

2022 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 Registration 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 of the previous calendar year 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 10 March 2023 at 10:43 AM by Esther Wood (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 21 March 2023 at 02:40 PM by Zoe Mallen (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Burwood Heights Primary School and Kindergarten is an accredited International Baccalaureate Primary Years Programme school. The school is located in the City of Whitehorse and is a member of the Riversdale Network of schools and of the International Baccalaureate Network of Schools. The school caters for children from three to five years- of- age (kindergarten managed by school council on-site) and from Prep to Year Six in the primary school. Staff consists of 24.5 full-time equivalent teaching staff, 1.6 Principal Class, 32 teaching staff, 11 Education Support staff, four Early Years teachers and four Kindergarten Assistants. There are eighty-two children in the kindergarten. There are nineteen classes and have specialist sessions in visual Art, French, Physical Education, Homecrafts and Science.

The profile of the school has changed rapidly with many families arriving from overseas in the last few years. Family mobility rate is high, due largely to the increased housing prices and expensive rental accommodation. Our overall socio-economic profile, which is based on the school's Student Family Occupation and Education Index, is now in the High Similar Schools Group. 60% of students have English as an Additional Language, there are twenty-one students supported by The Disability and Impairments Programme and there are two Koori families. We have five International students, who come from China.

School Council contributes significantly to ensuring that the future needs of the school are attended to, supports innovative curriculum development and ensures good governance is upheld. there continues to be strong evidence from stakeholders of a positive, respectful, inclusive community at Burwood Heights Primary School and Kindergarten.

Our school is committed to preparing our students to develop the knowledge and skills that will help them become life-long learners who are successful and happy individuals who participate fully in, and contribute to, our community and the world around us. Our intent is to provide a learning environment where all students are fully engaged in their learning, based on a whole-school inquiry-based approach to teaching and learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

There is an agreed pedagogical approach based on increased data literacy and differentiated planning for learning. There was a targeted professional learning to ensure greater agency in every classroom where each lesson has a clear learning intention and success criteria with which students determine their progress in learning. These elements sit alongside differentiated learning tasks with the goal of increasing students' engagement in learning. Teacher consistency and teacher knowledge are underpinned by high expectations in every class.

Staff contributed to the planning and review cycle at all stages throughout the year. The Alternative Performance and Development Process for 2021 continued in 2022 (Statement of Expectation), covering Learning, Wellbeing and connected Schools. The School Improvement Team met twice a term, with a representative from each level and area of the school, ensuring all staff have a shared understanding of our Key Directions and are able to monitor progress against the set targets. As 2022 was a year of review, we reflected on our achievements, results and data to inform us of our focus goals going further. It was agreed that our goals for our 2022- 2026 Strategic Plan are 'Maximise Learning outcomes for all students' and 'Improve student wellbeing and engagement.' With the implementation of the Tutoring Learning Initiative in 2022, we were able to support students with the targeted learning support they need to address the continued impacts of the COVID-19 pandemic.

Our 2022 School Performance Report marks us at 'Renew' where we are high achieving but some of our performance is static. Our 2022 NAPLAN results showed that we had a Very High level of students in the Top two bands in Year Five Reading and Year Five Numeracy. The number of students who have met or above benchmark growth in Numeracy has decreased significantly, so Numeracy will continue to be a focus in 2023.

Wellbeing

There has been a strong emphasis on student, staff and family well-being. We worked closely with Child First, the Department of Families, Fairness and Housing, Anglicare, the Victorian Aboriginal Child Care Agency, 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. School Council has supported families this year, ensuring no student is disadvantaged in opportunities to participate fully in school life. 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 is based on trust, respect and support and both add much to the life of the school and its programmes.

We want all students to feel safe at school and good about themselves. We want them to come to school and know they are an important part of the school community. We want them to have a stimulating, engaging, orderly, safe and inclusive environment, where the emphasis is on student wellbeing, respect of others, positive behaviours and smooth transition into, through and onto secondary school. Our Student Attitude to School's Survey showed that Managing Bullying was maintained at 85.3% and the positive endorsement in Sense of Confidence had increased to 79.9%.

