

2018 Annual Report to The School Community



School Name: Burwood East Primary School (0454)



- 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 2018 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 15 March 2019 at 12:13 PM by Darren Mc Donald
(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 2018 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 27 March 2019 at 09:32 AM by Mel Rosso (School
Council President)

About Our School

School context

Burwood East Primary School is located at the main intersection of Blackburn Road and Highbury Road approximately 25 km east of the Melbourne CBD with a 2018 student population of 397 students. The school is part of the Riversdale Network of Schools in the North Eastern Victoria Region.

Burwood East Primary School seeks to provide all students with a safe and supportive educational environment. We guide students to be independent learners who participate, and contribute as global citizens. As a school we support the personal and academic development of our learners through an engaging and supportive environment and a comprehensive and balanced school curriculum. Our curriculum has a clear emphasis on literacy and numeracy with whole school structures and practices that promote successful learning outcomes for all students.

Our aim is to extend knowledge, challenge thinking, provide student agency and voice and ignite passions through the implementation of the Victorian Curriculum. BEPS staff work diligently to extend and develop their teaching skills through a rigorous whole school approach to professional learning aimed at supporting students from a range of backgrounds and through monitoring and improving student learning outcomes. Organised, focused, coherent and rich teaching and learning programs support all students throughout the school. Our student wellbeing programs built around 'The leader in me' in conjunction with a large number array of extra-curricular activities provide all students with a variety of learning opportunities whilst at school. We develop all children's emotional and intellectual growth and, in addition, support the learning of our gifted and talented students as well as those that require additional support. A range of specialist programs, teacher aides and expert teachers are available for support.

Burwood East PS offers a wide range of extra-curricular programs including a Science, Technology, Engineering and Mathematics program which is supported by an EV 3 Robotics program (Years 3-6), a WeDo pre-robotics and a Sphero program offered to (Foundation – Year 2) students. Students in Years 3-6, with special talents and interests in Robotics, are able to extend their learning further and, where the opportunity exists, compete against other schools in RoboCup and First Lego League competitions locally and nationally, where one of our teams placed 8th in the state in 2018. Our teaching specialist programs include Physical Education, Performing Arts, Visual Arts and Languages (Mandarin). Opportunities are provided for students to excel in programs such as coding, chess, sport, filming, choir, expert ukulele, drama, dancing and gardening clubs.

Our Global Relations program involves further developing our student exchange program with our sister school in China (ZhongShan Road Primary School). In 2018 we undertook our second study tour with 2 teachers and 7 students participating. This was a wonderful experience for all involved and helped to create stronger links with our sister school. We also had around 12 students and 2 teaching staff visit from ZhongShan Road in Term 3 which provided cross-cultural connections between the two schools.

In 2018, we continued embedding our whole school approaches to all curriculum areas, which has continued to be successful. The school focused on developing our Writing program, focusing on moderation of student work which was supported through collegiate visits. The school also reviewed and refined the approaches to Inquiry Learning, Numeracy and Reading through the work in our Curriculum Action Teams. Successes included the implementation of Essential Assessment for Mathematics, further increasing student voice through our Inquiry approach and the introduction of Fountas and Pinnell Reading Benchmark in Years 3-6. Our students participate in a magnitude of assessment tasks including the NAPLAN, UNSW ICAS competitions and a range of teacher developed assessments. These assessments are used to inform student achievement and drive teaching and learning.

Workforce composition: In 2018 Burwood East PS had 2 Principal Class Officers (Principal and Assistant Principal, 22 teachers (4 specialists –Mandarin, Performing, Visual Arts and PE) and 4 Education Support Officers. We also had an increase in the administration area of the school with a 1.0 Administration Officer and a 1.0 Business Manager.

Our school community continues to support the school and parents are valued participants, engaged in the decision-making processes of the school. Regular opportunities are provided for parents and families to be an active part of our school community. Parents are strongly encouraged to become involved in their child's school years through School Council, Parent's Association and other extra curricula programs such as excursions, classroom support and sport.

