

2016 Annual Report to the School Community

School Name: Bimbadeen Heights Primary School

School Number: 5011

Name of School Principal:

Leigh Johansen

Name of School Council President:

Bruce Lee

Date of Endorsement:

May 3 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

At Bimbadeen Heights Primary School each child is valued and encouraged to reach their full capability intellectually, socially and personally. This is reflected in our motto 'Reach for the Heights' and is reflected in our school values of respect, fairness, compassion, understanding and honesty. The over-arching value that we adhere to is respect. We encourage and enjoy family participation in all aspects of school life to foster a positive partnership in learning. The excellence of our reputation is built largely on the quality of the relationships we have built between all stakeholders and our warm and welcoming atmosphere is often commented on. An extensive range of teaching skills are used to cater for the different learning styles of each child and we maximize the learning potential of students through extension and support programs, catering for the full range of individual differences. Specialist programs are offered in Music, P.E., Art and L.O.T.E (Chinese Mandarin). Our school is committed to meeting the current and future needs of our students by developing knowledge, skills and resilience to be successful global citizens. We use the Digital Excellence program to support ICT which is integrated into classroom practice via computers in each classroom, iPads, Interactive Whiteboards and large screen televisions. Bimbadeen Heights is located within a residential area of Mooroolbark in the outer east of Melbourne. The enrolment of 546 students is accommodated in 22 classrooms plus specialist areas. We have 43 staff- 2 Principal class, 31 teachers and 10 Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2016 we focused on the following Improvement Initiatives : Building practice excellence, Curriculum planning and assessment, Building leadership teams and Setting expectations and promoting inclusion.

Achievement goals reached: curriculum audits to reflect implementation of Victorian Curriculum, consolidating the use of learning intentions and success criteria in every classroom, continuation of school wide coaching program that is aligned with school priorities, implementation of a school wide spelling approach.

Engagement goals reached: consolidated the use of Feature Student-TLC (Teacher-Learner Conversations), continuation of the Year 5 iPad and Year 6 BYOD iPad program.

Wellbeing goals reached: appointment of 0.2 wellbeing co-ordinator and continuation of 0.2 counsellor position, school has maintained e-smart accreditation, evaluated student well being programs and adapt yearly planners to align with Kids Matter program.

Achievement

At Bimbadeen Heights the major focus of our 2014-2017 Strategic Plan is to improve the core academic skills from Foundation to Year 6 with a specific focus on Literacy, Numeracy and the learning growth of all students. Teacher assessment, measured against the Victorian Curriculum, indicates that more than 81% of students from Foundation to Year 6 are at or above expected levels in English and 86% in Mathematics.

Our NAPLAN results indicate we are similar to like schools in all areas with 98% of Year 3's at or above the National Minimum Standard in literacy and 96% at or above the NMS in numeracy. At Year 5, 95% are at or above the NMS in literacy and 98% at or above the NMS in numeracy

Support for students who need extra assistance is provided by Literacy intervention programs and any students who have not met National Benchmarks are monitored and placed on individual learning plans. A focus of increasing the number of students making high growth and reducing those children with low growth continues to be a priority for teachers. We had eight students on the Program for Students with Disabilities who all showed progress in achieving their individual goals.

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

At Bimbadeen Heights we facilitate a whole school focus on Student Engagement through a teaching and learning lens. Utilizing a 1 to 1 iPad program in Year 5 as a useful e-learning tool has offered our students even greater learning opportunities and exposure to additional ICT resources, further boosting engagement. This program leads into a BYOD Program for all Year 6 students where over 90% of the students bring along their own iPad. We have a whole school approach to digital learning through the use of the Digital Excellence Program.

In every classroom explicit teaching approaches are adopted and specified learning intentions & success criteria (WALT and WILF) are made clear to all students.

Each day teachers take time to have a teaching and learning conversation with a feature student, ensuring that they get to know their students well. Our extracurricular activities (tennis, music tuition, aerobics, China sister school exchange) have continued to challenge and motivate students, and are supported by our results on the Parent Opinion Survey. Our Attitudes to School survey results indicate similar scores when compared to the median of all Victorian Government primary schools for Connectedness to School and Students Perception of Safety

Student attendance data for 2016 was better than other schools using the comparison measure and our four year average is better than the comparison with all schools. We strongly support the DET initiatives encouraging students and families to value learning opportunities and experiences that are planned at school as well as make the explicit connection between student attendance and improved learning outcomes.