The strong emphasis on wellbeing is promoted through the Mindful Movement Programme, the Daniel Morcombe Child Safety Programme, Fire Education, Students Leadership, Sports Programmes, Camp Programmes, extra-curricular programmes, Buddies Programme, Kids Hope and sound behaviour management processes and procedures, which are consistently and procedurally applied, monitored and reviewed for effectiveness. We work closely with external agencies and organisations and voluntary welfare support groups. There is a strong ethos in the school community of support and service.

Engagement

The school's primary responsibility has been centred on student learning and building a community where everyone is a learner. Teachers have been continually learning about the needs and capabilities of each student, the content with which they engage and about their own practice and ongoing professional development.

Absence from school can impact on student learning, with the most common reasons for non-attendance including illness and parent choice. Processes are in place to track attendance and act accordingly. Teachers are aware of their responsibilities and information regarding the importance of regular attendance is communicated to the community via newsletters, Compass and Class Dojo. Students with a record of poor attendance have been identified and their parents have been supported in order to improve their child's attendance at school. The school's attendance for 2022 was 95.3% which is classed as 'Very High' and was an increase from the previous year.

Opportunities for students to contribute to their learning through student voice and agency have continued. The action component of the IB PYP has involved service in the widest sense of the word; service to peers, and to the larger community, both in and outside our school.

A range of extra-curricular programmes such as Dance, Coding Club and Physical Education activities continued throughout 2022. Students who have additional needs are well catered for with activities they enjoy. Pippa, the school's Therapy Dog, is a most valued member of our school community. The school has facilitated many outside agencies and organisations in supporting identified students in the school. This will continue in 2023 to ensure whole-school engagement in learning and active participation in learning.

The parent information evenings (conducted on-line), ClassDojo communication, school newsletter, special whole-school activities and community events, such as, the Art Show, Astronomy night, Billy Cart Derby, Colour Run and the Performing Arts Concert, assist in forging strong connections with families. We strive to achieve a positive school culture, where student belonging and connectedness are promoted and diversity is valued.

Other highlights from the school year

The Billy Cart Rally and Colour Run, where all of the community participated in a fun day of activity. The building and decorating of the billy carts and the racing of them was a highlight indeed. After two years of non-action it was great to see the community back

onsite for our Community Breakfast. We also commenced our SRC activities, book parade, Choir performances, incursions, excursions Market Day Stall, Cross Country, Athletics and our Senior School Camp to Beechworth.

Whole school community events such as Astronomy Night, Family Barbeques, the Art Show, were definitely a highlight. After two years of lockdowns, it was wonderful to see Student Representative Council activities recommence, as well as our Curriculum supporting activities such as Book Week Parade, Easter Bonnet Parade, Choir Performances, Excursions and Incursion and school camps.

Financial performance

School Council closely monitored all financial matters, which ensures sound financial management. The 2022 Financial Management Reports indicated a deficit annual result due to the illness of staff, staff replacement and the transition of families. Casual Relief costs were extremely high.

Equity funding by the Department for tutoring of students requiring further support was appreciated. The school receives a small equity payment each year, which supports intervention programs. A Mandarin speaking Educational Support Staff assists in translating and works with Non-English speaking students and families.

The Kindergarten showed a loss of \$28,425.89 due to parents not being charged anything by the school for the first six months to alleviate the community's financial concerns. A loss was recorded for Camps, Excursions and Incursions of \$1,432.29, due to the school paying for three students to attend the Senior School Camp.

For more detailed information regarding our school please visit our website at
<https://www.burwoodhps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 364 students were enrolled at this school in 2022, 178 female and 186 male.

38 percent of students had English as an additional language and 1 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).

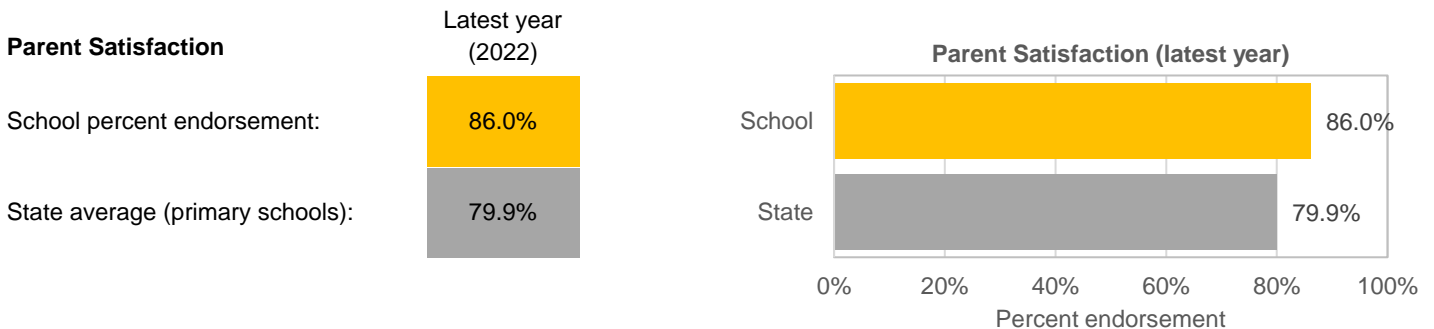
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

