

2013 Annual Report to the School Community

East Bentleigh Primary School

School Number: 4837



East Bentleigh
Primary School



Name of School Principal:

Name of School Council President:

Date of Endorsement:

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

East Bentleigh P. S with an enrolment of 282 in 2013 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 grounds and buildings are well-maintained by proactive staff and parents. 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 staff commitment to ongoing professional learning supports continuous student learning improvement in our comprehensive curriculum. It is our aim to identify individual student needs and differentiate those needs to improve each individual's learning outcomes. The Leadership Team was involved with the Bastow Institute Leadership programs and SaGE Network curriculum development. In 2013 this school had 26.4 equivalent full time staff, 2 Principal Class, 17 teachers and 7.4 Education Support staff, as well various specialist teachers such as instrumental, Eurythmy, craft and dance.

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. Irrespective of what stream they are in, our aim is to equip our young learners to embrace the challenges of the 21st Century with confidence, imagination and optimism.




2013 was an exciting year for our school. Our Kitchen Garden students were the stars of an episode of Masterchef and later in the year we were named firstly Regional winners of the Victorian Schools' Garden awards which meant a visit from the State judging panel in a helicopter which landed on our school oval! At the State award ceremony we were named State Winners in our category (based on school size)- a fantastic achievement. We were also finalists in the ResourceSmart Biodiversity School of the Year Awards.

Achievement	Engagement	Wellbeing
<p>Student achievement is at the core of all we do. Naplan data indicates that our Year 3 cohort are performing above the state mean in Reading, Grammar and Punctuation and Numeracy with a higher participation rate of 68% in 2013 to the 24% in 2012</p> <p>Our Year 5 cohort, with a 90% participation rate, achieved higher than the state mean in Reading and Grammar and Punctuation. The domain of Writing remains our area of challenge.</p> <p>In order to improve outcomes in Writing, teacher capacity was strengthened through a targeted professional learning program aimed at embedding a whole school approach to literacy teaching through (THRASS) as well as explicit focus on the writing and spelling strand through work in Professional Learning Teams and professional learning in the use of the "Single Word Spelling Test" - SWST as a tool to target individual spelling needs.</p> <p>Numeracy teaching was also a major focus with the 'Numeracy @ EBPS' document revisited by all staff during professional learning sessions.</p> <p>Teacher familiarity and capacity using online assessment tools has continued to improve with professional learning in this area. 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>Team planning will continue to focus on differentiating the curriculum at each level in order to take into account the diverse range of needs in any one classroom.</p> <p>Teachers will continue to work in teams to improve the accuracy of their judgments relating to student achievement, which will in turn bring them into more alignment with external assessments such as NAPLAN. This will occur by ensuring teachers have opportunities to moderate student work samples.</p>	<p>Our school's proactive stance on the value of forming strong and positive relationships is evident in our 'Attitudes to School' data. All variables, bar one, are above the state mean: demonstrating a strong student – school connectedness. We know the students value the relationships they have with their teachers at East Bentleigh P.S. We have continued to develop our already strong student leadership program, ensuring that students have input into the life of the school. These include student-led assemblies, buddy programs, house captains facilitating fitness programs, peer mediators assisting in the yard, computer captains ensuring that all ICT issues are managed.</p> <p>We trialed a pilot "Hands on Wood" program late in 2013 to assist with engagement, connectedness and the provision of alternate pathways of success for our students.</p> <p>Positive Psychology principles underpin all we do at EBPS. Three senior staff members are leading the implementation of positive education strategies within the school. These strategies are communicated widely, both within staff and parent communities. 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 still above the state median and a focus for ongoing, 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. We will continue to use strategies from "Every Day Counts" as a resource to improve in this area.</p> <p>It is pleasing to note that the attitude towards punctuality has improved throughout this year, although we still have some way to improve in this area.</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.</p> <p>Specific transitions for our our Steiner cohort from Year 3 to 4 have also been implemented.</p> <p>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 occasions Strong communication links with our feeder preschools are maintained.</p> <p>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, Assistant Principal, other key members of the EBPS team and established parents who discuss how the school operates, its programs and expectations and answer any parent questions.</p> <p>Regular visits to childcare centres and pre schools are a feature of the work that the school involves itself in.</p> <p>Similarly, the school works closely with a range of secondary colleges to ensure that our Year 6 students transition seamlessly into Year 7. Due to our demographic we deal with a large number of secondary colleges.</p> <p>We provide additional support for transitioning students with additional needs by providing individualised transition programs based on each student's needs.</p>

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 282 students were enrolled at this school in 2013, 150 female and 132 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

