

## 2014 Annual Report to the School Community

East Bentleigh Primary School

School Number: 4837



Name of School Principal: Maria Shearn

Name of School Council President: Denise McDonough

Date of Endorsement: 29<sup>th</sup> April 2015

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

East Bentleigh P. S with a confirmed enrolment of 323 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. Year level working bees on a monthly basis are generally well attended. As well as a continual focus on the core areas of literacy and numeracy, 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 our senior students have the opportunity to be involved in our Hands on Wood program and 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 SaGE Network curriculum development. This school has 19.4 equivalent full time staff, 2 Principal Class, 17.4 teachers and 9.6 Education Support staff, as well as a number of specialist staff such as instrumental , craft, dance and eurythmy teachers. EBPS has a strong focus on student wellbeing, based on a successful, positive and whole school approach based on restorative justice and positive education principles. We encourage all students to demonstrate a sense of optimism, responsibility, tolerance and inclusiveness in all their personal and social interactions. Positive Education practices are embedded in all classroom and specialist programs.

All of our Program for Students with Disabilities students (20), showed progress at a satisfactory or above level 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.

2014 was a year of consolidation for our school. On the back of a number of awards in 2013, we were named

the winner of the 2014 ResourceSmart Community Leadership Primary School of the Year- a fantastic achievement of which our proactive team of students and teachers were justifiably proud. Our professional, committed and caring staff, both teaching and education support staff, continue to work at strengthening their practices to ensure that all students are receiving the best education possible.

Our VFMA accredited monthly Bentleigh Farmers' Market has not only added to the school's fundraising efforts but also cemented our school's place in the wider community in a very positive way.

Our results in the 2014 DET surveys indicate a very gratifying positive sense of our school. Our parent satisfaction is in the 4<sup>th</sup> quartile in the Parent Opinion Survey, our Attitudes to School student survey results indicate a high level of student connectedness to our school and in our staff survey, our school climate results indicate a high level of satisfaction from our staff.

East Bentleigh Primary School is a community made up of happy, curious and interested students; supportive and involved parents and committed, caring and professional staff, both teaching and support staff. It is both a privilege and pleasure to lead it.

## Achievement

Student achievement is at the core of all we do. We are proud of our achievement and improvement in student learning. Our NAPLAN data indicates that both our Year 3 and Year 5 students are performing well above the state median in Numeracy and Reading. As our data is not as strong in spelling and writing, we will continue to work at developing our students' skills in these domains. 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.

Teacher capacity is continually being strengthened through a targeted professional learning program based on our identified areas of improvement. We have strengthened our practices by working in Professional Learning Teams (PLT) and a whole school approach to literacy through the use of THRASS (Teaching Handwriting, Reading and Spelling Skills) training in Literacy and whole school approaches to Numeracy. Regular professional learning sessions particularly focused on the writing strand in literacy and the measurement strand in numeracy will continue to strengthen teacher capacity. Spelling and Writing are the domains which will receive our major focus in 2015.

A major goal in our strategic plan was to align our teaching in the core areas of Literacy and Numeracy. To achieve this aim we embarked on the development of whole school program development. Subsequently, 'Maths at East Bentleigh' and the accompanying 'Literacy at East Bentleigh' documents were completed in 2014. Both of these documents clearly articulate the expectations and accountabilities required at each year level in each of these core areas at our school. This whole school focus on core curriculum delivery,

notwithstanding our dual curriculum has developed well through the regular in school professional learning program where teachers have worked together in year level teams to interrogate student data and explore pedagogy. Teachers will continue to work in teams to improve the accuracy of their judgments relating to student achievement, which will in turn bring them more into alignment with external assessments such as NAPLAN. This will occur by ensuring teachers have opportunities to moderate student work samples.

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. Students identified as being either 12 months above or 12 months below expected achievement have personal learning plans in place in order to pinpoint their next areas of growth.

Whole school assessment schedules in order to better track student performance over a number of years 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.

In 2014 we resourced a full time literacy support specialist who worked in a variety of ways with children most in need. In some instances our literacy support teacher worked in a team teaching capacity in classrooms, sometimes with small groups and sometimes in a one to one capacity.

## Engagement

Our strong school connectedness scores in our Attitudes to School data reflects the value placed on relationships within our school.

We have a strong student leadership program which provides students with a forum to have input into school organisation and decision making. Our AUSVELS data indicates that one of the strengths of our literacy program is the speaking and listening domain. We strongly promote public speaking opportunities within our school. All senior students are involved in formal leadership roles which they are required to apply for through a rigorous application process involving a written and oral presentation to teachers and peers.