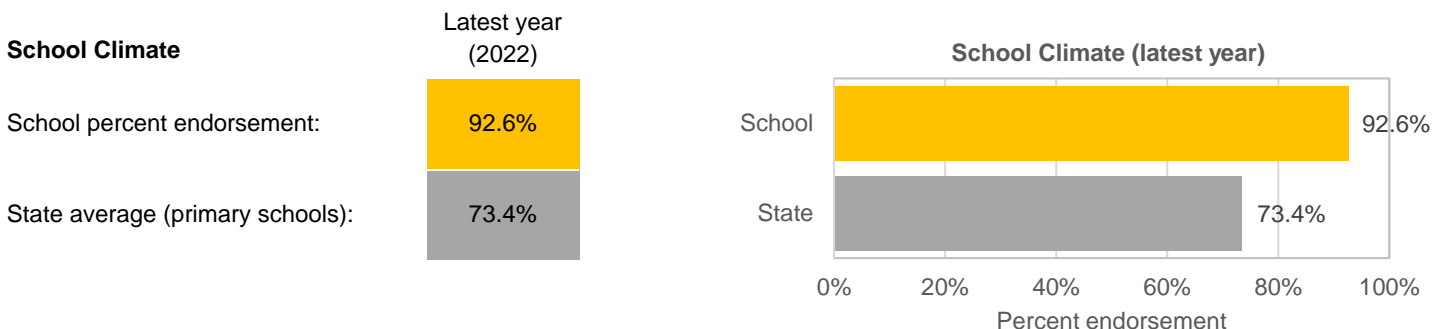


School Staff Survey

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.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

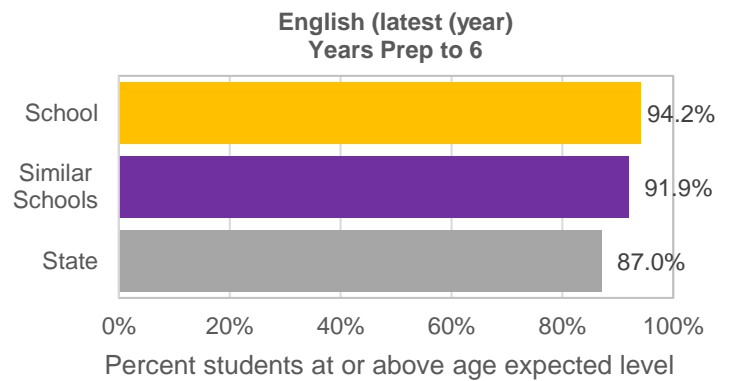
94.2%

Similar Schools average:

91.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

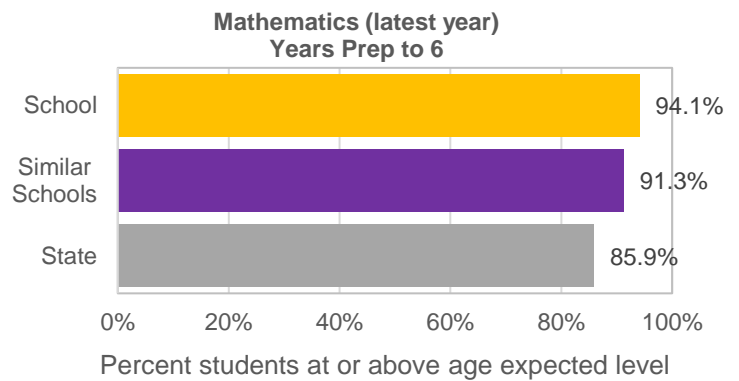
94.1%

Similar Schools average:

