2017 Annual Report to the School Community

School Name: East Bentleigh Primary School

School Number: 4837

East Bentleigh
Primary School

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

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

In 2017, the enrolment of 380 students included 28 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 5. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.

The school has 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 22.4 teachers and 12.4Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers. Not included in the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy and numeracy, in the Stephanie Alexander Kitchen Garden Program, and in a multitude of other roles.

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

Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Students are organised into eleven Steiner classes and seven Mainstream classes. Class numbers in both streams are generally low with the exception of 2 larger classes and the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Victorian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

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

The methodology of our Mainstream classes is similar to other state primary schools. We have some straight classes and some multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -5, where they are immersed in practical, hands-on activities involved in gardening and cooking. Our mainstream classes are in our new flexible learning spaces that enable the teachers to provide a vibrant I.T.C. enhanced curriculum. Our students in our Mainstream also have the opportunity to tap into our extensive stringed based music program.

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

Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class four.

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

Framework for Improving Student Outcomes (FISO)

Building practice excellence

1. To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework)

2.To further build individual teacher and teams of teachers' knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student.

3. To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning.

Empowering students and building school pride

1.Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning.

2. Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning.

3. Review and strengthen the attendance policy and processes to reduce student absence.

Achievement

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 at similar levels to like schools in Numeracy and Reading – in fact, our Year 3 Numeracy results were above liked schools. Our 2017 Naplan learning gains (2015 – 2017) in Writing indicated that 67% of our students had a high gain – an outstanding improvement.

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), the VCOP, Big Write writing program in Literacy and whole school approaches to Numeracy. Regular professional learning sessions, particularly focused on the writing strand in literacy and the measurement strand and problem solving in numeracy will continue to strengthen teacher capacity. Writing, Reading and Numeracy –will continue to be a focus in 2018.are

The following dot points are achievements in 2017:

- Whole school planning documentation was introduced for Writing (based on the VCOP Big Write)
- Consistent documentation was introduced for term planners and weekly planning in English and Mathematics Updating staff practice around the teaching and learning sequence.
- Modelling and providing professional development for the best practice teaching of problem solving in maths.
- All teacher weekly planning documentation to demonstrate differentiation of the curriculum program to cater for high achieving students
- Fountas and Pinnell reading assessment system implemented
- VCOP criterion scale used as a common assessment instrument across the school to assist moderation and provide consistency in teacher judgements
- Formal process introduced for peer observation related to teachers performance reviews and linked to AIP goals
- Completion of Scope and Sequence for both Steiner and Mainstream based on the Victorian Curriculum
- All teacher PDP's are aligned with school goals
- Staff attended Data Literacy workshop
- Professional learning organised to improve teachers understand of the importance of data tracking and analysis

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 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.

To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking occur through the following:

- Learning intentions and success criterion evident in all classroom
- Goal setting evidence in all classrooms
- Student led conferences which have a defined process where students developed their learning goals in Literacy, Numeracy and Social and Emotional Learning and shared these with parents
- New feedback form created to ascertain parents' satisfaction with Student Led conferences

The average number of days absent per student is 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 have an impact. Overseas holidays also affect 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 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.

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 transiton 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.

Wellbeing

At East Bentleigh Primary School, positive and respectful relationships, including associated skills and strengths, continue to be the focus for our school community. Positive education remains the umbrella under which our social and emotional learning program is developed and implemented, focusing on specific skills to assist students in strengthening their relationships, building positive emotions, developing personal resilience, promoting mindfulness and encouraging a healthy lifestyle. The school has purchased some beautiful resources, including picture books, cards and games, which teachers use to complement the teaching of these skills and understandings.

Staff receive regular professional development in the area of social and emotional wellbeing, through KidsMatter, Respectful Relations and Positive Education sessions. These sessions provide staff with the opportunity to reflect and develop shared understandings around concepts such as, language, good mental health, teacher roles and responsibilities and gender equity and positively impact on our Whole School Social and Emotional Teaching and Learning Program. Students hear consistent language and can be offered similar scaffolding and support throughout the school.

Restorative Practice training in dealing with conflict continues to be updated and practices reviewed and these understandings continue to underpin our response to student conflict wherever possible. Restorative conferences are another way staff and students at East Bentleigh promote and participate in respectful relations. Students report increased satisfaction and empathy when they participate in Restorative circles and conferences.

