

2017 Annual Report to the School Community



School Name: Boroondara Park Primary School

School Number: 5288



- 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 Regulation 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 2017 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 16 May 2018 at 04:42 PM by Susanne Lowe (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 Regulation 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 2017 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 24 May 2018 at 10:04 PM by Jacquie White (School Council President)

About Our School

School Context

Boroondara Park PS offers the widest possible range of experiences and educational opportunities to enable all students the opportunity to succeed. Care, Learn and Share continue to reflect our core purpose and the values and principles that are embedded in our school culture. Our comprehensively planned and structured curriculum includes discipline-based learning complemented by studies in language, the arts and physical education. We focus on developing the whole child – socially, emotionally, academically, culturally and physically. We have developed a caring and supportive environment with the provision of the best facilities, resources and administrative support possible. While catering for all ability levels, 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 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. In 2017 Boroondara Park PS comprised 624 students. Our facilities are situated on expansive and attractive grounds serving the families of North Balwyn. In 2017, the school had 54 (42.3 Equivalent Full Time) staff: 3 Principal class, 43 (35.7 EFT) teachers and 11 (6.6 EFT) Education Support staff.

Framework for Improving Student Outcomes (FISO)

The school was part of a network of five schools across a range of settings who focused on developing an Instructional Model. The network was involved in shared and collaborative workshops each term. This enabled the implementation of the Gradual Release of Responsibility model. The Unit Hero planning tool continued to be embedded across the school using the principles of Backward Design.

Curriculum planning and assessment

- Increase teacher capacity in relation to data literacy by triangulating and analysing data sets and planning programs based on this data.
- Use of the Backward Design planning model beginning with learning outcomes as identified in the Victorian Curriculum learning continuums
- Implement a commonly understood instructional model based on Gradual Release of Responsibility
- Assess prior knowledge, select resources and design lessons to engage students

Setting expectations and promoting inclusion

- Establish a positive climate for learning supported by consistent behaviour management practices in every classroom and specialist classroom, by implementing the Start Up program
- Articulate and reinforce the consistent behaviour management practices with the students and the school community
- Plan for explicit teaching of social skills and positive psychology in Care, Learn and Share groups

The FISO Network in 2018 will have a new focus around High Impact Teaching Strategies – Feedback in particular.

Achievement

Teacher judgements in English and Mathematics remain higher than comparative schools.

NAPLAN data indicates our Year 3 students achieve similar results when compared to other schools, with the exception of Reading in 2017, it should be noted this was an area of focus for staff throughout 2017. Year 5 results indicate that students achieve similar results when compared to other schools, with the exception of the four-year average in Reading which is lower. Supporting this evidence is 29% of students with a low percentage of learning gain in Reading from 2015 to 2017. However of particular note was the learning gain in Writing with 51.1% of students achieving high growth.

Reading was an improvement focus in 2017, reading programs were reviewed across the school. The need for value adding for our high achieving students was evident by our NAPLAN results in the top bands and in relative growth. Teachers observed the teaching of reading using the four resources literacy model and professional reading texts were purchased to focus learning.

Data analysis and Speaking and Listening targets were set for each year level. Targets were reviewed mid-year and programs revised in response to the data. This drove the PDP process for all staff and was the whole school Student Learning Outcome goal. Consistent planning tools (Unit Hero), learning intentions, success criteria and instructional model of teaching (Gradual release of responsibility) were introduced across the school. These are documented in Boroondara Park's teaching and learning document. Significant growth in Speaking and Listening data resulted.

The focus in 2018 is Writing and building 12 months growth for all students and increasing the % of students above the expected outcome. The data around reading indicates a continued focus on program development.

Engagement

Attendance has been a focus area in 2017 as we understand the impact that absence can have on student learning. This is a significant improvement area of the school. While the absences are similar when compared to other schools, there has been a slight increase in the 2017 attendance when compared with the 4 year average. The attendance rate across the year levels consistently ranges from 92% to 94%. We attribute significant absence to long term family holidays and in term seasonal activities. We acknowledged that this was an area to work on and this data has been addressed by regular communication with parents about the importance of being at school. Lateness was addressed by modifying the sign in and out processes. Attendance records are reported to parents each semester. This focus will continue into 2018 with continued communication with parents about the importance of attendance at school.

Parental engagement throughout 2017 was evident with large attendance at information nights, including a class walk through – an opportunity for parents to learn about the classroom programs. Reintroducing these nights was undertaken after gaining feedback from parents who participated in forums during the School Review period.

Wellbeing

Attitudes to School data indicated 85% of students in Year 4-6 feel connected to the school, above the State median. A breakdown of data indicated greater connectedness amongst students in Year 5-6. Of note was the lower rate of wellbeing and connectedness amongst Year 4 boys. Attitude to School survey data analysis in 2018 will include student forums to gain a greater insight. The management of bullying is 2% below the State median putting us at a similar school comparative rating.