Wellbeing

At Bimbadeen Heights Primary School we promote Student Wellbeing across all areas of the school. We are a KidsMatter school and have a whole-school approach to children's mental health and wellbeing. As part of this approach specifically targeted programs are developed at various year levels and for particular groups of students where a need has been identified. These focus on improving student engagement, motivation and connectedness to school. Provision of both a School Chaplain and Student Wellbeing coordinator, in part time roles, and utilizing the expertise of a counsellor are valuable resources in this area.

Our discipline policy is based on the Restorative Practices approach to student wellbeing and supports the importance of developing and maintaining positive relationships across the school. Providing a strong Student Leadership profile, which includes a Junior School Council, has created opportunities for students to raise issues and share their ideas in a safe and non-threatening environment. A 'Kids-Hope' mentoring program continues to be successfully implemented.

Since 2014 Bimbadeen has been accredited as an e-smart school. Teachers and students from every year level continue to complete units which emphasize the importance of using technology and social media in a safe and positive manner. In 2016 Bimbadeen fully implemented and complied with all Child Safe Standards.

For more detailed information regarding our school please visit our website at
<http://www.bimbadeenheightsps.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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 546 students were enrolled at this school in 2016, 299 female and 247 male. There were 5% of EAL (English as an Additional Language) students and 1% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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> 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> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>46%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>51%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>56%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>59%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	52%	22%	Numeracy	35%	46%	20%	Writing	30%	51%	19%	Spelling	21%	56%	23%	Grammar and Punctuation	25%	59%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

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. 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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	94 %	94 %	94 %	<p>● Higher</p> <p>● Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	94 %	94 %	94 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

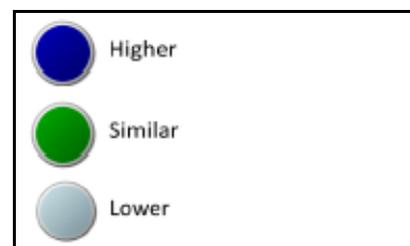
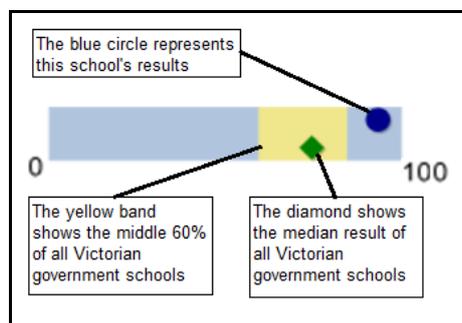
What are student outcomes?

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, P-12 and specialist schools, 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.

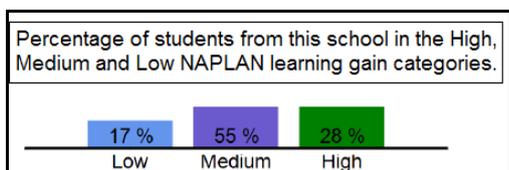
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

This represents a healthy financial position for the school. Continued tight budgetary controls and enhanced revenue streams in 2016 have allowed our school to maintain a comfortable operating reserve at the end of the year. The expenditure item 'Miscellaneous Expense' includes all school camps and excursions for the year. The school continues to have adequate financial reserves for the provision of high quality educational programs for the students of Bimbadeen Heights Primary School for 2017 and beyond.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,527,975	High Yield Investment Account	\$83,989
Government Provided DET Grants	\$539,848	Official Account	\$5,676
Government Grants Commonwealth	\$20,000	Other Accounts	\$292,336
Revenue Other	\$20,714	Total Funds Available	\$382,001
Locally Raised Funds	\$456,347		
Total Operating Revenue	\$4,564,884		
Expenditure		Financial Commitments	
Student Resource Package	\$3,489,382	Operating Reserve	\$156,814
Books & Publications	\$2,381	Revenue Received in Advance	\$4,043
Communication Costs	\$8,347	School Based Programs	\$57,448
Consumables	\$108,250	School/Network/Cluster Coordination	\$1,203
Miscellaneous Expense	\$299,533	Provision Accounts	\$80,682
Professional Development	\$6,070	Other recurrent expenditure	\$46,484
Property and Equipment Services	\$168,046	Capital - Buildings/Grounds incl SMS>12 months	\$18,676
Salaries & Allowances	\$227,787	Maintenance -Buildings/Grounds incl SMS>12 months	\$16,651
Trading & Fundraising	\$100,735	Total Financial Commitments	\$382,001
Travel & Subsistence	\$940		
Utilities	\$46,995		
Total Operating Expenditure	\$4,458,467		
Net Operating Surplus/-Deficit	\$106,417		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 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.