

2017 Annual Report to the School Community



School Name: Burwood Heights Primary School

School Number: 4932



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 May 2018 at 05:48 PM by Esther Wood (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 09 May 2018 at 01:18 PM by Robert Nash (School Council President)



About Our School

School Context

Our student population is diverse. Our goal is to educate the whole child. We are committed to providing high-quality education and care and safety for all students, to prepare them to become active, engaged and responsible citizens of the local and global community. We challenge them to explore and question everything they find with integrity, honesty, moral courage and compassion. The school has 25.5 equivalent full-time staff: 1.6 Principal Class; 23.9 teachers; 10.6 ES staff; 2 Early Years teachers and 4 Assistants in the kindergarten. Our Literacy (multi-sensory approach) and Numeracy programmes, the provision of high quality specialist programmes, our Life Skills classes (the Homecrafts Centre and the Outdoor Learning Classroom), Real Life Adventures, the Mindful Movement and Robotics programmes provide the opportunity for every child to experience success. The School Council is committed to maintaining the school as a highly effective learning community. Our effective home/school partnership and the support and commitment of volunteers are based on trust, respect and support and both add much to the life of the school and its programmes. We offer students opportunities to participate in an extensive range of extra-curricular activities, which have grown in size over time. We have partnered with the community sector, introducing Adult English Speaking classes and Adult Cooking classes. Building strong connection with families has increased aspirations.

Framework for Improving Student Outcomes (FISO)

Burwood Heights Primary School's FISO focus centres on building teaching practice excellence in Mathematics. We have formed links with Donvale and Kerrimuir Primary Schools, which has included sharing best practice and establishing collegiate bonds, which have grown over time into other teaching and learning areas. This has been achieved by a group of teachers and leaders visiting multiple classrooms and observing different teaching strategies and practices. We have a culture where teachers work together to review student data and assess the impact of the learning program. There is a whole school consistency in differentiating learning, grouping students, and student connection between goals and learning. The school aims to foster the highest individual learning achievement and growth. Our rigorous assessment practices and feedback inform teaching and learning. We will continue to use the FISO continua to help map our current practice and future priorities. All staff has high expectations for every student and this is reflected in students' positive attitude towards learning and belief in themselves, regardless of their circumstance. In 2018 the focus will be on using high-impact, evidence-based strategies to increase collaborative and evidenced-based conversations between teachers every day. All Programme for Students with a Disability showed progress at satisfactory or above achieving their individual goals.

Achievement

Burwood Heights Primary School is recognised as a high-performing school as evidenced by the Victorian Curriculum and NAPLAN results. High quality and thoroughly planned programmes challenge and extend each student. The school aims to foster the highest individual learning achievement and learning growth, by catering for all ability levels and learning styles and best teaching practice. This includes whole-school consistency in differentiating learning, grouping students and ensuring the connection between goals and learning. The Leadership team assists the collaborative teams in their programme delivery and student achievement, by modelling, coaching, feedback and the analysis of data. The explicit whole-school multi-sensory approach to teaching Literacy forms the basis of our Literacy programme and will continue in 2018, as will a focus on SOLO Mathematics and Science. The "Fast Forward" and "CAFÉ" programmes were implemented in 2017 and will continue in 2018 to improve students' cognitive and reading skills. We will continue to provide rich learning experiences and fully implement inquiry-based learning. Student voice, agency and leadership, teacher practice and curriculum content will be the main focus in 2018 and staff will continue to work in collaborative teaching teams, with a focus on High Impact Strategies and Global Citizenship.

Engagement

We continually strive to achieve a positive school culture, with a particular focus on establishing respectful relationships, between teachers and students, where student belonging and connectedness are promoted and diversity is valued. The Outdoor Learning Classroom and the daily extra-curricular activities provide the opportunities for students to foster positive relationships and connectedness. Student Leadership has a high priority in the school, where the opinions and ideas of our students are valued. A school-based "Student Attitudes to School" survey for students in Years Three to Six has been developed in order to support student wellbeing, engagement, school improvement and planning and is completed twice a year. There is strong student engagement and connectedness to school. Transition into, through and beyond school is well planned, taking into account the many aspects required. Early identification and supportive intervention for students at risk of non-attendance has minimised attendance. Student absences are followed up immediately and, if assistance is able to be provided to families to ensure their children attend school, this is given. There has been a marked increase in families (school and kindergarten) from China and many of these families have regular long visits back to their homeland.

