

2018 Annual Report to The School Community



School Name: Bonbeach Primary School (4798)



- 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 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 20 March 2019 at 03:56 PM by Ken Jones
(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 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 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 01 April 2019 at 05:10 PM by Anita McKenzie
(School Council President)

About Our School

School context

Bonbeach Primary School is unique in the area providing a Preschool to Grade 6 program on site, with the school licensee of Bonbeach Pre School. There is a strong sense of community that provides a foundation for the school environment and is a feature of this school. Community engagement and participation is emphasised and encouraged and positive relationships developed as a result. 321 students were enrolled in 14 grades in 2018. Long term enrolments are increasing with new housing nearby. This school has 26.1 equivalent full time staff: 1 Principal, 1 Assistant Principal, 18.5 teachers and 5.6 Education Support Staff. Our purpose is to provide programs that teach skills and values enabling children of all abilities to reach their full potential in a friendly, community environment. We aim to extend and support student endeavours to become effective, productive and healthy members of the global society. We teach school values of Getting along, Resilience, Confidence, Organisation and Persistence so they are incorporated into the students' daily lives. We also started to develop a School Wide Positive Behaviour Program to be implemented in 2019.

Bonbeach Primary School has a focus on the individual student with regular teacher assessment, so improvement areas can be identified and programs or interventions implemented. Specialist subjects include Visual Arts, Digital Technologies, Indonesian, Performing Arts and Physical Education. Instrumental music is offered for interested students. Annual whole school performances, a strong emphasis on interschool sport from Grades 4 to 6, a comprehensive swimming program, a camping program from Grades 4 to 6 and ongoing excursions and incursions complement our curriculum. Digital technologies continue to be a priority for the school. Classroom computers, notebooks, iPads, smart TVs, robotics and interactive whiteboards support our students' learning.

Framework for Improving Student Outcomes (FISO)

In 2018 Bonbeach PS was working on 3 key areas of the Framework for Improving Students Outcomes: Excellence in Teaching and Learning, Professional Leadership and Positive Climate for Learning. We implemented consistency in the quality of teaching practice across the school to lower instances of in-school variation in student performance. Professional learning activities based upon how the teachers improve student learning were conducted, with effectiveness measured through the impact of student outcomes over time. Strategies used included creating a PLT that developed consistency in curriculum understanding, delivery, planning and assessment practices in both literacy and mathematics. This was supported by focussed and specific peer observations. Two maths specialists were appointed and reviewed Mathematics teaching levels across all grades with the School Improvement Team. Clear documentation of student learning outcomes and differentiated lesson was outlined in staff work programs. Professional development for all staff had a Mathematics focus including visitation to peers, coaching and mentoring by the maths specialists, teaching and learning meetings and visiting other schools. A sustainable literacy intervention program of targeted assistance across the school was continued with a literacy coordinator who provided mentoring and coaching for staff. We continued to implement a consistent approach to spelling across all grades based upon the SMART spelling program. We developed a consistent writing assessment and progression point checklist to ensure that it addressed outcomes outlined in the Victorian Curriculum. We also started to develop a consistent mathematics assessment and progression point checklist to ensure that it addressed outcomes outlined in the Victorian Curriculum.

Achievement

Student learning outcomes for English and Mathematics at both Years 3 and 5 as indicated in NAPLAN scores show Bonbeach students are performing at a similar or higher level to other schools in all areas after accounting for background characteristics known to make a difference to students' results. Teacher assessments against the Victorian Curriculum show Bonbeach students are performing at a slightly lower level to similar schools. The school has reviewed its moderation and assessment processes in order to rectify this discrepancy between NAPLAN results and teacher assessments but further work with individual data analysis is still required. The

school has implemented a range of strategies within our structured English and Mathematics curricula to improve student learning outcomes. These include a major focus on writing and continued school wide usage of the Smart Spelling program to provide a consistent approach to spelling and reading, a targeted literacy intervention program and a structured program developing numeracy skills. Classroom curriculum and Digital Technologies Resources have been extended and continue to play an important role in our students' learning. The Garden Program was continued as part of the Science Curriculum and has been a huge success. All classes had fortnightly lessons for a semester with structured lessons being conducted. Meeting the identified learning needs of individual students is our key to improving learning outcomes and requires further development of direct teaching skills in English and Mathematics and incorporating the Curiosity and Powerful Learning Program techniques and resources.

