

2018 Annual Report to The School Community



School Name: Burwood Heights Primary School (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 2018 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 18 March 2019 at 03:16 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 2018 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 28 March 2019 at 08:13 AM by Robert Nash
(School Council President)

About Our School

School context

Our goal is to educate the whole child and to provide equal access to all students. We have high-quality and challenging educational programmes, which prepare students to become active, engaged and responsible citizens of the local and global community. There is a collective responsibility for all student learning as staff recognises that students need to be able to apply what they learn to real-world complex and unpredictable situations. Our journey to become an International Baccalaureate Primary Years Programme (IB PYP) school began this year, with the development of a student-centred learning environment, based on the IB PYP principles, skills, attitudes and actions. The school caters for children from 3 to 5 years of age (Kindergarten on-site) to Year 6. Staff consists of 25.5 equivalent full-time staff, 1.6 Principal Class; 23.9 teachers, 11.0 ES staff, 2 Early Years Early Years teachers and 5 Assistants. The school and kindergarten have a combined population of 437. The profile of our school is rapidly changing with many more families arriving from overseas. 34% of students have English as an Additional Language and there is one Aboriginal family. Family mobility rate is high, due largely to the increased housing prices in Forest Hill and Burwood, high rental costs and transitional housing. The Outdoor Learning Classroom, Real Life Adventures, outstanding Choir, Dance and Glee, the Mindful Movement Programme, Robotics, Coding as well as a multitude of extra-curricular activities provide students with the opportunity to experience success. The Adult English Speaking classes assist in the forging of strong connection with families.

Framework for Improving Student Outcomes (FISO)

Our Framework for Improving Student Outcomes (FISO) focus centres on building teaching practice in Mathematics. Collaboration with other schools has been ongoing, and best practice in other teaching areas is shared. Strong links with other Primary Schools within our region were established, as well as in other regions, with St Michael's Grammar, Aspendale Gardens and Aspendale Primary schools. The reciprocal visits by groups of teachers and leaders was beneficial as it provided the opportunity to observe other teaching strategies and programmes. Our school targets are closely aligned with the Education State targets of improvement in Curriculum, School Connectedness, Scientific Theory, Resilience and Social Competence data. We have a culture where teachers work together to review student data and assess the impact of the learning programme. The school fosters 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. The Abilities Based Learning and Education Support (ABLES) and the Victorian Early Years Learning and Development Framework are system resources used to guide our planning and assessment. Our focus on evidence-based strategies increased collaborative and evidence-based conversation between teachers every day has been a highlight.

Achievement

In both Years 3 and 5 students there was high growth in NAPLAN in Reading, Numeracy, and Writing. All students on the Disabilities and Impairment Programme showed progress at satisfactory or above in achieving their individual goals. All students supported by the English as an Additional Programme showed progress, with many being assessed against the Victorian Curriculum. High quality and thoroughly planned programmes challenge and extend our students. Collaborative teams are assisted in their programme delivery and student achievement, by modelling, coaching, feedback and the analysis of data. Differentiating learning, grouping students, ensuring the connection between goals and learning and the whole-school multi-sensory approach to teaching Literacy is consistent across the whole school. SOLO Mathematics and Mindset Maths will continue in 2019. 2018 was a year of self-assessment and review. A new Strategic Plan was developed for implementation in 2019 with two goals - Improve Student Engagement in Their Learning and Improve Student Achievement in Literacy. A highlight was beginning our learning journey of becoming an International Baccalaureate Primary

Years Programme school.

Engagement

Student Absences from school slightly improved from 2017, however we still had a high number of student absences. Most of our student absences are due to family holidays, extended absences on long stays overseas and within Australia, unavoidable family crisis situations and family approved student non-attendance. Student absences are followed up immediately. Early intervention and supportive intervention for students at risk of non-attendance is a continual process. Families are supported in many ways, such as providing meals, assisting with school lunches, in an effort to minimise non-attendance. We strive to have a positive school culture, with a particular focus on respectful relationships, between staff and students, where belonging and connectedness are promoted and diversity valued. As well as having a school-based "Student Attitudes to School" survey, students in Years 5 and 6 participated in the Department's survey, with above school median results. Many activities and programmes provide the opportunity for students to develop their talents and find their passions. These will continue in 2019.

