

2015 Annual Report to the School Community

School Number: 4973



Name of School Principal:

Mr Jayson Williams

Name of School Council President:

Mr Frank Drost

Date of Endorsement:

April 26, 2016

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 2015.

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.

Our Vision is: 'Our exemplary Bilingual School embraces diversity and empowers global citizenship through a vibrant learning community.'

Our Mission is -Empower each child:

- **Learn through languages**
- **Build upon natural curiosity**
- **Develop resilience**
- **Embrace diversity**
- **Aspire to lead**
- **Strive for excellence**

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 Prep Learning Area and Administration building was 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, a new synthetic soccer/cricket, junior and senior playgrounds, basketball courts and shaded and passive recreation areas.

In 2015, BSPS had 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. In 2016, a new Assistant Principal will be appointed to the school.

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

At BSPS 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 had a new focus on student learning growth, the 2015 NAPLAN relative growth results show 73% of the students showed medium to high growth in Reading; 62% in Numeracy; 69% in Writing; 79% in Spelling and 76% 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 2015 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 2016, 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 respect, empathy, honesty and team work. 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 2015 derived from the student 'Attitudes to School' survey, indicate our four year average (2012-2015) is similar with the median of all Victorian government schools. 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 2016.

Productivity




Over the past number of years and in 2015, there has been a strong focus on the allocation of planning time and staff resources to support student learning. In 2015 our class sizes were kept low (20-22) in the junior years with predominantly single classes throughout the school. In 2015, our prep learning area and student support room were refurbished with new ipads purchased. A review of the productivity in late 2014, identified a need to implement a new sustainable financial model with continued emphasis on supporting student learning. The model contained plans for further 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 which was implemented during 2015.

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 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 263 students were enrolled at this school in 2015, 106 female and 157 male.
There were 13% of EAL (English as an Additional Language) students and 2% 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"> 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> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</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>English</p> <p>No Data Available</p> <p>Mathematics</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

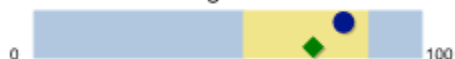
School Comparison

NAPLAN Year 3

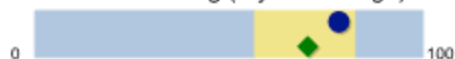
The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.

Year 3 assessments are reported on a scale from Bands 1 - 6.

Results: Reading



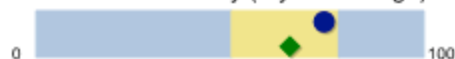
Results: Reading (4-year average)



Results: Numeracy



Results: Numeracy (4-year average)



 Similar

 Similar

 Similar

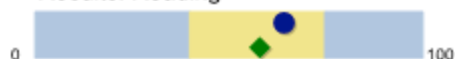
 Similar

NAPLAN Year 5

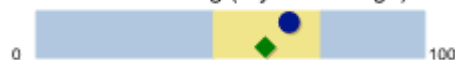
The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.

Year 5 assessments are reported on a scale from Bands 3 - 8.

Results: Reading



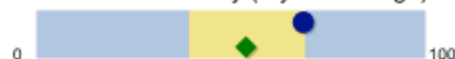
Results: Reading (4-year average)



Results: Numeracy



Results: Numeracy (4-year average)



 Similar

 Similar

 Similar

 Similar




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>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>28 %</td><td>45 %</td><td>28 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>38 %</td><td>34 %</td><td>28 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>31 %</td><td>48 %</td><td>21 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>21 %</td><td>38 %</td><td>41 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>24 %</td><td>48 %</td><td>28 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	28 %	45 %	28 %	Low	Medium	High	38 %	34 %	28 %	Low	Medium	High	31 %	48 %	21 %	Low	Medium	High	21 %	38 %	41 %	Low	Medium	High	24 %	48 %	28 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
28 %	45 %	28 %																														
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

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

Student Outcomes

Results: 2015



Results: 2012 - 2015 (4-year average)




Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	93 %	94 %	93 %	92 %	94 %	95 %



School Comparison

 Similar

 Similar

Performance Summary

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Result for this school:  Median of all Victorian government primary year levels: 

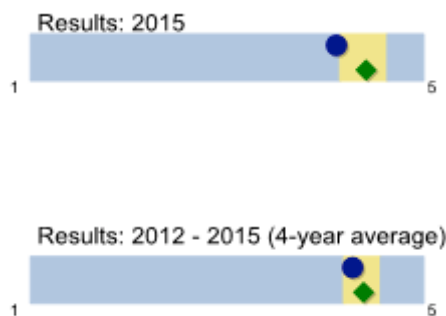
Wellbeing

Student Outcomes

School Comparison

Students Attitudes to School - Connectedness to School

Measures the Connectedness to School factor derived from the *Attitudes to School* 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.

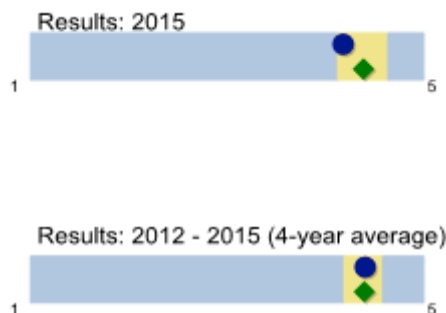


 Lower

 Similar

Students Attitudes to School - Student Perceptions of Safety

Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.



 Similar

 Similar

How to read the Performance Summary

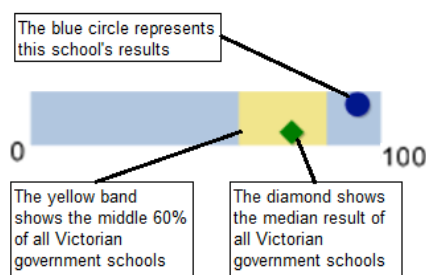
What are student outcomes?

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.

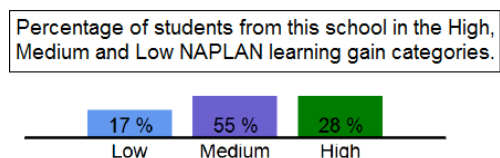
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

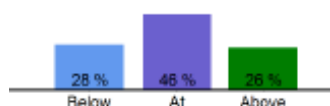


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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/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, 2015

Revenue	Actual
Student Resource Package	\$2,143,351
Government Provided DET Grants	\$501,783
Government Grants Commonwealth	\$3,503
Revenue Other	\$14,458
Locally Raised Funds	\$197,081
Total Operating Revenue	\$2,860,175

Expenditure	
Student Resource Package	\$2,193,243
Books & Publications	\$7,206
Communication Costs	\$3,779
Consumables	\$28,072
Miscellaneous Expense	\$187,442
Professional Development	\$5,427
Property and Equipment Services	\$219,833
Salaries & Allowances	\$7,925
Trading & Fundraising	\$13,964
Travel & Subsistence	\$20
Utilities	\$20,245

Total Operating Expenditure **\$2,687,155**

Net Operating Surplus/-Deficit **\$173,020**

Asset Acquisitions **\$7,300**

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$254,035
Official Account	\$15,272
Other Accounts	\$134,549
Total Funds Available	\$403,857

Financial Commitments	
Operating Reserve	\$65,211
Asset/Equipment Replacement < 12 months	\$58,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$14,000
Beneficiary/Memorial Accounts	\$9,478
Revenue Received in Advance	\$44,083
School Based Programs	\$8,732
Other recurrent expenditure	\$9,399
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds incl SMS>12 months	\$80,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$14,954
Total Financial Commitments	\$403,857

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

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 2014-15.