Framework for Improving Student Outcomes (FISO)

Throughout 2018, Burwood East Primary School focused on the areas of Building Practice Excellence and Building Leadership teams through the Framework of Improving Student Outcomes. The focus on Building Practice Excellence was delivered through two Key Improvement Strategies: Embedding the Text Types Writing Program throughout the school and Reviewing the CAFE(Reading) and TILES (Mathematics) programs within the school. Successes in these areas included regular PL for staff around the Text Types Program. The development of agreed processes for Writing Moderation across the school and the development of rubrics to ensure consistency of teacher judgements against VicCurriculum standards. The VicCurriculum has been used to create more effective rubrics for assessing writing and to ensure students are able to identify learning goals that challenge their writing skills. Students were also supported in Writing through our Literacy support program. This program has evolved to a high level with all students being on ILPs constructed by staff and supported by ES staff in the school. The program was also supported through a specific EAL teacher who worked with targeted students throughout the year.

The review into our CAFE and TILES program also lead to some changes and successes within the school. Staff participated in a self-reflection audit on the CAFE program based on learnings from the Literacy Leaders Program undertaken by our Leading Teacher. In Term 3, Collegiate visits from Leadership led to a full review of the CAFE program and development of a school based CAFE reading model to streamline the approach around CAFE and make clear the agreed expectations around independent reading and mini lessons. The TILES review has focused on supporting the implementation of Essential Assessment. Each class in the school is using Essential Assessment in varying degrees to develop learning goals for students and to inform teaching. Further focus on staff using of Essential Assessment to differentiate learning is a goal for 2019.

Our focus on Building Leadership Teams was based around the Key Improvement Strategy of utilising Professional Learning Communities and Curriculum teams to embed whole school approaches and to share leadership. The Professional Learning Communities focused on consistency of Whole School Approaches through staff participating in weekly Collegiate Visits. All staff have participated in collegiate visits on a weekly basis with an emphasis on embedding whole school approaches around teaching and learning. With 9 new staff in 2018, this has been successful in supporting those staff in being able to implement the processes that have been in place at Burwood East. Of those 9 staff, 5 of them also completed their VIT registration as graduates in 2018. Curriculum teams created action plans that were developed for each semester which provided clear goals and expectations for staff. These plans were reviewed by leadership to be endorsed then each team shared their successes to the whole staff.

Achievement

Student achievement data results in 2018 continued to show very positive results in most areas. This was evident in both teacher judgment and Year 3 NAPLAN results as highlighted in this report, where Burwood East has again displayed results significantly higher than similar schools. Our teacher judgments in English and Mathematics were again higher than similar schools. Our 2018 NAPLAN results show a high number of students performing in the top 2 bands in Year 3, although a decrease of the number of students performing in the top 2 bands in Year 5. Our relative growth figures indicate that our growth in Grammar and Punctuation is excellent with significant high gain and limited low growth. However, the lack of high gain in Reading, Mathematics and Writing are areas that were targeted through our FISO improvement initiatives as mentioned above. The focus for the school in 2019 is based around setting more challenging learning goals for students to ensure our students are making greater medium or high gain across the key learning areas.

Engagement

Burwood East Primary School's 2018 student attendance data has improved slightly in comparison to our 2017 data and in relation to similar schools with all year levels demonstrating an average attendance of 93-94%. These results indicate that our students are connected and engaged to the school and their learning and the use of Compass as a communication tool to improve parents understanding of the impact of absences on student learning has been effective. The attendance results are reflected through the excellent results we achieved in relation to the Attitudes to School Survey, Parent and Staff Opinion surveys. Significantly, our school's absence % remains reflective of the increasing multicultural and migrant school community with extended family holidays for cultural reasons being prevalent in our school community. It is important to note that parents are increasingly communicating these events to teaching staff well in advance.

Wellbeing

Our student's responses to the Attitudes to School Survey were again outstanding which is a source of pride for Burwood East Primary School. The high results in relation to connectedness to school show that our curriculum and extra-curricular programs are engaging students throughout the school and is reflective of our school approach. Our results around management of bullying demonstrate that our Wellbeing program is being successful in supporting students in feeling safe in the school environment. The use of whole school language through the Leader in Me program has provided a positive avenue to develop positive behaviours in our students.