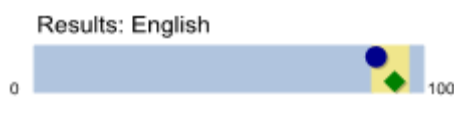
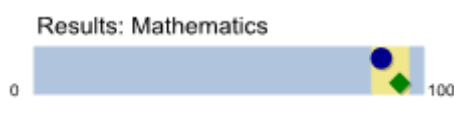


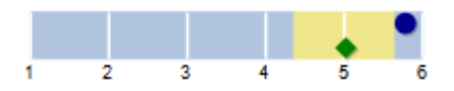
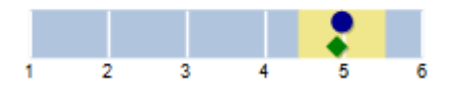
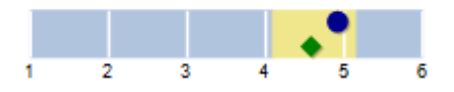
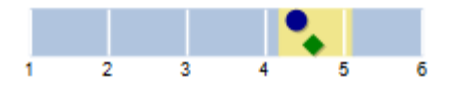




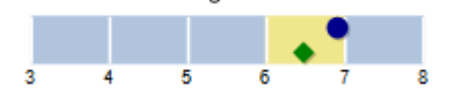
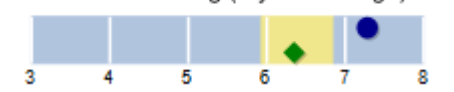
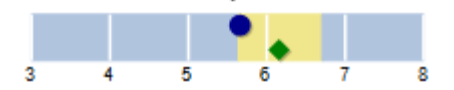
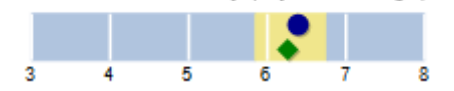




Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

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> Lower</p> <p> Similar</p> <p> Lower</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> Higher</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>44%</td> <td>44%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>63%</td> <td>-</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>25%</td> <td>75%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	44%	44%	Numeracy	33%	44%	22%	Writing	50%	25%	25%	Spelling	38%	63%	-	Grammar and Punctuation	-	25%	75%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Spelling	38%	63%	-																							
Grammar and Punctuation	-	25%	75%																							





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 attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="558 792 1046 891"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	92 %	92 %	92 %	88 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	92 %	92 %	92 %	88 %										

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>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary 2013

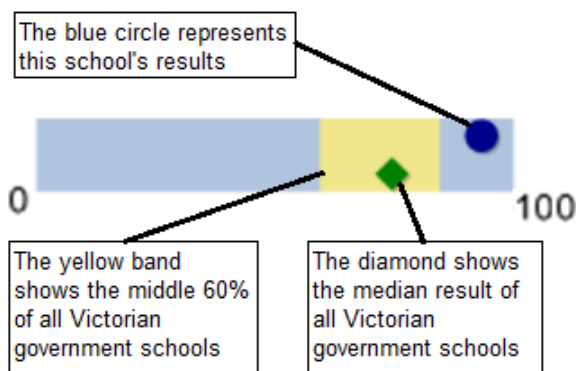
What are student outcomes?

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).

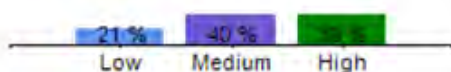
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$219,036
Revenue Other	\$33,002
Locally Raised Funds	\$466,365
Total Operating Revenue	\$718,402

Expenditure	Actual
Books & Publications	\$10,998
Communication Costs	\$5,358
Consumables	\$71,387
Miscellaneous Expense	\$153,117
Professional Development	\$12,183
Property Maintenance	\$139,895
Salaries & Allowances	\$310,285
Trading & Fundraising	\$41,389
Utilities	\$20,705
Total Operating Expenditure	\$765,316

Net Operating Surplus/-Deficit (\$46,914)

Asset Acquisitions \$16,000

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.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$10,210
Official Account	\$2,506
Other Accounts	\$38,288
Total Funds Available	\$51,004

Financial Commitments	Actual
Operating Reserve	\$20,000
Asset/Equipment Replacement < 12 months	\$15,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$4,000
Revenue Received in Advance	\$5,100
Region/Network/Cluster Funds	\$1,190
Other recurrent expenditure	\$5,714
Total Financial Commitments	\$51,004

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 2013, 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 introduction of the Bentleigh Farmers' Market on the back of the very hard work of many parents and staff has added considerably to the school's finances. Our financial processes continue to be efficient and well managed by our efficient Business Manager Jane Keen, ably assisted by our Office Manager Ann Tsiaves. A major focus for expenditure in the future will continue to be in the area of upgrading and maintenance of our current facilities and providing the diverse range of engaging real life programs throughout the school.