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. We want them to have a stimulating, orderly, safe, inclusive learning environment, where the emphasis is on student wellbeing, respect of others, positive behaviours and smooth transitions into, through and onto secondary college. The Parent Opinion Survey results were: 100% on general satisfaction and physical environment, and 92% on promoting positive behaviour and respect for diversity. The result on school connectedness was 94% and positive transitions was 94%. The strong emphasis on student wellbeing is promoted through programmes such as the Mindful Movement Programme, Student Leadership, competitive sports, camps, extra-curricular activities, the celebration of student success/achievement, a successful whole-school Buddies programme and student behaviour processes which 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 and families and those in out-of-home care. Our Child Safety Officer provided information to School Council, staff, parents and students to ensure they were aware of their rights, responsibilities and obligations to protect all children. Highlights are the whole-school development of an Awards Handbook which fosters active and life-long learning; the Kids Hope Programme, which supports not only students in need but their families, and many extra-curricular and community activities. The continuance of the Mindful Movement Programme, a focus on student voice and agency through the Student Leadership opportunities and the House programme will continue along with existing activities and programmes.

Financial performance and position

The school is in surplus due to sound financial management providing us with the opportunity to provide innovative programmes, the development of relevant learning spaces as well as ensuring all approved budgets are fully funded. Extraordinary expenditure was the introduction of the International Baccalaureate Primary Years Programme, the leasing of two modular classrooms enabling small class sizes, the construction of a roof over the outdoor basketball court, new furniture for several classrooms, a more extensive promotion and marketing initiative and addressing urgent works in a timely manner. Sources of funding included equity funding, grants from philanthropic organisations, the hiring of facilities and fundraising initiatives.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 354 students were enrolled at this school in 2018, 173 female and 181 male.

34 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.2	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	91.3	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.3	90.1	82.6	95.3	Similar
Mathematics	93.0	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	77.5	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	69.2	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	74.5	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	68.1	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	82.3	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	79.7	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	73.6	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	68.9	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	27.0	59.5	13.5
Numeracy	28.2	43.6	28.2
Writing	5.6	50.0	44.4
Spelling	22.2	52.8	25.0
Grammar and Punctuation	13.9	52.8	33.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.1	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.2	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	93	94	95	94	94	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	99.6	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	99.6	81.7	73.8	88.7	Higher

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	100.0	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	100.0	81.8	73.7	89.7	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,278,921
Government Provided DET Grants	\$723,146
Government Grants Commonwealth	\$18,104
Government Grants State	\$116,500
Revenue Other	\$37,170
Locally Raised Funds	\$515,726
Total Operating Revenue	\$4,689,567

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,880
Equity (Catch Up)	\$0
Transition Funding	\$4,827
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$44,707

Expenditure	Actual
Student Resource Package ²	\$3,188,766
Adjustments	\$0
Books & Publications	\$7,113
Communication Costs	\$8,275
Consumables	\$156,490
Miscellaneous Expense ³	\$209,754
Professional Development	\$29,732
Property and Equipment Services	\$528,795
Salaries & Allowances ⁴	\$353,990
Trading & Fundraising	\$65,809
Travel & Subsistence	\$0
Utilities	\$42,488
Total Operating Expenditure	\$4,591,213
Net Operating Surplus/-Deficit	\$98,355
Asset Acquisitions	\$132,750

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$724,391
Official Account	\$23,947
Other Accounts	\$12,014
Total Funds Available	\$760,352

Financial Commitments	Actual
Operating Reserve	\$198,855
Other Recurrent Expenditure	\$2,299
Provision Accounts	\$10,648
Funds Received in Advance	\$77,307
School Based Programs	\$277,243
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$24,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$760,352

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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.

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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').