

## 2015 Annual Report to the School Community

**Barwon Heads Primary School**

**School Number: 1574**



Name of School Principal: Darren Roskosch

Name of School Council President: Steve Copland

Date of Endorsement: April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

BHPS was opened on the 1<sup>st</sup> of June in 1875 with enrolments steadily increasing, particularly over the past years. The school once again experienced a record enrolment in 2015. It is anticipated that enrolments will eventually begin to decline and then stabilise however this does not appear to be evident in the following few years. With the town offering finite growth potential and the obvious reluctance of current residents to ponder relocation due to their appreciation of the local environment and community, it appears unlikely that the student population can continue its upward rise indefinitely. It continues to be difficult however to anticipate the impact on enrolments caused by nearby residential developments, and the school fields more and more enquires from the surrounding areas. The staff are fully committed to the academic, well-being and social development of students and see themselves as an integral part in this developmental process. Through a continual School Improvement focus on their Professional Learning they are deeply committed to building both their individual capacity as teachers and learners, and their collective efficacy in improving educational outcomes for all students.

Barwon Heads Primary has a Student Family Occupation (SFO) index of 0.2681 with the 442 students that commenced the year being supported by 24.7 Teaching Fulltime Equivalents, and 3.7 Education Support Officers Fulltime Equivalents.

Specialist Programs supporting the AusVELS curriculum include Arts/Craft, Physical Education, Reading Recovery, LOTE: Indonesian, Music and Library. The school has outstanding facilities, which have been constantly reviewed and improved, with extensive grounds that provide flexibility for students to achieve their academic and social goals. All teaching and learning areas are resourced with current technology to support student learning for the 21st century. Children in grade 4 to 6 participate in a 1:1 iPad program which is fully subscribed. The school receives unprecedented support from the local community. High levels of parent involvement at extra curricula activities, school events and school assemblies are consistently enjoyed and acknowledged. The focus of our current Strategic Plan was to continue our excellent results in literacy and numeracy and further develop and engage students in programs that maximise their potential. Sustainability and care for our environment are key factors in our current programs, along with our continued commitment to high quality ICT.

BHPS implemented a 19 grade structure and maintained a commitment to supporting straight grades where possible. BHPS has a high socio economic profile and a low proportion of students who speak a second language.

Parent Satisfaction is below State median, however BHPS is well above State median in all areas in the Staff and Student surveys.

### Achievement

Student Performance data at Barwon Heads has continued to indicate an extremely high level of attainment, in both our grade 3 and grade 5 cohorts. Teacher assessments historically indicate above state median student outcome scores in English and Mathematics. It has been determined through a review process that teacher judgments tend to be conservative. This data is rated as similar in English and lower in Mathematics in terms of School Comparison. Our data from the National Assessment Program is extremely strong with our results in Reading and Numeracy well above the state mean for both grade 3 and 5. These results for reading and numeracy are extremely pleasing, as is the 4 year average for both areas. The 2015 results are above this 4 year average. The 4 year average for Reading and Numeracy indicate consistently high attainment. The 'School Comparison' data indicates BHPS has achieved similar results in comparison to other Victorian government 'like' schools.

Barwon Heads Primary School achieved above the state mean in all areas of NAPLAN. Particularly high levels of achievement have been obtained in Reading, Persuasive Writing, Grammar and Punctuation, and Reading for both grade 3 and grade 5.

Student achievement growth in 2015 was at similar levels to the State Mean, which was extremely pleasing in terms of the high level of attainment.

The majority of students experienced medium growth in all areas and there was a decrease in low growth in the areas of Grammar and Punctuation, Numeracy, and Writing. There was however an increase in high growth in all areas.

Goals and targets will continue to centre on improving literacy and numeracy outcomes, with a continued emphasis on reading comprehension, writing, spelling and number. A Literacy, and a Numeracy coach will again be employed through the School Resources Package in order to further build the capacity of teachers in these areas. Our continued aim will be to deliver planned, purposeful and quality teaching practices through a Professional Learning Community approach. A teaching focus which centres on explicit instruction, contemporary pedagogy and high expectations for all students will continue to be our priority.

### Engagement

Student engagement is measured through student attendance. The education of our community in regards to attendance was maintained but on a reduced level due to parent feedback. Student absence again increased in 2015 from the previous year. Extended family holidays and overseas travel by families continues to remain part of our community lifestyle and significantly impacts student attendance at BHPS. The other significantly contributing area for high absence is 'Parent Choice.' 'Unexplained absence' accounts for the highest amount of absence days. 'Family Holidays' accounts for the 2<sup>nd</sup> highest amount of days. BHPS will maintain its focus on attendance, promoting the importance through our website and newsletter. The distribution across the school for absence is similar for all grade levels. Our school comparison data shows BHPS to be rated 'Lower' as compared to 'like' schools. BHPS attendance rates are above the state medium for all Victorian government school for 2015 but below in the 4 year average. Children, who were able to achieve perfect attendance for the year, were acknowledged at our final assembly for this accomplishment with a certificate.

