

## 2015 Annual Report to the School Community

Boroondara Park Primary School

School Number: 5288



Name of School Principal:

Eric Regester

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Name of School Council President:

John Anderson

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Date of Endorsement:

16/3/16

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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

Boroondara Park's core purpose is to offer the widest possible range of experiences and educational opportunities for our students so that they may all have the chance to succeed. Our comprehensively planned and structured curriculum encompasses core discipline-based learning complemented by studies in languages, the arts and physical education. Our aim is to develop the whole child – socially, emotionally, academically, culturally and physically. This occurs within a caring and supportive environment with the provision of the best facilities, resources and administrative support possible. While catering for all ability levels and learning styles, our main focus is on the students achieving the best possible learning outcomes in English and Mathematics. We offer a comprehensive EAL program for students across all year levels, and literacy and numeracy intervention programs for the younger students. Our inquiry-based units of study and our capacity to provide a range of specialist programs offer every student the opportunity to experience success. Boroondara Park PS currently comprises 630 students. Our facilities are situated on expansive and attractive grounds. Our teaching spaces are first class with state-of-the-art classrooms and specialist rooms. The addition of four new *5 mod* classrooms with an adjoining gallery and literacy support room, to be completed by the commencement of the 2016 school year, will further enhance our teaching and learning facilities. Our full-size basketball stadium and performing arts facilities are used extensively by outside groups, expanding our strong existing community links. The school has 43.8 equivalent full time staff: 3 Principal class, 43 teachers and 11 Education Support staff.

### Achievement

Boroondara Park is proud of its extensive achievements. A strong emphasis is placed on a consistent and cohesive approach to teaching and learning with all teachers differentiating the curriculum to cater for a range of abilities and learning styles. The adoption of whole school learning concepts is supported by Inter@ct (Integrated curriculum units) and the whole school maths program developed by the Mathematics Association of Victoria. Literacy and Numeracy data have continued to be considerably higher than state averages. Throughout the first half of 2015, we continued our 2014 emphasis on cultivating the skills of the staff in teaching Writing. In second semester our focus shifted to further improving our teaching of Mathematics. Internationally renown Maths educator Michael Ymer provided wonderful professional learning sessions for the teachers, the impact of which was clearly evidenced in the classrooms. Support for students who require additional assistance is provided by Literacy and Numeracy intervention programs. Further challenges and enrichment are provided by programs such as GATEways, Maths Olympiad, *Boroondara's WOW Factor* and a range of sporting competitions (with three individual students progressing through to represent the state and the Girls' Soccer Team being place third in Victoria), music and theatrical productions – the senior school production of *Pirates of the Curry Bean* being an outstanding feature. All students supported by the Program for Students with a Disability showed pleasing progress toward achieving their individual goals.

### Engagement

The broad range of programs provides opportunities for all students to pursue interests and experience success. The extensive Performing Arts program – which includes productions, choirs, ensembles, an orchestra and individual instrumental tuition – caters for those with musical and dramatic interests. The comprehensive physical education and sports program allows for both general participation and higher-level competition. The school caters very well for students with interests in visual arts, gardening, chess, and environment and sustainability. A structured camping program is in place from Grade 2. A 1:1 iPad program operates through Grades 3 – 5 and will expand to Grade 6 in 2016. Student Attitudes to School survey results (indicating our students' sense of belonging and enjoyment at school) are above the median of all Victorian Government schools. Pleasingly, the survey indicates that we are rated as 'Higher' than similar schools in the important areas of *Connectedness to School* and *Perceptions of Safety*. Strong parent commitment to school attendance is evident by low rates of student absence. Average attendance ranges from 93% in Grades 1 & 2 to 95% in Grades 5 & 6. Students are provided with many opportunities to develop their leadership capacity. These include a dynamic Student Leaders program and an active Junior School Council. Our student leaders attend the GRIP Young Leaders Conference followed by weekly sessions which assist them to develop their leadership skills. They help to coordinate and conduct school assemblies with the School Captains attending School Council meetings. All senior school students are provided with leadership opportunities, not least of which is through our multi-age, pastoral care program – '*Care, Learn and Share*' groups.

## Wellbeing

Boroondara Park places a strong emphasis on student wellbeing. Many initiatives have been introduced which focus on developing the students' self-worth and resilience. In 2012, Boroondara Park Primary School introduced the principles of Positive Psychology as a whole school approach to wellbeing and engagement. This has been built upon each year with the five major pillars of gratitude, positivity, empathy, kindness and mindfulness permeating the school. Our 'Care, Learn and Share' groups continue to provide all students with an effective cross-age pastoral care program, which enhances relationships and connections. The Life Education program is provided annually, strengthening the student's knowledge of, and decision-making capabilities in, personal health, drugs and cyber safety. The eSmart framework involving the broader school community has been introduced to promote smart, safe and responsible use of technology. Boroondara Park is continually building the school's capacity to provide seamless and successful transition between all year levels, upon Foundation entry and from primary to secondary. Our Student Engagement and Wellbeing Policy provides the umbrella under which all wellbeing decisions are made and this is complemented by the Dignity and Respect Statement.

