrolment	2012: 0.0% 2009-2012 average: 0.2%	=0%	>0%, <=2%	>2%, <=4%	>4%, <=8%	>8%, <=16%
ESL Enrolment	2012: 8.4% 2009-2012 average: 11.7%	=0%	>0%, <=5%	>5%, <=25%	>25%	>25%
PSD Enrolment	2012: 4.0% 2009-2012 average: 2.6%	<=1%	>1%, <=2%	>2%, <=4%	>4%, <=8%	>8%
Refugee Enrolment	2012: 0.0% 2009-2012 average: 0.0%	=0%	>0%, <=5%	>5%	>5%	>5%

Academic Composition Intake Measures

The intake measures used to adjust for academic composition are different for most measures. Previous pages of this report outline the academic composition data used for each outcome measure.

Detailed information on how the academic composition measures are derived can be found in the publication 'Measuring Performance Fairly'.

For the source of the academic composition data, please refer to your School Level Report.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$231,809
Commonwealth Government Grants	\$
State Government Grants	\$
Other	\$17,197
Locally Raised Funds	\$417,684
Total Operating Revenue	\$666,690
Expenditure	
Salaries and Allowances	\$304,827
Bank Charges	\$2,374
Consumables	\$68,535
Books and Publications	\$6,560
Communication Costs	\$5,542
Furniture and Equipment	\$65,583
Utilities	\$23,397
Property Services	\$77,258
Travel and Subsistence	\$
Motor Vehicle Expenses	\$
Administration	\$13,169
Health and Personal Development	\$446
Professional Development	\$10,016
Entertainment and Hospitality	\$560
Trading and Fundraising	\$49,452
Support / Service	\$7,418
Miscellaneous	\$61,030
Total Operating Expenditure	\$696,167
Net Operating Surplus/-Deficit	-\$29,477
Capital Expenditure	\$20,000

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, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$83,426
Official Account	-\$129
Other Bank Accounts (listed individually)	
Term Deposit	\$36,649
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$119,946
Financial Commitments	
School Operating Reserve	\$55,000
Assets or Equipment Replacement <12 months	\$17,200
Capital – Building/Grounds including SMS <12 months	\$
Maintenance – Building/Grounds including SMS <12 months	\$15,000
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$11,870
School based programs	\$
Region / Network / Cluster Funds	\$450
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$20,426
Assets or Equipment Replacement >12 months	\$
Capital - Building / Grounds including SMS >12 months	\$
Maintenance - Building / Grounds including SMS >12 months	\$
Total Financial Commitments	\$119,946

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 2012, 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 officially audited in 2012, which found 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 Tsives. A major focus for expenditure in the future will continue to be in the area of upgrading and maintenance of our current facilities.