### Wellbeing

Student wellbeing is measured through two areas of the 'Attitudes to School Survey'. These areas are Student Distress and Student Morale. The Attitudes to School survey provided extremely high and positive feedback as extremely strong results are indicated in all areas. Whilst all areas of the ATSS indicated significant improvement when measured against results from previous years, Student Morale and Student Distress indicate a particularly high level of student wellbeing at BHPS. A positive school culture and connectedness with community ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Our school implements a wide range of programs to promote student wellbeing and positive behaviors. This is supported by the 'You Can Do It' program. The ongoing successful development of the Starting Right and buddies programs and a strong focus on the development of student leadership capacity will be maintained. Programs not only support the transition into grade prep, and the transition into high school, but an opportunity for all students participate in a whole school transition program is provided. Initiatives such as the 1:1 iPad program for grades 4 -6, and a commitment to straight grades across the school where possible have been deemed a success.

BHPS Attitudes to Schools Survey indicates a consistently high level of satisfaction in the three areas of Student Relationships, Wellbeing, and Teaching and learning.

## Productivity

In 2015 a Literacy coach and Numeracy coach were employed, through management of the SRP, to support the pedagogical development of staff in the teaching of writing and numeracy. Pre and post discussions were held with staff; classroom observation, modelling and mentoring also occurred. Teachers were provided with professional readings and the references '6 +1 Traits of writing' and 'The No-nonsense Guide to Writing.' This reference material is the basis of all professional discussion and learning with the Literacy coach. Timetabling considerations were also made to ensure the Numeracy coach is regularly available to provide Professional learning to all staff as part of the Teaching and Learning schedule. Teams of staff are also released to work with coaches. The school continues to build on its implementation of a High Reliability Schools Model approach to school improvement.

The school maintained its strong financial position through the effective management of the SRP providing a financial balance of the workforce required to provide quality teaching programs. The unique development and implementation of an annual Student Charges policy and process supports full participation by students in all extra curricula programs, as well an easy and manageable way for parents to cover the necessary student charges incurred throughout the year. A variety of set and tailored payment options are made available.

Careful management of the SRP was also required for the maintenance of a straight grade structure. This structure can indirectly lead to lower class sizes which may impact the credit component of the SRP.

The voluntary usage of former teachers to support intervention also proved effective. The school also maintained its commitment to the Reading Recovery program and the resourcing of the Fountas and Pinnell reading comprehension program and the Words Their Way word study program. Educational Leaders were also provided with release time to support the leading of school improvement.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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 442 students were enrolled at this school in 2015, 208 female and 234 male. There were 0% 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.



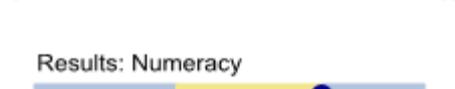
## Performance Summary

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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Lower</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b> No Data Available</p> <p><b>Mathematics</b> 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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> 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>17%</td> <td>53%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>47%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>56%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>42%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	53%	30%	Numeracy	22%	52%	26%	Writing	23%	47%	31%	Spelling	23%	56%	21%	Grammar and Punctuation	24%	42%	34%	<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><b>Average Number of Student Absence Days</b></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>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	92 %	92 %	92 %	92 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	92 %	92 %	92 %	92 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></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.

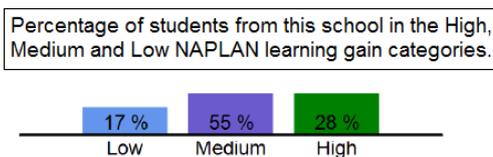
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

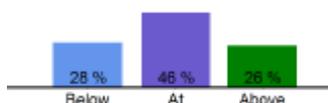


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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.



## 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 - 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	\$2,606,683	High Yield Investment Account	\$160,350
Government Provided DET Grants	\$416,416	Official Account	\$7,110
Government Grants Commonwealth	\$4,318	Other Accounts	\$104,979
Government Grants State	\$10,955	<b>Total Funds Available</b>	<b>\$272,440</b>
Revenue Other	\$23,557		
Locally Raised Funds	\$333,451		
<b>Total Operating Revenue</b>	<b>\$3,395,380</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,612,281	Operating Reserve	\$96,685
Books & Publications	\$9,480	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$4,702	Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Consumables	\$72,399	Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
Miscellaneous Expense	\$172,281	Revenue Received in Advance	\$4,796
Professional Development	\$10,875	School Based Programs	\$82,271
Property and Equipment Services	\$179,378	School/Network/Cluster Coordination	\$2,636
Salaries & Allowances	\$132,654	Other recurrent expenditure	\$26,051
Trading & Fundraising	\$40,296	Asset/Equipment Replacement > 12 months	\$10,000
Travel & Subsistence	\$2,351	<b>Total Financial Commitments</b>	<b>\$272,440</b>
Utilities	\$27,665		
<b>Total Operating Expenditure</b>	<b>\$3,264,361</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$131,019</b>		
<b>Asset Acquisitions</b>	<b>\$8,307</b>		

Student Resource Package Expenditure figures are as of 21 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.

*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

Barwon Heads Primary School is in a strong financial position due to the careful and highly effective management of the SRP – particularly in relation to maintaining a balanced staff in terms of experience.

BHPS implements a personalized 'Student Charges' process which transparently provides all families with a detailed analysis of the total cost of all extra curricula activities during the year, with the exception of major camps. This enables families to consider a number of payment options which indirectly leads to full participation of students and a significant reduction in administration time in the handling of money.