## Productivity

In order to have a successful outcome with our Mathematics focus, we needed to provide the human and financial resources required to support and implement the initiative. Of the whole school Professional Learning budget (\$20,000), over 50% (\$10,560) was earmarked for staff development to improve the teaching of Mathematics. Employing the external expertise of Michael Ymer proved invaluable. All teachers spent a Pupil Free Day under Michael's tutorage as well as observing demonstration lessons in classrooms. In 2016, his involvement will extend to assisting the teachers with program planning and an information presentation to the parents. To support inclusion, the school committed additional funds, in excess of \$20,000, to supplement PSD funding. Several of our high-need students have no, or inadequate, funding. To ensure they can access the curriculum and to support the teachers, we feel this is essential. We ensured the ICT budget (\$81,210) was sufficient to purchase the accessories and install the infrastructure required to support the continuation of the successful 1:1 iPad program and ICT programs across the school. We increased the number of wireless points to ensure internet and intranet access was reliable and upgraded our servers to meet the demand of increased usage. At an initial cost of \$7,095, we adopted *Sentral* as our student management program. We scaffolded its implementation to allow staff to gradually become familiar with its operation and potential. By year's end, we were employing its roll marking, meeting agenda/minutes, resource-booking and incident-reporting facilities. Importantly, we had twice produced student reports electronically via the vital parent portal function. In 2016, we will continue to explore and enhance our use of *Sentral*, especially in regard to home-school communications. Funds raised by the 2014 School Fair were utilised, as intended, for playground enhancements. Monies were also put aside for construction of a 'gallery' between the two newly procured 5 mod relocatable classrooms.

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 643 students were enrolled at this school in 2015, 324 female and 319 male. There were 16% of EAL (English as an Additional Language) students and 0% 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.







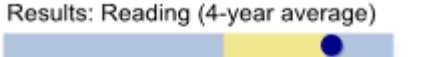







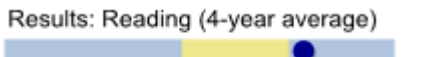

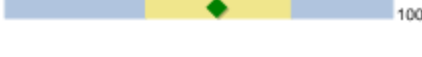




## Performance Summary

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"> <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> Similar</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></p> <p>No Data Available</p> <p><b>Mathematics</b></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><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; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>43%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>49%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	51%	24%	Numeracy	23%	43%	33%	Writing	27%	47%	27%	Spelling	19%	49%	32%	Grammar and Punctuation	17%	57%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary


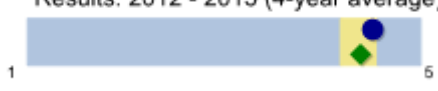



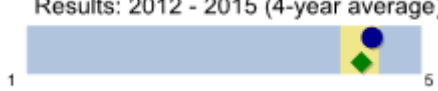


Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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="558 824 1034 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>94 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	95 %	94 %	95 %	95 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	95 %	94 %	95 %	95 %										



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

# How to read the Performance Summary

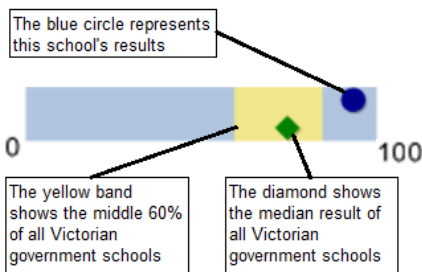
## What are student outcomes?

*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 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.

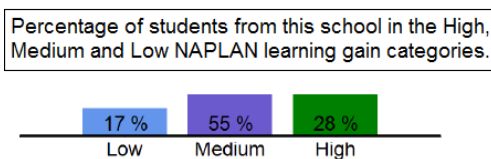
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

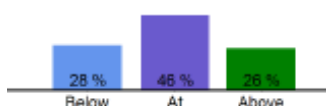


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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
Student Resource Package	\$4,276,900
Government Provided DE&T Grants	\$405,054
Government Grants Commonwealth	\$5,652
Revenue Other	\$19,941
Locally Raised Funds	\$898,736
<b>Total Operating Revenue</b>	<b>\$5,606,283</b>

Funds Available	Actual
High Yield Investment Account	\$455,424
Official Account	\$68,507
Other Accounts	\$187,692
<b>Total Funds Available</b>	<b>\$711,623</b>

Expenditure	
Student Resource Package	\$4,116,689
Books & Publications	\$28,538
Communication Costs	\$4,897
Consumables	\$109,045
Miscellaneous Expense	\$332,621
Professional Development	\$25,962
Property and Equipment Services	\$331,618
Salaries & Allowances	\$230,983
Trading & Fundraising	\$160,648
Utilities	\$21,670

Financial Commitments	
Operating Reserve	\$198,758
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds incl SMS<12 months	\$220,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$62,620
Revenue Received in Advance	\$186,869
Provision Accounts	\$23,376
<b>Total Financial Commitments</b>	<b>\$711,623</b>

**Total Operating Expenditure** **\$5,362,669**

**Net Operating Surplus/-Deficit** **\$243,614**

**Asset Acquisitions** **\$28,320**

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.

*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

For the Financial Year ended 31st December 2015, the school recorded cash income, (excluding the Student Resource Package) of \$1,329,383 and cash expenses of \$1,245,980, resulting in a net cash operating surplus of \$83,403. A sound financial position was again maintained during 2015. Government funds and those raised through parent contributions and local fundraising were allocated to meet the needs of students consistent with the school's Strategic Plan and Annual Implementation Plan. Property maintenance and development, as well as the provision of capital equipment in a modern technological learning environment, will require careful planning and the employment of appropriate prioritization strategies. With government funding and the ongoing support of a school community which values the provision of high quality educational opportunities for students, Boroondara Park Primary School is well placed to meet the challenges ahead.