Student-led assemblies are a feature of weekly school life. The Buddy Programs, house captains facilitating fitness programs and peer mediators assisting in the yard also provide students with opportunities to develop leadership skills and to emphasise the school's values.

We have developed whole school events such as Book Week and Literacy and Numeracy Week, which enable staff to focus on relationship development and enhance positive student behaviours across the school, with older students actively engaging with younger students.

We believe our staff actively work towards developing positive relationships with students, using restorative justice principles.

Our "Hands on Wood" program flourished in 2014 with a number of our Year 6 students involved. The

rationale underpinning this program was initially to assist with engagement, connectedness and the provision of alternate pathways of success for our students. As the main rationale for this program was to increase the engagement and self-esteem of our students it was wonderful to see an overall growth in both areas for these students in other areas of their schooling.

Our students in years 3-6 all participate in the kitchen garden program on a regular basis, mostly weekly, with the exception of our senior class 6 which due to class size attends this program fortnightly. This program with its hands on nature is the perfect vehicle for embedding theoretical learning in the classroom into a real life context- literacy, maths and science in particular come alive in these sessions.

Our teachers plan engaging and differentiated classroom programs for our students which ensure student engagement.

Our proactive support staff work in collaboration with class teachers to ensure our 20 PSD students are achieving to the best of their individual abilities.

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 impact on this data. It is pleasing to note that the attitude towards punctuality has greatly improved throughout this year, although again a small number of families require continual monitoring. 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 from Year 3 to 4 has also been implemented. A Buddy program runs between Prep and Year 6 students.

A formalised Prep transition program operates in November with incoming children attending school on four occasions. 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.

Visits to childcare centres and pre schools are a feature of the work that the school involves itself in. 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.

We provide additional support for transitioning students with additional needs by providing individualised transition programs based on each student's needs.

Our school's proactive stance on the value of forming strong and positive relationships is evident in our 'Attitudes to School' data. Scores in the wellbeing domains of student morale and student distress are strong and above the state mean. Parents also give us a rating in the 4<sup>th</sup> quartile for school connectedness and student motivation. We know the students value the relationships they have with their teachers at East Bentleigh P.S.

Our emphasis on personal learning supports the development of autonomous learners, with a positive sense of themselves as learners. We provide activities for our students to develop an understanding of their strengths and their potential and importantly to look for these in others, no matter how different they may be from them. We aim to teach our students to develop the skills of goal setting and learning how to understand and manage their own emotions. Additionally we aim to develop resilience and dispositions that will support learning, all traits which will serve our students well as lifelong learners. These aspirations sit well with our stated school vision:

*East Bentleigh Primary School provides a rich, inviting, child focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy individuals, actively contributing to the world in which they live.*

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.

Positive Psychology principles underpin all we do at EBPS. Three senior staff members are leading the implementation of positive education strategies within the school. Another staff member attended the week long course at Geelong Grammar in 2014. 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 on which our whole school behavior management processes are based. Our Wellbeing strategic intent team led by our probative Wellbeing coordinator Lee Jellis, along with a team of committed parents developed a comprehensive 'Safe Schools' (Anti Bullying ) policy to work hand in hand with our Student Engagement Policy. Both these documents govern all of our interactions at East Bentleigh.

## Productivity

Our facilities, like many schools across Victoria are an amalgam of old and new stock. Our 55 year old 'temporary' main building has certainly been outshone by our lovely new BER building. We are 5 years into our painting/ maintenance program which was our attempt to freshen up our old stock to better blend in with our new building providing a more coordinated look for our school. We are all too aware of areas where our ageing buildings require attention and do our best within the resources we have to maintain them. Our focus for 2015 will be to find solutions to repair our crumbling cement sheet cladding, as well as to maintain our ageing facility to the best of our ability.

Our school focus on environmental education and the kitchen garden program has seen much effort and expense going into the maintenance and continual development of our outdoor spaces. We are fortunate at our school to have such a committed and hard working parent group, coordinated by our Facilities coordinator, teacher Ramana Dean who work tirelessly to ensure our considerable outdoor spaces are well maintained.

All decisions made in terms of allocating resources be they human or financial are based on student need. PSD funding is used in its entirety to provide support for students in receipt of this funding. Careful consideration of class compositions allows for other students to benefit from this also. Our team of 12 support staff is to be congratulated for the work they do in consultation with class teachers to support our most vulnerable students, be they PSD funded or not.

