

2016 Annual Report to the School Community



School Name: Burwood Heights Primary School

School Number: 4932



Name of School Principal: Esther Wood

Name of School Council President: Rob Nash

Date of Endorsement: 20/03/2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.





About Our School

School Context

Our goal is to educate the whole child. Our students are at the heart of everything we do. The school has a Principal, 23.7 full-time equivalent teachers and 9.7 equivalent full-time Education Support staff and a part time Ethnic Aide. There are 2 Educators and 4 Assistants in the kindergarten. We deliver an innovative and inclusive curriculum which promotes creativity, curiosity, tolerance and nurtures self-worth and self-expression. We support 21 students on the Disability and Impairments Programme with their learning. The Mindful Movement Programme is being implemented in four classes. Our home/school partnership is based on trust, respect and support. We respect and value each student as an individual and our students enjoy coming to school and feel connected to their peers and staff. A Mathematics Coach/mentor works across the school. Our Literacy program is based on a multi-sensory approach and our Mathematics programme addresses individual development. Our Life Skills classes, which incorporates the Homecrafts Centre and the Outdoor Learning Classroom has a high focus in our school life. We aim to open each student's mind to the rich diversity of the world they are growing up in. We challenge them to explore and question everything they find with integrity, honesty, moral courage and compassion. Our diverse programmes also include; French, Information Technology, Performing Arts, Interpersonal Development, Science, Physical Education and Visual Art and students have the opportunity to participate in a wide range of extra-curricular activities. The Real Life Adventures and Robotics programmes are exceptional and add much to students' learning and experiences.

Framework for Improving Student Outcomes (FISO)

Our aim is to develop and deliver creative programs to support "educating the whole child" so we have a whole-of-community approach to address risk factors and build strong bonds with students and their families. We have a culture where teachers work together to review student data and assess the impact of the learning program. We offer students opportunities to participate in an extensive range of extra-curricular activities, which have grown over time and we have built broader relationships by partnering with the community sector, such as Adult English Speaking classes and cooking classes. This is only achieved by having a dedicated, committed and highly professional staff who gives of their own time to support and encourage students and families, a supportive school council and reliable and effective volunteers. Building strong connection with families has increased aspirations. Student Attitudes to School Survey results remain in the fourth quartile as students are engaged and more connected to staff. Community spirit is greatly enhanced through Welcome Barbeques and high participation in Adult Dance Classes, Adult Cooking Classes

Achievement

The achievements of our students across all areas of the curriculum are an indication of our focus on the development of the whole child. Our NAPLAN results in Years 3 and 5 are very pleasing, with our school being above or substantially above the State and similar schools average. Teacher assessment indicates our staff is setting extremely high expectations which have resulted in a lower assessment of where they assess students than other schools. Students who are supported in the English as an Additional Language Programme showed considerable progress in their learning, with many of them being assessed against AusVELS. Most students supported by the Disability and Impairment Programme were assessed against AusVELS or Working Towards VELS Level 1 and showed progress at satisfactory or above in achieving their goals. The ABLES Programme assisted staff in providing evidence-based curricula, teaching strategies to support the development of targeted programmes and setting goals in Individual Learning Plans. Student Individual Plans and a range of regular assessments and diagnostic procedures assist in the identification of individual student needs and progress and inform future instructional practice.

We use a combination of VEYLD and AusVELS.

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. Everyone strives to embody the core values of achievement, respect, honesty, sensitivity and responsibility. We target behavioural, emotional and cognitive engagement as these underpin effective student learning. Non-attendance issues are investigated early and support is given to the parent and/or student. Student Leadership has a high priority in the school, where the opinions and ideas of our students are valued. There are clear roles of responsibility for Student Leaders. Early identification and supportive intervention for students at risk of non-attendance has minimized absences. 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. Transition into, through and beyond school is well planned, taking into account the many aspects required.

