

2015 Annual Report to the School Community

Burwood Heights Primary School

School Number: 4932



Name of School Principal: Esther Wood

Name of School Council President: Rob Nash

Date of Endorsement: 22nd March 2016

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 - languages program' minimum standards until 31 December 2015.

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 and 23.1 full-time equivalent teachers and 8.7 equivalent full-time Education Support staff. We offer programs from Kindergarten to Year Six and deliver an innovative and inclusive curriculum which promotes creativity, curiosity, tolerance and nurtures self-worth and self-expression. 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. 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.

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 Years 3 and 5 NAPLAN in Years 3 and 5 are pleasing, with our school being above or substantially above the State and similar schools average. Teacher assessment using the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) indicates our school is comparable to the results of other government schools in the middle 60% of overall results. 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. Many 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. 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.

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. 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, 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 facilities is a priority of the school. The curriculum is inclusive of all.

Productivity

The school uses its resources (people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables) strategically to support students in their learning. Staff Opinion and Parent Opinion results are above state mean, the financial performance of the school is sound, with the school having a surplus, and our class sizes are relatively low. Specialist programmes in Science, Homecrafts, Art, Physical Education, French, Music, English as an Additional Language and Welfare/Integration are offered. Staff professional development is recognized as integral to improving teacher capacity, and resources are allocated to this. New programmes/initiatives are encouraged and supported with appropriate resources.

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.

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

Enrolment Profile

A total of 332 students were enrolled at this school in 2015, 161 female and 171 male. There were 28% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Similar</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> Similar</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>20%</td> <td>54%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>64%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>51%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>43%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>43%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	54%	26%	Numeracy	15%	64%	21%	Writing	20%	51%	29%	Spelling	23%	43%	34%	Grammar and Punctuation	20%	43%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	54%	26%																							
Numeracy	15%	64%	21%																							
Writing	20%	51%	29%																							
Spelling	23%	43%	34%																							
Grammar and Punctuation	20%	43%	37%																							









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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>92 %</td> <td>95 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	95 %	92 %	93 %	94 %	94 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	95 %	92 %	93 %	94 %	94 %	93 %										

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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

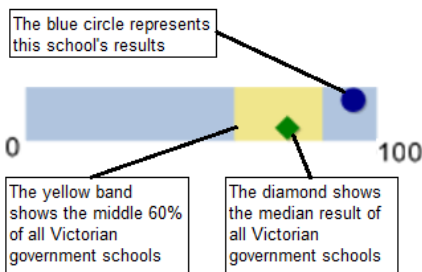
What are student outcomes?

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 colleges, 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.



What is a School Comparison?

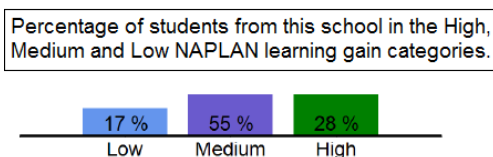
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

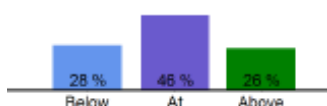
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,655,500	High Yield Investment Account	\$863,545
Government Provided DE&T Grants	\$608,667	Official Account	\$26,859
Government Grants Commonwealth	\$299,468	Other Accounts	\$11,398
Government Grants State	\$33,470	Total Funds Available	\$901,802
Revenue Other	\$18,979		
Locally Raised Funds	\$333,239		
Capital Works Grant	\$173,765		
Total Operating Revenue	\$4,123,087		
Expenditure		Financial Commitments	
Student Resource Package	\$2,546,731	Operating Reserve	\$149,635
Books & Publications	\$8,474	Asset/Equipment Replacement < 12 months	\$105,000
Communication Costs	\$5,886	Maintenance - Buildings/Grounds incl SMS<12 months	\$167,000
Consumables	\$70,956	Revenue Received in Advance	\$78,836
Miscellaneous Expense	\$113,213	School Based Programs	\$350,932
Professional Development	\$16,358	Other recurrent expenditure	\$11,398
Property and Equipment Services	\$285,096	Capital - Buildings/Grounds incl SMS>12 months	\$39,000
Salaries & Allowances	\$428,864	Total Financial Commitments	\$901,802
Trading & Fundraising	\$45,765		
Travel & Subsistence	\$363		
Utilities	\$36,092		
Adjustments	\$8,770		
Total Operating Expenditure	\$3,566,568		
Net Operating Surplus/-Deficit	\$556,519		
Asset Acquisitions	(\$8,770)		

Student Resource Package Expenditure figures are as of 04 March 2016 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. The amount of \$173,765 for Capital Works Grant is incorrect. In 2015, the school did not receive any Capital Works funding. This is an accounting error.

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, support/donations from external organisations and receiving grants from a variety of sources for our many different programmes. Programme Budgets are monitored very closely and spending does not go over the planned allocation. Additional programmes/projects will continue to be financed in 2016 from surplus funds. It is hoped that additional capital for the school might be generated.