Our wonderful kitchen garden program, although most worthwhile is very expensive to run. Our garden and kitchen specialist are extra staff we must fit into our staffing mix.

After identifying a need in a cohort in our senior students in 2014 we developed the 'Hands on Wood' program. We were able to access a small amount of sponsorship out in the community and have continued to fund this program through our own resources. As our Steiner stream program includes extras such as weekly instrumental and orchestra lessons, dance, craft and eurythmy, as an integral part of the program, our parents are asked to pay fees for these 'external' teachers.

Our school is proud of the opportunities to learn and grow that we provide for our students. Our aim is to educate our students for life, not just for school. Our extensive range of programs and the supportive and caring nature of our community allow us to work together to achieve this.

## 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 325 students were enrolled at this school in 2014, 172 female and 153 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

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



#### School Staff Survey

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

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





## Performance Summary

Key: Range of results for the middle 60% 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"> <li>English</li> <li>Mathematics</li> </ul> <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> Similar</p>
<p><b>NAPLAN Year 3</b></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> Higher</p> <p> Similar</p> <p> Higher</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></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> Higher</p> <p> Higher</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>76%</td> <td></td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>67%</td> <td></td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>57%</td> <td></td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>71%</td> <td></td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	76%		Numeracy	13%	38%	50%	Writing	33%	67%		Spelling	43%	57%		Grammar and Punctuation	29%	71%		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	92 %	91 %	92 %	91 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	92 %	91 %	92 %	91 %										

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

# How to read the Performance Summary

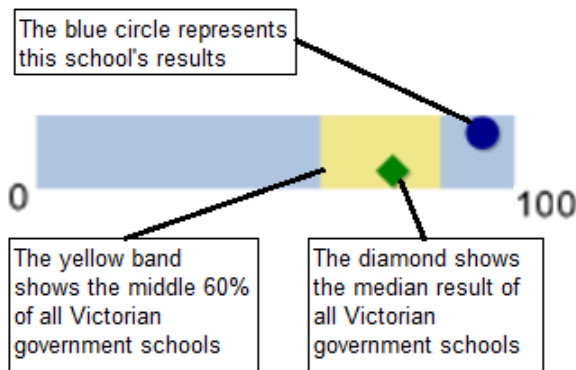
## What are student outcomes?

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

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

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

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



## 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.

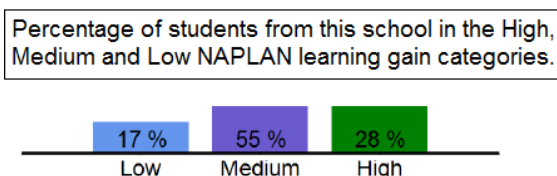
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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

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



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

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

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

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

## What is this school doing to improve?

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

## Financial Performance and Position

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

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,365,365
Government Provided DE&T Grants	\$320,743
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$23,786
Locally Raised Funds	\$536,667
<b>Total Operating Revenue</b>	<b>\$3,246,560</b>

Funds Available	Actual
High Yield Investment Account	\$40,320
Official Account	\$1,236
Other Accounts	\$40,291
<b>Total Funds Available</b>	<b>\$81,847</b>

Expenditure	
Student Resource Package	\$2,224,423
Books & Publications	\$16,677
Communication Costs	\$5,497
Consumables	\$73,778
Miscellaneous Expense	\$161,830
Professional Development	\$14,398
Property and Equipment Services	\$141,976
Salaries & Allowances	\$342,874
Trading & Fundraising	\$46,309
Utilities	\$26,095
<b>Total Operating Expenditure</b>	<b>\$3,053,856</b>

Financial Commitments	
Operating Reserve	\$40,000
Asset/Equipment Replacement < 12 months	\$8,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
Revenue Received in Advance	\$20,000
Region/Network/Cluster Funds	\$2,250
Other recurrent expenditure	\$6,597
<b>Total Financial Commitments</b>	<b>\$81,847</b>

**Net Operating Surplus/-Deficit** **\$192,704**

**Asset Acquisitions** **\$0**

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

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

The 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 2014, through judicious management the school was able to provide the necessary funds to continue our valuable but very expensive 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 to the school's finances allowing this valuable program to be adequately staffed and resourced.. 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 maintaining the efficient operation of the Kitchen Garden program for students in Years 3 to 6, as well as upgrading and maintaining much of our ageing current facilities and providing the diverse range of engaging real life programs throughout the school.