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. The development of positive interpersonal relationships between students, parents and teachers is seen as a priority. A successful whole-school Buddies Programme assists in promoting well-being across all levels of the school. Strategies such as "Bin a Bully" provide the opportunity for students to anonymously express their concerns/complaints and know they are taken seriously and addressed immediately. Student discipline processes are procedurally fair, consistently applied, monitored and reviewed for effectiveness. We work closely with Child First, DHS, Anglicare, Connections, Kids Hope Program, Yooralla and other service providers to provide timely, targeted support to vulnerable students or families and those in out-of-home care. Ensuring safe, attractive and functional school and kindergarten facilities is a priority of the school. The curriculum is inclusive of all. Before School Care is conducted by staff, free of charge, a service generously provided. After school Care is conducted by an external provider. Breakfast is prepared on an individual student needs basis.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.




Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.





Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 339 students were enrolled at this school in 2016, 170 female and 169 male. There were 35% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>41%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>49%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	47%	25%	Numeracy	32%	41%	26%	Writing	31%	49%	20%	Spelling	37%	43%	20%	Grammar and Punctuation	17%	46%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>93 %</td> <td>93 %</td> <td>96 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	96 %	92 %	93 %	93 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	96 %	92 %	93 %	93 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

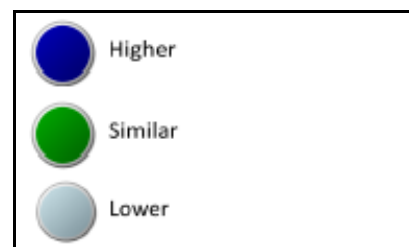
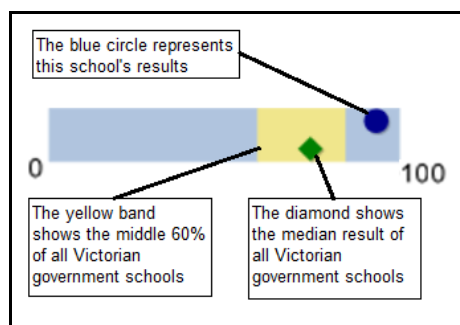
What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

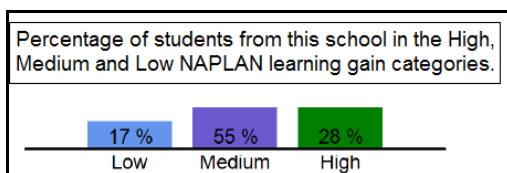
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$2,900,930
Government Provided DET Grants	\$488,092
Government Grants Commonwealth	\$7,309
Government Grants State	\$8,525
Revenue Other	\$46,674
Locally Raised Funds	\$358,127
Total Operating Revenue	\$3,809,656

Expenditure	
Student Resource Package	\$2,642,355
Books & Publications	\$614
Communication Costs	\$5,170
Consumables	\$65,146
Miscellaneous Expense	\$136,457
Professional Development	\$17,997
Property and Equipment Services	\$246,553
Salaries & Allowances	\$465,508
Trading & Fundraising	\$56,108
Travel & Subsistence	\$278
Utilities	\$36,795

Total Operating Expenditure **\$3,672,981**

Net Operating Surplus/-Deficit **\$136,674**

Asset Acquisitions **\$41,898**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$665,609
Official Account	\$49,750
Other Accounts	\$11,592
Total Funds Available	\$726,950

Financial Commitments	
Operating Reserve	\$155,356
Asset/Equipment Replacement < 12 months	\$72,500
Capital - Buildings/Grounds incl SMS<12 months	\$94,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$85,818
Revenue Received in Advance	\$58,974
School Based Programs	\$156,602
Provision Accounts	\$11,592
Other recurrent expenditure	\$52,109
Maintenance -Buildings/Grounds incl SMS>12 months	\$40,000
Total Financial Commitments	\$726,950

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

The school is in surplus due to sound financial management. Unexpected expenses were incurred due to ongoing facilities maintenance issues and additional facilities expenses.