Engagement

Our school has high expectations for student behaviour and engagement in learning. We implement the "Restorative Practices" program and You Can Do It Program and have clearly articulated classroom and whole school expectations. We are an accredited eSmart School. Our school values form the basis for weekly awards. Opportunities exist through interschool sport, Junior School Council and a House system for students to build relationships, develop leadership skills and a sense of belonging. The student leadership program has been extended to give more senior students meaningful leadership opportunities. "Engagement" is a key focus. We aim to improve engagement by developing teaching skills and resources to build the students capacity to become independent learners. Combined attendance rates and student survey results place the school within the predicted range for schools with students similar to Bonbeach. Attendance is monitored, absences followed up and regular reminders of the importance of attendance provided. Absence levels in 2018 were approximately the same as last year and similar to like schools, but our attendance data still shows substantial absences by a small number of students.

Wellbeing

The emphasis in pedagogy on more individualized teaching and learning programs has impacted upon academic results and also on student attitudes to school. Restorative practices, You Can Do It, Circle Time and our School Values. Organisation, Resilience, Persistence, Getting along and Confidence are the foci of our student code of conduct and our whole school behaviour management strategy. The transition program was again extended in 2018 to include a larger transition program between all grade levels The transition program for Preschool to Foundation has also been continued to include the Super Starters program in 3rd Term for all 4 year old Preschool students regardless of which school they attend the following year. Student leadership opportunities have been extended to increase involvement and participation in student decision making through an enhanced student voice. In 2018 the assistant principal's primary role continued to be a Student Wellbeing Coordinator to support the development of a positive school culture and the students who are at risk of disengagement or not achieving their full academic potential.

Financial performance and position




The school's financial performance result of a surplus last year was due not only to careful expenditure and budgetting by the school but also with future planning in mind, particularly with a building program commencing in 2019. There were no extraordinary revenue or expenditure items. The school received an Inclusive boost fund of \$4800 which was spent on policies and practices within the school for staff working with PSD students and students with additional needs. We also received an Equipment boost fund of \$5000 which was spent on specialised equipment for PSD students and students with additional needs. There was no additional State or Commonwealth Government funding received by the school beyond the SRP.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 321 students were enrolled at this school in 2018, 156 female and 165 male.

7 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>		<ul style="list-style-type: none"> Similar Similar Similar Similar
<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>		<ul style="list-style-type: none"> Similar Similar Similar Higher





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>53%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>44%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>51%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	53%	23%	Numeracy	29%	49%	22%	Writing	17%	46%	37%	Spelling	33%	44%	23%	Grammar and Punctuation	19%	51%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	95 %	91 %	93 %	90 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	95 %	91 %	93 %	90 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Lower</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,551,351	High Yield Investment Account	\$258,847
Government Provided DET Grants	\$516,902	Official Account	\$29,423
Government Grants Commonwealth	\$3,656	Other Accounts	\$34,504
Revenue Other	\$6,191	Total Funds Available	\$322,774
Locally Raised Funds	\$506,427		
Total Operating Revenue	\$3,584,527		
Equity¹			
Equity (Social Disadvantage)	\$18,931		
Equity Total	\$18,931		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,455,424	Operating Reserve	\$29,458
Books & Publications	\$379	Provision Accounts	\$110,842
Communication Costs	\$5,686	Funds Received in Advance	\$55,193
Consumables	\$76,894	School Based Programs	\$127,281
Miscellaneous Expense ³	\$180,350	Total Financial Commitments	\$322,774
Professional Development	\$17,807		
Property and Equipment Services	\$175,670		
Salaries & Allowances ⁴	\$523,471		
Trading & Fundraising	\$78,240		
Travel & Subsistence	\$1,305		
Utilities	\$26,870		
Total Operating Expenditure	\$3,542,097		
Net Operating Surplus/-Deficit	\$42,430		
Asset Acquisitions	\$15,636		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 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)

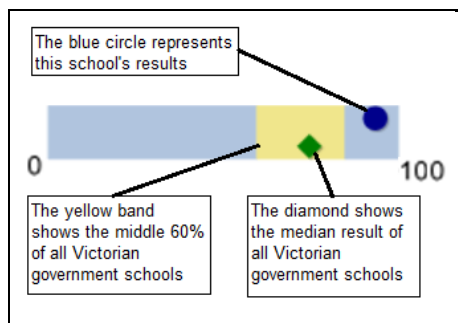
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

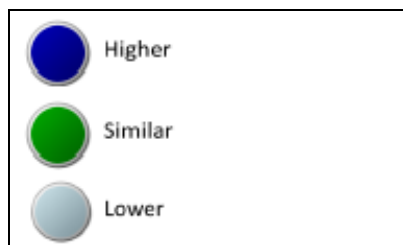


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').