The Student Wellbeing Leadership team surveyed all children from foundation to year three using the KidsMatter student survey, in order to collect data about how these students feel about school. The aggregated data was overwhelmingly positive with over 90% of students reporting that they are happy at school, engaged with their teachers and friends and feel positive about themselves. Less than 90% of *foundation* students reported that they looked forward to coming to school, which may have been a reflection of the time they were surveyed- at the very beginning of the school year. In future preps could be surveyed later in the school year after they have settled in.

The results from the Attitudes to school survey reveal that year four five and six students feel a real connectedness to school and feel safe within the school environment, with results indicating East Bentleigh Primary School is scoring above the state mean in these areas.

Students continue to be given opportunities to direct their own learning, with SMART goals developed by all students across the school. The three-way conference process provides a delightful opportunity for students to present their work and report on their personal progress to parents. Feedback from parents consistently indicates they really enjoy these evenings and find them valuable in understanding what their child is learning at school.

For more detailed information regarding our school please visit our website at
[enter web address here]

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 380 students were enrolled at this school in 2017, 198 female and 182 male.

17 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

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

School Staff Survey

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

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

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ——————— 100 Results: Mathematics 0 ——————— 100	◯ Lower ● Similar

Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 40 % (Low) — 35 % (Medium) — 25 % (High) **Numeracy** 30 % (Low) — 25 % (Medium) — 45 % (High) **Writing** 6 % (Low) — 28 % (Medium) — 67 % (High) **Spelling** 28 % (Low) — 33 % (Medium) — 39 % (High) **Grammar and Punctuation** 17 % (Low) — 39 % (Medium) — 44 % (High)	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

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

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 0 — 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 — 50 Few absences <------> Many absences	Lower Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90 %	90 %	91 %	92 %	92 %	92 %	90 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————————— 100	● Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————————— 100	● Similar

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

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

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

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

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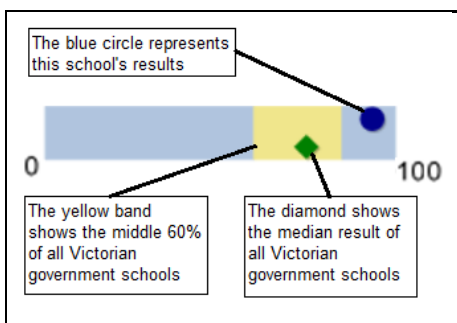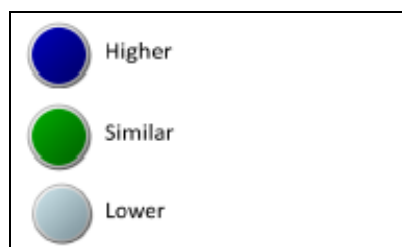

What does *School Comparison* refer to?

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

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

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

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

What does '*Data not available'* mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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

Financial Performance and Position

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 and concern for schools; therefore, the management of resources must reflect the needs of the school, which in turn leads to provide the best possible learning environment and learning opportunities for all students. During 2017, through judicious management the school was able to provide the necessary funds to continue our valuable but expensive Kitchen Garden program for students in 3-5. The Bentleigh Farmers' Market on the back of a very hard work of many parents and staff has added to the school's finances allowing this valuable program to be staffed and resourced.

Our financial processes continue to be efficient and well managed by our Business Manager, Jane Keen and assisted by our Office Manager, Ann Tsiaves.

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$3,277,069
Government Provided DET Grants	$344,245
Government Grants Commonwealth	$0
Revenue Other	$38,513
Locally Raised Funds	$627,533
Total Operating Revenue	**$4,287,360**

Equity[1]	
Equity (Social Disadvantage)	$11,960
Equity Total	**$11,960**

Expenditure	
Student Resource Package[2]	$3,071,142
Books & Publications	$9,177
Communication Costs	$3,988
Consumables	$102,499
Miscellaneous Expense[3]	$196,382
Professional Development	$15,205
Property and Equipment Services	$306,917
Salaries & Allowances[4]	$343,401
Trading & Fundraising	$62,198
Utilities	$23,363
Total Operating Expenditure	**$4,134,272**
Net Operating Surplus/-Deficit	**$153,088**
Asset Acquisitions	**$5,587**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$74,101
Official Account	$231
Other Accounts	$43,776
Total Funds Available	**$118,108**

Financial Commitments	
Operating Reserve	$55,000
Asset/Equipment Replacement < 12 months	$10,332
Maintenance - Buildings/Grounds incl SMS<12 months	$7,500
Revenue Receipted in Advance	$27,030
School/Network/Cluster Coordination	$3,138
Other recurrent expenditure	$15,108
Total Financial Commitments	**$118,108**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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