Wellbeing

We want all students to feel safe at school, good about themselves, want to come to school and know they are an important part of the school community. There is a strong emphasis placed on student wellbeing, which is promoted through the Awards process, Celebration of Student Success/Achievement and our Student Code of Conduct. A successful whole-school Buddies Programme assists in promoting well-being across all levels of the school. Student discipline processes are procedurally fair, consistently applied, monitored and reviewed for effectiveness. We work closely with Child First, DHS, Anglicare, Connections, Kids Hope, Yooralla and other service providers to provide timely, targeted support to vulnerable students or families and those in out-of-home care. The Mindful Movement Programme assists participating students to improve their mental, emotional, social and physical health and wellbeing, as do "Brain Boosts" and "Jumping Juniors". Professional learning for staff and parents is offered on Anxiety and Mental Health. In 2018, the Kids Hope Programme, the Mindful Movement Programme will continue and the Daniel Morcombe Child Safety Curriculum, will be the formal means of educating students on child safety.

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



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	
<p>Enrolment Profile</p> <p>A total of 334 students were enrolled at this school in 2017, 170 female and 164 male.</p> <p>34 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



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
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



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
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Similar</p> <p> Higher</p> <p> Similar</p>



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																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>24%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>41%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>47%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>33%</td> <td>52%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>48%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	24%	50%	Numeracy	9%	41%	50%	Writing	22%	47%	31%	Spelling	15%	33%	52%	Grammar and Punctuation	30%	48%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	26%	24%	50%																							
Numeracy	9%	41%	50%																							
Writing	22%	47%	31%																							
Spelling	15%	33%	52%																							
Grammar and Punctuation	30%	48%	21%																							



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														
<p>Average Number of Student Absence Days</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</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1037 1003"> <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>90 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	92 %	93 %	92 %	92 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	92 %	93 %	92 %	92 %	92 %										



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: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>No Data Available</p>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>No Data Available</p>	<p>No Data Available</p>

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)

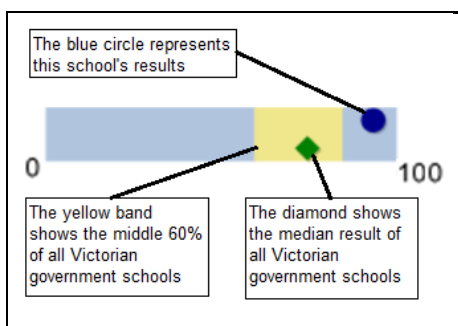
Engagement

- 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).

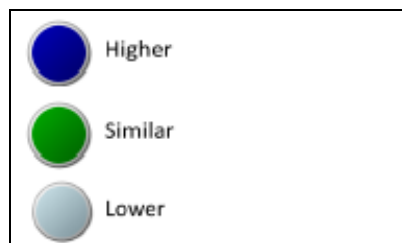


What does *School Comparison* refer to?

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

All expenditure was

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,965,638	High Yield Investment Account	\$949,282
Government Provided DET Grants	\$687,583	Official Account	\$39,865
Government Grants Commonwealth	\$10,908	Other Accounts	\$11,767
Revenue Other	\$26,169	Total Funds Available	\$1,000,914
Locally Raised Funds	\$334,042		
Total Operating Revenue	\$4,024,341		
Equity¹			
Equity (Social Disadvantage)	\$39,900		
Transition Funding	\$9,369		
Equity Total	\$49,269		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,730,661	Operating Reserve	\$143,581
Books & Publications	\$5,393	Capital - Buildings/Grounds incl SMS<12 months	\$125,000
Communication Costs	\$6,181	Maintenance - Buildings/Grounds incl SMS<12 months	\$135,000
Consumables	\$86,397	Revenue Received in Advance	\$252,107
Miscellaneous Expense ³	\$153,179	School Based Programs	\$171,587
Professional Development	\$14,699	Provision Accounts	\$11,767
Property and Equipment Services	\$174,729	Other recurrent expenditure	\$111,872
Salaries & Allowances ⁴	\$377,724	Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Trading & Fundraising	\$49,862	Total Financial Commitments	\$1,000,914
Utilities	\$35,688		
Total Operating Expenditure	\$3,634,514		
Net Operating Surplus/-Deficit	\$389,827		
Asset Acquisitions	\$0		

(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.

The school is in surplus due to sound financial management, providing us the opportunity to implement innovative programmes and the development of relevant learning spaces, as well as ensure all approved budgets are fully funded. Further explanations of Revenue and Expenditure are outlined as follows:



Revenue

'Other Revenue' refers to bank interest and DET reimbursements. 'Locally raised funds' include all fees paid to the school; including Kindergarten fees, excursions, fundraising, hire of facilities, parent payments, voluntary contributions and so on.

Expenditure

'Miscellaneous Expenses' includes all Kindergarten expenses, marketing, affiliations, first aid, consultants and specialist services. 'Property and Equipment Services' includes the maintenance of outdoor and indoor environments, leasing of equipment, new furniture and addressing urgent works in a timely manner.

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.