91.3%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

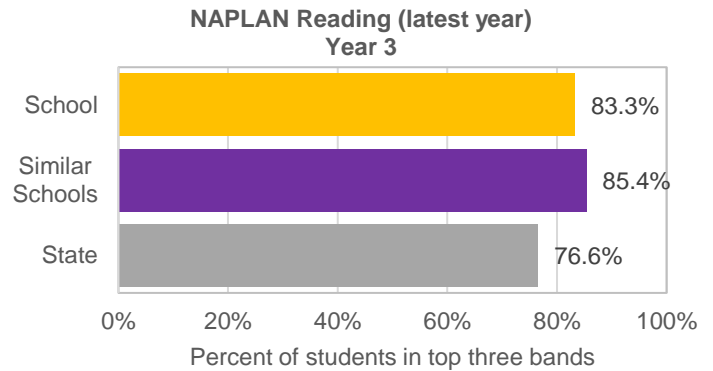
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

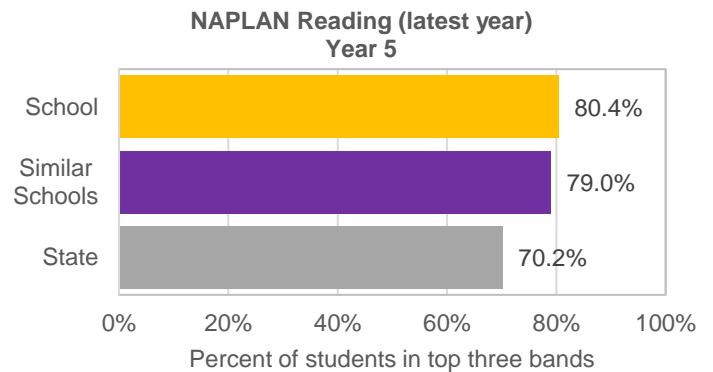
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	86.2%
Similar Schools average:	85.4%	85.0%
State average:	76.6%	76.6%



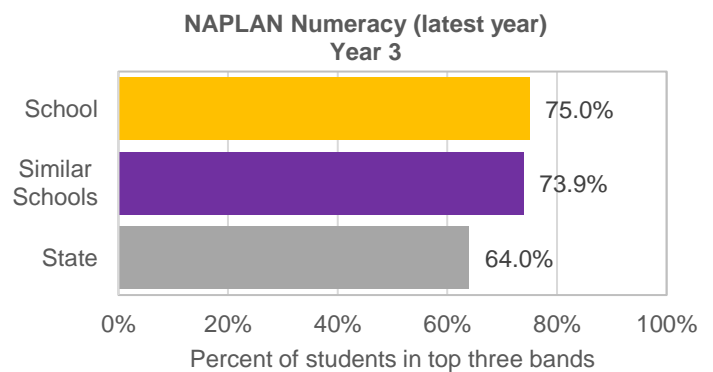
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.4%	77.3%
Similar Schools average:	79.0%	78.6%
State average:	70.2%	69.5%



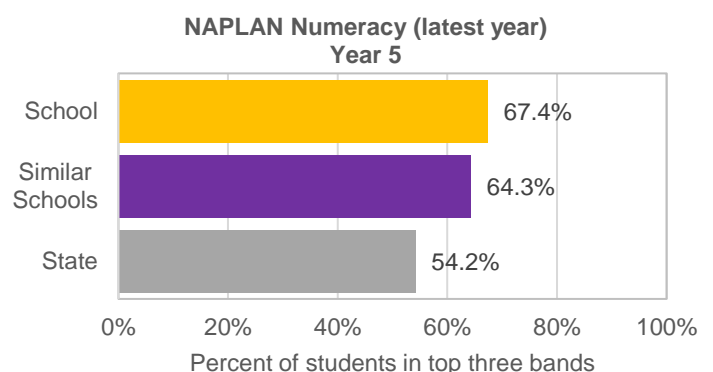
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	82.7%
Similar Schools average:	73.9%	75.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.4%	68.6%
Similar Schools average:	64.3%	69.3%
State average:	54.2%	58.8%



