

# 2019 Annual Report to The School Community



**School Name: Bimbadeen Heights Primary School (5011)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 24 April 2020 at 10:10 AM by Adele Gregson (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 06 November 2020 at 02:38 PM by Troy Hovey (School Council President)

## About Our School

### School context

Bimbadeen Heights Primary School is committed to providing high quality education and an environment for learning where each child is valued and encouraged to reach their full potential intellectually, socially and personally.

The Bimbadeen Heights Primary School vision describes the aspirations of our school community and is to prepare our students to develop the knowledge and skills that will help them become life-long learners who are successful and happy individuals who participate fully in and contribute to our community and the world around us.

Our core values reflect the belief that an effective school is one that embeds student safety and wellbeing throughout all school practices. The focus on developing positive, supportive relationships between all members of the school community is a key component in our teaching of these values. Our school values are:

Respect for self, others, property and the environment is shown when people speak and act towards each other with courtesy, consideration, care and appreciation.

Resilience is demonstrated when there is the capacity to recover confidently from difficulties with persistence and optimistic thinking, actions and attitude.

Integrity is shown through an attitude of fairness and honesty that requires a sincere, truthful relationship between members of the school community.

Compassion is shown when all members of the school community embrace diversity through demonstrating a kind, caring and understanding attitude and a willingness to help others.

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.

Bimbadeen Heights Primary School is located in the suburb of Mooroolbark, within the North-Eastern Victoria Region, Outer Eastern Melbourne Area. The school shares close links with neighbouring primary and secondary schools within the Lilydale District Network.

In 2019, the school had an enrolment of 469 students (257 female and 212 male) with 6 percent classified as EAL (English as an Additional Language) and 2 percent from Aboriginal and Torres Strait Islander backgrounds. The population of our school reflects a Student Family Occupation and Education (SFOE) index in the 'mid' range for overall socio-economic profile.

The school facilities include 16 permanent and 10 portable classrooms, an Art room, Chinese room, Music room, two Instrumental Music rooms, a canteen and library. The school's hall is used during school hours for assemblies, incursions, specialist physical education classes, and outside hours for local sporting groups and associations through established school council hire agreements. An accredited out of school hours care program operates from a large additional portable building. The school grounds include surfaced playing areas as well as a large grassed oval, running track and three playgrounds for student recreational and sporting activities.

Our Instructional Model is based on the Gradual Release of Responsibility approach to teaching and learning. Our school provides safe, orderly and structured learning environments for our students where we cater for the different learning styles and needs of each child.

The school curriculum reflects the Victorian Curriculum framework, with specialist programs offered in Music, Physical Education, Art and L.O.T.E (Chinese Mandarin). We maximise the learning potential of students through a differentiated approach to teaching and learning and the addition of extension, support and a range of extra-curricular programs, catering for the full range of individual differences.

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 integrate ICT into classroom practice via computers in each classroom and children in Years 5 and 6 are encouraged to BYOD (iPads) to school.

The 2019, school staffing profile comprised of 26 teachers, including classroom and specialist teachers, two leading teachers, a Learning Specialist of Literacy and Numeracy, a Principal and an Assistant Principal. Educational Support Staff members included three administration staff and eight integration aides.

### **Framework for Improving Student Outcomes (FISO)**

In 2019, the school focused our work on the FISO improvement priorities and initiatives of Building Practice Excellence and Setting Expectations and Promoting Inclusion.

In the area of Building Practice Excellence, we focused on the goals of improving learning growth for students in Literacy and Numeracy and improving the consistency of quality teaching and learning across the whole school. We adopted the key improvement strategies of developing a curriculum plan for consistency and quality of the teaching of reading and numeracy across the school, and identifying the elements of quality teaching and learning and ensuring staff understand the link between the expected practices and student outcomes as well as ensuring consistency of assessment practices.

In the area of Setting Expectations and Promoting Inclusion, we focused on the goals of improving the climate for learning and reducing the levels of disruptive student behaviour, and engaging students more authentically in their learning. We adopted the key improvement strategies of determining preferred research-based behaviour management process, providing comprehensive and ongoing training of staff in the agreed behaviour management process, engaging the parent community in the implementation of the behaviour management process, and increasing the level of student voice in their learning.

Good progress was made in these areas and the school continued to develop the School Wide Positive Behaviour Support program linking behaviours to our school values and increasing the opportunities for student voice across the school.

At the end of 2019, the School Improvement Team conducted a self-evaluation against the FISO continua of practice and identified areas of success, progress and current areas of need within our school. Along with the recommendations from the 2017 School Review Report, this FISO analysis will guide the strategic direction of the school. Our focus will continue in 2020 on Building Practice Excellence and Setting Expectations and Promoting Inclusion.

### **Achievement**

A 2019 goal was to improve student achievement in literacy and numeracy. The targets set as measures against the goal were to improve school performance as reflected in the National Assessment Program – Literacy and Numeracy (NAPLAN) and teacher judgement data against the Victorian Curriculum framework.

Teacher Judgement of student achievement results show in 2019, almost all students in Years Foundation to 6 were working at or above age expected standards in English and Mathematics. These results are above the State Median. Mathematics and Literacy results are also above those achieved by similar schools.