In 2017 there was continued focus on a whole school approach to positive student management. The Start Up program was conducted at the beginning of the year establishing schoolwide Rights and Responsibilities.

The Care, Learn and Share groups built on the Rights and Responsibilities. Rules were visible across the school and shared with parents; common language and agreed approaches were evident in classrooms. Staff continued working with Bill Rogers, a half day of learning reinforcing the Rights and Responsibilities and developing behaviour plans and behaviour reflection forms.

Sentral data was recorded with trends and patterns identified. A significant spike in behaviour incidents mid-term suggested revisiting Rights and Responsibilities in Week 5 which is being undertaken in 2018.




For more detailed information regarding our school please visit our website at
[enter web address here]

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 624 students were enrolled at this school in 2017, 311 female and 313 male.

27 percent were EAL (English as an Additional Language) students and < 10 percent 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).






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: 

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> Higher</p> <p> Higher</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>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Lower</p> <p> Similar</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 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>	<div><p>Reading</p><table><tr><td>29 %</td><td>57 %</td><td>13 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>19 %</td><td>43 %</td><td>38 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>11 %</td><td>38 %</td><td>51 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>33 %</td><td>45 %</td><td>22 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>23 %</td><td>48 %</td><td>30 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	29 %	57 %	13 %	Low	Medium	High	19 %	43 %	38 %	Low	Medium	High	11 %	38 %	51 %	Low	Medium	High	33 %	45 %	22 %	Low	Medium	High	23 %	48 %	30 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
29 %	57 %	13 %																														
Low	Medium	High																														
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Low	Medium	High																														
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Performance Summary

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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 2017 attendance rate by year level:</p>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>94 %</td><td>93 %</td><td>94 %</td><td>93 %</td><td>92 %</td><td>93 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	93 %	92 %	93 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	93 %	92 %	93 %	92 %										

Performance Summary

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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>Results: 2017</p> 	 Similar
<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>Results: 2017</p> 	 Similar

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)

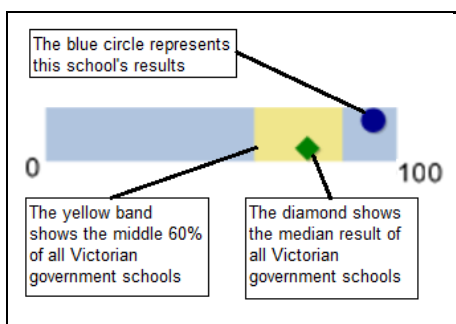
Engagement

- 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).

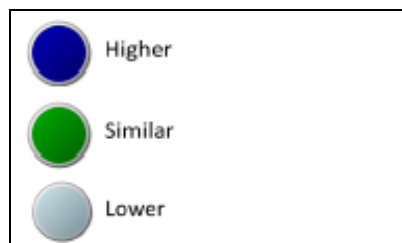


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

For the Financial Year ended 31st December 2017, the School recorded cash income, (excluding the Student Resource Package) of \$1,362,290 and cash expenses of \$1,305,982, resulting in a net cash operating surplus of \$56,308. A sound financial position was again maintained during 2017. 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.

Revenue was lower than in 2016, mainly due to less fundraising, with the absence of the biennial school Fair. Key improvements were made to the learning environment, notably landscaping of underutilized grounds, internal painting works, classroom furniture renewal, playground and ICT upgrades.

The future focus for the school is the 'Bottom Oval Project' to ensure that the oval is able to be used all year round. The focus will firstly be on appropriate drainage. All fundraising for 2018 will provide funds for this project. Continued work with Apple and a focus on teaching and learning ensures our finances are used to build teacher capacity to provide a vital learning program for all students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$4,327,536
Government Provided DET Grants	\$426,021
Government Grants Commonwealth	\$19,645
Revenue Other	\$25,794
Locally Raised Funds	\$890,830
Total Operating Revenue	\$5,689,825

Equity¹

Equity (Social Disadvantage)	\$9,090
Equity Total	\$9,090

Expenditure

Student Resource Package ²	\$4,279,853
Books & Publications	\$1,159
Communication Costs	\$7,722
Consumables	\$124,870
Miscellaneous Expense ³	\$349,083
Professional Development	\$21,105
Property and Equipment Services	\$354,426
Salaries & Allowances ⁴	\$283,710
Trading & Fundraising	\$137,400
Utilities	\$26,508

Total Operating Expenditure	\$5,585,835
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Net Operating Surplus/-Deficit	\$103,991
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Asset Acquisitions	\$9,368
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Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$275,817
Official Account	\$35,733
Other Accounts	\$197,562
Total Funds Available	\$509,111

Financial Commitments

Operating Reserve	\$204,835
Asset/Equipment Replacement < 12 months	\$39,253
Capital - Buildings/Grounds incl SMS<12 months	\$50,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$27,720
Revenue Receipted in Advance	\$180,750
School/Network/Cluster Coordination	\$6,553
Total Financial Commitments	\$509,111



- (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 01 March 2018 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.