WELLBEING

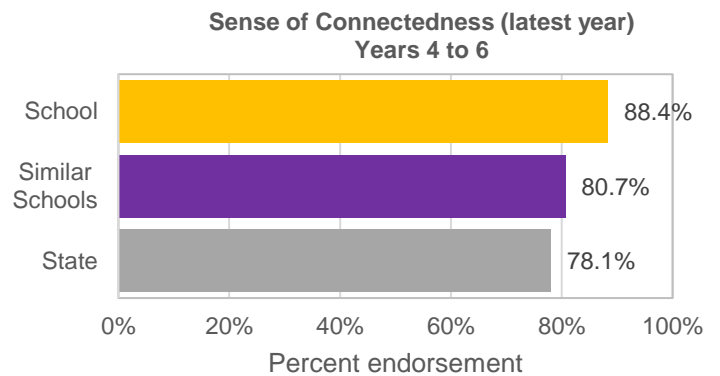
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.4%	86.7%
Similar Schools average:	80.7%	81.2%
State average:	78.1%	79.5%

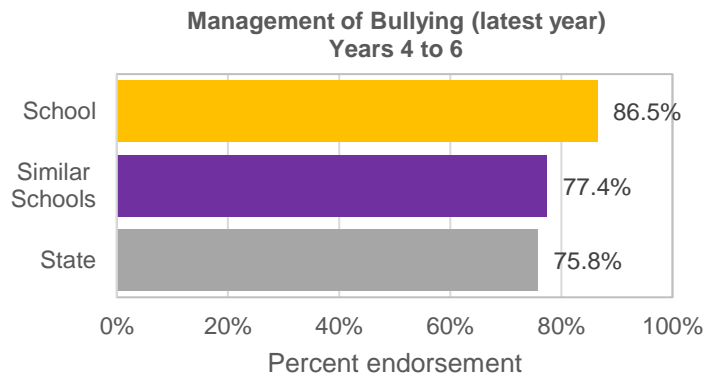


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	86.5%	87.0%
Similar Schools average:	77.4%	79.4%
State average:	75.8%	78.3%



ENGAGEMENT

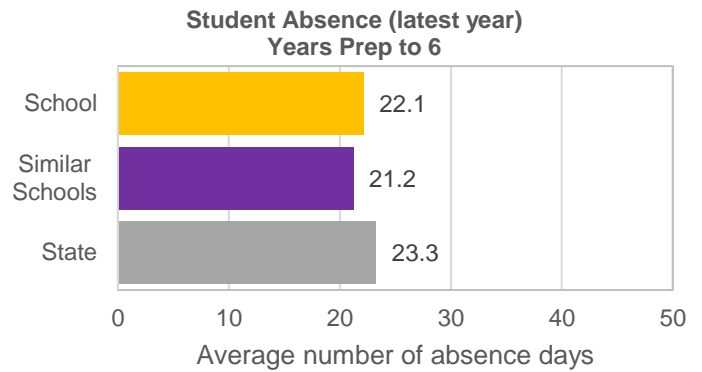
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.1	13.5
Similar Schools average:	21.2	14.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	88%	88%	90%	90%	89%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,516,258
Government Provided DET Grants	\$711,507
Government Grants Commonwealth	\$4,420
Government Grants State	\$826
Revenue Other	\$10,482
Locally Raised Funds	\$309,986
Capital Grants	\$0
Total Operating Revenue	\$4,553,480

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,760
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,760

Expenditure	Actual
Student Resource Package ²	\$3,275,048
Adjustments	\$0
Books & Publications	\$5,301
Camps/Excursions/Activities	\$95,981
Communication Costs	\$9,037
Consumables	\$102,248
Miscellaneous Expense ³	\$8,243
Professional Development	\$9,416
Equipment/Maintenance/Hire	\$93,195
Property Services	\$154,626
Salaries & Allowances ⁴	\$519,530
Support Services	\$51,145
Trading & Fundraising	\$54,745
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,536
Total Operating Expenditure	\$4,428,050
Net Operating Surplus/-Deficit	\$125,430
Asset Acquisitions	\$110,448

- (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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$499,268
Official Account	\$19,822
Other Accounts	\$0
Total Funds Available	\$519,091

Financial Commitments	Actual
Operating Reserve	\$180,079
Other Recurrent Expenditure	\$0
Provision Accounts	\$20,000
Funds Received in Advance	\$67,798
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$92,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$140,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$519,877

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.