Financial performance and position

Burwood East PS continues to maintain a secure financial position. The school was able to achieve a greater surplus in 2018 due to the continually increasing student population and the experience profile of the teaching staff.




Our increasing bank balance has allowed us to strongly support our Professional Learning budget which continues to grow with the increase of staff within the school. Equity funding was used to partially fund an Education Support Staff (Intervention) targeting junior students requiring Literacy Intervention. As the school population continues to grow, staffing surplus has been directed into staffing and led to the employment of a Numeracy Learning Specialist and Literacy Coach for 2019. Future additional facility works include an upgrade to the junior school playground and to resurface the oval area and courtyard areas with synthetic turf.




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.

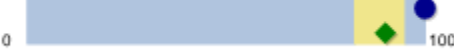
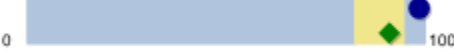


Members of the community can contact the school for an accessible version of these data tables if required.

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	
<p>Enrolment Profile</p> <p>A total of 397 students were enrolled at this school in 2018, 201 female and 196 male.</p> <p>66 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Lower</p> <p> Similar</p> <p> Lower</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 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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>41%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>67%</td> <td>15%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>70%</td> <td>4%</td> </tr> <tr> <td>Spelling</td> <td>67%</td> <td>26%</td> <td>7%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>59%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	41%	15%	Numeracy	67%	15%	19%	Writing	26%	70%	4%	Spelling	67%	26%	7%	Grammar and Punctuation	15%	59%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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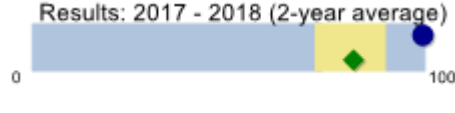


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="542 907 1027 1003"> <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>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	94 %	94 %	94 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	94 %	94 %	94 %	94 %										

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:

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,271,244	High Yield Investment Account	\$423,748
Government Provided DET Grants	\$543,046	Official Account	\$42,395
Government Grants Commonwealth	\$12,786	Other Accounts	\$135,754
Revenue Other	\$23,839	Total Funds Available	\$601,897
Locally Raised Funds	\$382,225		
Total Operating Revenue	\$4,233,139		
Equity¹			
Equity (Social Disadvantage)	\$5,478		
Transition Funding	\$230		
Equity Total	\$5,708		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,583,592	Operating Reserve	\$104,553
Books & Publications	\$277	Funds Received in Advance	\$154,980
Communication Costs	\$8,061	School Based Programs	\$23,000
Consumables	\$83,260	Asset/Equipment Replacement < 12 months	\$180,800
Miscellaneous Expense ³	\$304,840	Capital - Buildings/Grounds < 12 months	\$53,528
Professional Development	\$7,566	Maintenance - Buildings/Grounds < 12 months	\$85,000
Property and Equipment Services	\$294,946	Total Financial Commitments	\$601,861
Salaries & Allowances ⁴	\$2,504		
Trading & Fundraising	\$23,528		
Travel & Subsistence	\$1,204		
Utilities	\$30,392		
Total Operating Expenditure	\$3,340,170		
Net Operating Surplus/-Deficit	\$892,970		
Asset Acquisitions	\$120,810		

(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 15 March 2019 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.

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)

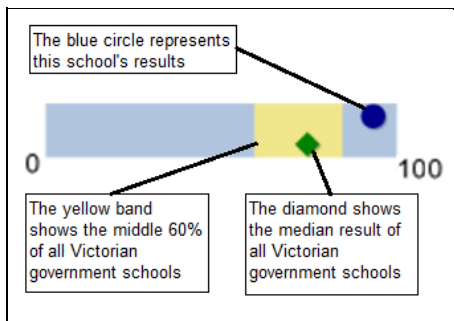
Engagement

- 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).

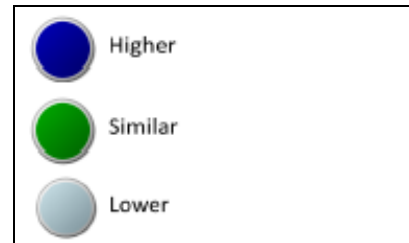


What does *School Comparison* refer to?

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*' or '*ND*' 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').