

2014 Annual Report to the School Community

Bayswater South Primary School

School Number: 4973



Name of School Principal:

Jayson Williams

Name of School Council President:

Amanda Whiteley

Date of Endorsement:

May 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Bayswater South Primary School is situated in the suburb of Bayswater, in the foothills of the Dandenong Ranges in Melbourne's outer east. Bayswater South is one of the few truly bilingual primary schools in Victoria, with a proud history of over 30 years of delivering a comprehensive curriculum through English and German. By 2017, the school will have all levels taught using the 50:50 model. English, physical education & integrated studies are taught in English, while maths, science, art and music are taught in German.

Bayswater South Primary School prides itself on its English /German bilingual program. We strive to provide a comprehensive, conceptual, inquiry based integrated curriculum in a safe, respectful and positive learning environment. A differentiated and personalised approach is implemented, encouraging student voice and leadership, in order to meet each student's academic, social and emotional need.

The school's facilities consist of a state of the art Language Learning Centre with two classrooms, two purpose-designed science rooms with wet areas and a fully functioning kitchen. During 2015, our Foundation Learning Centre and Administration building will be renovated. This houses three classrooms, a computer lab, a student support room and a general meeting room. Our junior level block contains four classrooms, and the following specialist resource/classrooms: art/craft, library, music, media studio, school hall and canteen. Our three senior classes are situated separately with break out rooms. The spacious grounds on the sloping terraced location features a large grassed playing field, junior and senior playgrounds, basketball courts and shaded and passive recreation areas.

BSPS has 1 principal class personnel, 20 teachers and 7 support staff. Visiting support staff members include a school Chaplain, psychologist, speech therapist, and Kids' Hope mentors. A new principal began at the school in term 4, 2014.

Our school has an active parent group and has traditional links with Siemens, The Tabulam and Templer Homes for the Aged, The Deutsche Schule Melbourne and other community groups. We have an active bilingual play group, offer parent German classes and an engaged Student Representative Council. We value community action and partnerships in building a welcoming and engaging learning community.

Achievement

Bayswater South Primary School prides itself on its English /German bilingual program. We strive to provide a comprehensive, conceptual inquiry based integrated curriculum in a safe, respectful and positive learning environment. A differentiated and personalised approach is implemented, encouraging student voice and leadership, in order to meet each student's academic, social and emotional need. The student performance summary indicates that our student outcomes are higher than the median of all students in Victorian Government schools. Teacher assessments indicate that our students AusVELS standards are high in school comparison and above the median of other Victorian government schools. Student performance in NAPLAN was pleasing with Years 3 & 5 performing above the state average in Numeracy, Reading, Writing, Grammar and Punctuation.

The school for 2015 has a new focus on student learning growth, the 2014 NAPLAN relative growth results show 90% of the students showed medium to high growth in Reading; 87% in Numeracy; 79% in Writing; 86% in Spelling and 82% in Grammar and Punctuation. It is expected that a renewed emphasis on identifying and the meeting of each student's level and needs on the AusVELS based learning continuum, through pre and post testing, will further inform the teaching and learning process. We believe the key drivers in supporting student learning are specific learning intentions and success criteria, pre and post testing, reflection and feedback, differentiation and personalisation, a positive and engaging school climate, and a comprehensive inquiry integrated approach.

Engagement

The performance summary for 2014 indicates further improvement in Engagement with fewer days of absence recorded. The data demonstrated fewer days absent per student in comparison to the median of all Victorian Government schools. Our school is rigorous in monitoring student attendance and following up unexplained absences. Attendance is checked twice daily at each grade level.

The recently implemented Leader in Me program as well as a range of other whole school initiatives rewarding personal achievement, positive behavior and support for students at risk continues to raise the level of engagement. In 2015, we expect student engagement to further improve with an emphasis on student voice, student wellbeing, improved student-teacher-parent relationships, specific classroom learning intentions and success criteria, the setting of student goals, reflection and feedback.

Wellbeing

At Bayswater South, we value optimism, openness, pride, friendship, respect and lifelong learning. Our 'Leader in Me' program enables us to integrate timeless leadership principles into our school culture and curriculum to develop leaders, one child at a time. Our 'Leader in Me' school has in place a clear behaviour management process, which encourages students to accept responsibility for their own behaviour. Restorative Justice and Assertive Discipline processes are used effectively throughout the school. The school chaplain, Department staff and external professionals and agencies support student wellbeing.

The performance summary for 2014 derived from the student 'Attitudes to School' survey, indicate our four year average (2011-2014) is similar with the median of all Victorian government schools. In 2014, student perception of classroom behavior and student safety were above state benchmarks. It is expected with the further consolidation and training of the 'Leader in Me' program, and a renewed emphasis on the importance of student voice and leadership will result in further improvement in 2015.

Productivity




Over the past number of years and in 2014, there has been a strong focus on the allocation of planning time and staff resources to support student learning. Class sizes have been kept low (20-22) in the junior years, our library has been refurbished and new laptops have been purchased. A review of the productivity in late 2014, has identified a need to implement a new sustainable financial model with continued emphasis on supporting student learning. The model contains plans for building renovation, the purchasing of new contemporary furniture for learning spaces, the establishment of a media studio and a general planned upgrade of the outside school environment.