Student performance data in NAPLAN shows the percentage of students in the top 3 bands of testing at Year 3 is higher than the State Median in Reading and Numeracy, with results above similar schools for Reading and below similar schools in Numeracy. Student performance data in Year 5 in NAPLAN shows the percentage of students in the top 3 bands of testing are below the results of similar schools, with the 4-year average for Numeracy, above the state median. NAPLAN learning gain of students from Year 3 to Year 5 demonstrated better than State results in Numeracy and Spelling.

A current Strategic Plan and 2020 Annual Implementation Plan goal is to improve learning growth for every student in Literacy and Numeracy.

## Engagement

At Bimbadeen Heights we facilitate a whole school focus on Student Engagement through a teaching and learning lens. In every classroom a structured and orderly learning environment exists where explicit teaching approaches are adopted, and specified learning intentions and success criteria are made clear to all students. Each day teachers have a Teaching and Learning Conversation (TLC) with a feature student, ensuring that they get to know their students well to best meet their learning and developmental needs, teaching to each child's point of learning. Our extracurricular activities (tennis, music tuition, aerobics, Program for Faster Learners & China sister school exchange) have continued to challenge and motivate students.

The average rate of attendance across all year levels in 2019 was above 92% which is fewer absences than the State Median. Non-attendance is addressed through the monitoring of attendance data by teaching staff. Absence reports are accessible at all times via the Sentral platform and absence data is a regular agenda item in School Improvement Team and Team meetings. Unexplained absences are followed up by class teachers. In the case of patterned absences, the Principal Class Team will initiate contact with families concerned to ascertain reasons and offer support. Common reasons for non-attendance included illness and extended family holidays.

## Wellbeing

The wellbeing goal in our current School Strategic Plan is to improve the climate for learning, reduce the levels of disruptive student behaviour and engage students more authentically in their learning. Highlights last year included embedding our new school values and the development of a School Wide Positive Behaviour Support implementation team to further support our wellbeing goals. The Attitudes to School survey supports success in this area with our school achieving increased student endorsement for the 'Not Experiencing Bullying' factor in 2019.

A 2019 school goal was to enhance the wellbeing of all students with targets to improve student and parent opinion survey results. Targets were set to improve student perceptions of school connectedness, student safety, student distress and the data indicated that strong progress has been made to improve overall student attitudes to school and wellbeing.

The Student Attitudes to School Survey included responses from students in Years 4, 5 and 6. The addition of participants from Year 4 in 2017, 2018 and 2019 provided us with a more comprehensive picture of student attitudes to school.

Results from the 2019 Students Attitudes to School Survey show our students identified a strong sense of connectedness to school, however data was less favourable than the State Median.

## Financial performance and position

The 2019 annual financial result was a net operating surplus of \$86,304. The school's financial performance represents a continued healthy financial position for the school. We have a good Operating Reserve that provides for the provision of high-quality educational programs for the students of Bimbadeen Heights Primary School for 2020 and beyond.

Sources of funding the school received included equity funding to the sum of \$46,788. This was used to implement a range of student support programs with a focus on supporting student learning needs.

Fundraising by the school's Fundraising committee contributed to the school's locally raised funds and was largely used to support the school's Building and Grounds works and resource the school's wellbeing programs, including the further development of School Wide Positive Behaviour Support. State and Commonwealth funding totalled \$616,468 which supported student learning programs across the school with a major emphasis on Literacy and Numeracy.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 469 students were enrolled at this school in 2019, 257 female and 212 male.

6 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	91.4	85.8	79.2	92.0

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.3	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	94.0	89.7	81.7	95.0	Above
Mathematics	95.1	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	88.2	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	70.6	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	55.9	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	54.4	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	78.8	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	67.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	60.5	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	57.7	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	40.7	45.8	13.6
Numeracy	19.3	52.6	28.1
Writing	45.6	42.1	12.3
Spelling	18.6	44.1	37.3
Grammar and Punctuation	37.3	45.8	16.9

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.8	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.1	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	93	94	93	93	92	92

**WELLBEING**

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	79.6	80.9	71.8	88.9	Below
<b>Percent endorsement (3 year average)</b>	78.9	81.4	73.9	88.1	-

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	80.5	81.6	72.2	90.0	Below
<b>Percent endorsement (3 year average)</b>	79.6	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,541,281
Government Provided DET Grants	\$591,468
Government Grants Commonwealth	\$0
Government Grants State	\$25,000
Revenue Other	\$19,134
Locally Raised Funds	\$357,163
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,534,047</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$46,788
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$46,788</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,509,579
Adjustments	\$1,375
Books & Publications	\$2,815
Communication Costs	\$6,033
Consumables	\$114,457
Miscellaneous Expense <sup>3</sup>	\$213,195
Professional Development	\$18,139
Property and Equipment Services	\$301,767
Salaries & Allowances <sup>4</sup>	\$310,618
Trading & Fundraising	\$92,956
Travel & Subsistence	\$0
Utilities	\$49,417
<b>Total Operating Expenditure</b>	<b>\$4,620,351</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$86,304)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$362,350
Official Account	\$13,115
Other Accounts	\$21,515
<b>Total Funds Available</b>	<b>\$396,980</b>

Financial Commitments	Actual
Operating Reserve	\$168,281
Other Recurrent Expenditure	\$11,051
Provision Accounts	\$0
Funds Received in Advance	\$118,455
School Based Programs	\$97,815
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$47,401
Maintenance - Buildings/Grounds < 12 months	\$44,971
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$487,974</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 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, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').