For more detailed information regarding our school please visit our website at
<http://www.baysouthps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

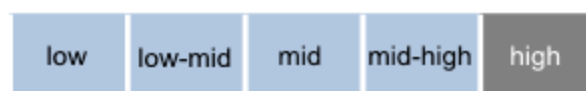
School Profile

School Enrolments

A total of 266 students were enrolled at this school in 2014, 101 female and 165 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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





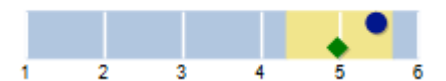

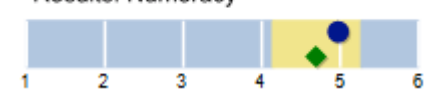
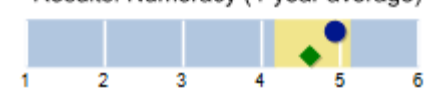






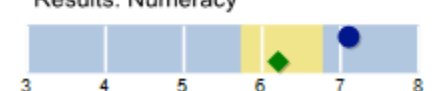
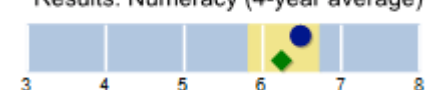




Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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 schools: 
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


Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Higher</p> <p> Similar</p>


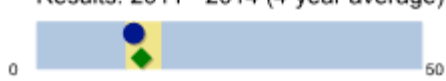


Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div><p>Reading</p><table><tr><td>32 %</td><td>48 %</td><td>19 %</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>61 %</td><td>19 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>26 %</td><td>65 %</td><td>10 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>16 %</td><td>52 %</td><td>32 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>26 %</td><td>42 %</td><td>32 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	32 %	48 %	19 %	Low	Medium	High	19 %	61 %	19 %	Low	Medium	High	26 %	65 %	10 %	Low	Medium	High	16 %	52 %	32 %	Low	Medium	High	26 %	42 %	32 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
32 %	48 %	19 %																														
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Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<h3>Student Attendance</h3> <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 2014 attendance rate by year level:</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>94 %</td><td>95 %</td><td>94 %</td><td>95 %</td><td>94 %</td><td>94 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	94 %	95 %	94 %	94 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	94 %	95 %	94 %	94 %	92 %										

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

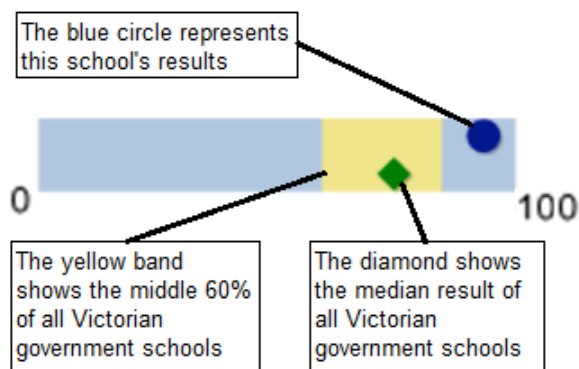
What are student outcomes?

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).

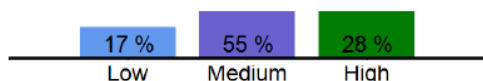
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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 Indigenous 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/performance.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, 2014

Revenue	Actual
Student Resource Package	\$2,022,428
Government Provided DE&T Grants	\$182,198
Government Grants Commonwealth	\$26,998
Government Grants State	\$3,500
Revenue Other	\$23,189
Locally Raised Funds	\$162,472
Total Operating Revenue	\$2,420,784

Expenditure	
Student Resource Package	\$2,025,689
Books & Publications	\$4,339
Communication Costs	\$4,887
Consumables	\$47,098
Miscellaneous Expense	\$143,935
Professional Development	\$5,737
Property and Equipment Services	\$144,315
Salaries & Allowances	\$54,833
Trading & Fundraising	\$13,421
Utilities	\$24,630
Total Operating Expenditure	\$2,468,885

Net Operating Surplus/-Deficit	(\$48,100)
Asset Acquisitions	\$5,523

Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$8,726
Official Account	\$42,040
Other Accounts	\$126,255
Total Funds Available	\$177,021

Financial Commitments	
Operating Reserve	\$67,699
Beneficiary/Memorial Accounts	\$49,912
Revenue Received in Advance	\$36,341
School Based Programs	\$11,129
Region/Network/Cluster Funds	\$8,461
Other recurrent expenditure	\$3,478
Total Financial Commitments	\$177,021

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.

Financial performance and position commentary

Bayswater South Primary has operated a German language immersion program for over 30 years and is currently transitioning to a 50:50 English/German bilingual model, that has required a review of staffing and curriculum planning. By 2017, the school will have fully implemented the 50:50 bilingual model across all levels. The School Council is supportive of the financial processes that have been put in place during 2014.