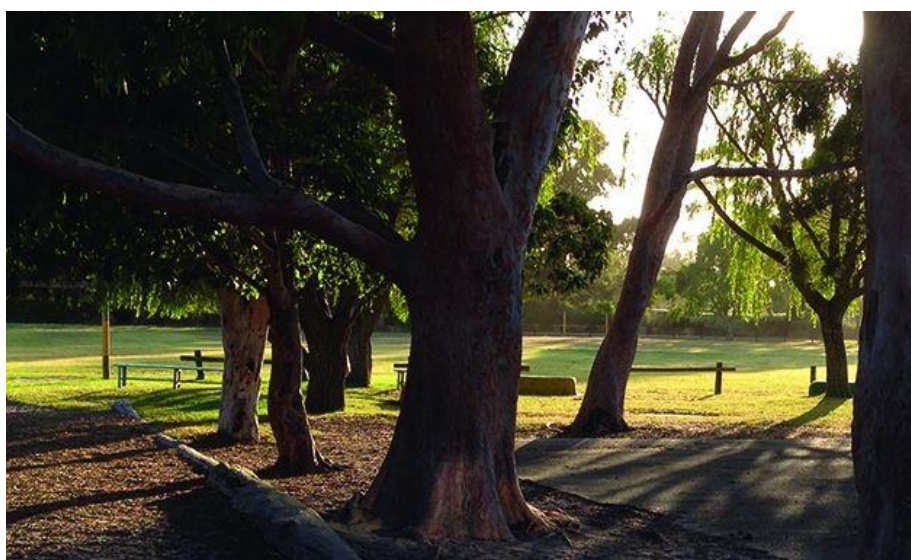


2016 Annual Report to the School Community

School Name: Bonbeach Primary School

School Number: 4798



Name of School Principal:	Ken Jones
Name of School Council President:	Anita McKenzie
Date of Endorsement:	14/3/2017

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.



Education and Training



About Our School

School Context

Bonbeach Primary School is unique in the area providing a Preschool to Grade 6 program on site, with the school licensee of Bonbeach Pre School.

There is a strong sense of community that provides a foundation for the school environment and is a feature of this school. Community engagement and participation is emphasised and encouraged and positive relationships developed as a result.

291 students were enrolled in 13 grades in 2016. Long term enrolments are increasing with new housing nearby. This school has 25.9 equivalent full time staff: 1 Principal, 1 Assistant Principal, 16.9 teachers and 9 Education Support Staff.

Our purpose is to provide programs that teach skills and values enabling children of all abilities to reach their full potential in a friendly, community environment. We aim to extend and support student endeavours to become effective, productive and healthy members of the global society.

We teach school values of Organisation, Resilience, Persistence, Getting Along and Confidence so they are incorporated into the students' daily lives.

Bonbeach Primary School has a focus on the individual student with regular teacher assessment, so improvement areas can be identified and programs or interventions implemented. Specialist subjects include Performing Arts, Visual Arts, Indonesian and Physical Education. Instrumental music is offered for interested students. Annual whole school performances, a strong emphasis on interschool sport from Grades 4 to 6, a comprehensive swimming program, a camping program from Grades 4 to 6 and ongoing excursions and incursions complement our curriculum. Information and communication technologies continue to be a priority for the school. Classroom computers, netbooks, notebooks, iPads and interactive whiteboards support our students' learning.

Framework for Improving Student Outcomes (FISO)

In 2016 Bonbeach PS was working on 2 key areas of the Framework for Improving Students Outcomes: Building Practice Excellence and Curriculum Planning and Assessment.

We implemented consistency in the quality of teaching practice across the school to lower instances of in-school variation in student performance. Professional learning activities based upon how they improve student learning were conducted, with effectiveness measured through the impact of student outcomes over time.

Strategies used included creating a PLT that developed consistency in curriculum understanding, delivery, planning and assessment practices. This was supported by focussed and specific peer observations.

A PLT reviewed Maths teaching levels across all grades. Clear documentation of student learning outcomes and differentiated lesson was outlined in staff work programs.

Professional development for all staff had a Mathematics focus including visitation to peers, teaching and learning meetings and visiting other schools.

Implementation of the school's updated assessment scope and sequence, as well as use of further SPA professional development to assisted in the collection and review of data.

A sustainable literacy intervention program of targeted assistance across the school was developed by appointing a literacy coordinator who provided mentoring and coaching for staff.

We continued to implement a consistent approach to THRASS across all grades based upon the SMART spelling program.

We developed a consistent writing assessment and progression point checklist to ensure that it addressed outcomes outlined in the Victorian Curriculum.

Achievement

Student learning outcomes for English and Mathematics at both Years 3 and 5 as indicated in NAPLAN scores show Bonbeach students are performing at a similar or higher level to other schools in all areas after accounting for background characteristics known to make a difference to students' results.

Teacher assessments against the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) show Bonbeach students are performing at a slightly lower level to similar schools. The school has reviewed its moderation and assessment processes in order to rectify this discrepancy between NAPLAN results and teacher assessments but further work with individual data analysis is still required.

The school has implemented a range of strategies within our structured English and Mathematics curricula to improve student learning outcomes. These include a major focus on reading and continued school wide usage of the THRASS program to provide a consistent approach to spelling and reading, a targeted literacy intervention program and a structured program developing numeracy skills.

Classroom curriculum and I.C.T. Resources have been extended and continue to play an important role in our students' learning. As an Asian literate school, student learning includes some analytical and evaluative activities in Studies of Asia, which enable them to develop positive attitudes, skills and intercultural understanding about Asia.

Meeting the identified learning needs of individual students is our key to improving learning outcomes and requires further development of direct teaching skills in English and Mathematics and incorporating the Powerful Learning Program techniques and resources.

**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework

AusVELS

Victorian Curriculum

A Combination of these

Engagement

Our school has high expectations for student behaviour and engagement in learning. We implement the "Restorative Practices" program and have clearly articulated classroom and whole school expectations. We are an accredited eSmart School. In 2016 we commenced implementing the You Can Do It program throughout the whole school. Our school values form the basis for weekly awards. Opportunities exist through interschool sport, Junior School Council and a House system for students to build relationships, develop leadership skills and a sense of belonging. The student leadership program has been extended to give more senior students meaningful leadership opportunities.

"Engagement" is a key focus. We aim to improve engagement by developing teaching skills and resources to build the students capacity to become independent learners. Combined attendance rates and student survey results place the school within the predicted range for schools with students similar to Bonbeach.

Attendance is monitored, absences followed up and regular reminders of the importance of attendance provided.

Absence levels last year were again lower than previous years but our attendance data still shows substantial absences by a small number of students.

Wellbeing

The change in pedagogy towards more individualized teaching and learning programs has impacted upon academic results and also on student attitudes to school.

Restorative practices, You Can Do It, Circle Time and our School Values. Organisation, Resilience, Persistence, Getting along and Confidence are the foci of our student code of conduct and our whole school behavior management strategy.

The transition program was again extended in 2016 to include a larger transition program between all grade levels.

Student satisfaction with the internal transition programs, measured by school created surveys in Term 1, showed a high level of student satisfaction.

Student leadership opportunities have been extended to increase involvement and participation in student decision making through an enhanced student voice.

In 2016 the Student Leadership Coordinator's role was extended to ensure this continues.

In 2016 the assistant principal's primary role continued to be a Student Wellbeing Coordinator to support the development of a positive school culture and the students who are at risk of disengagement or not achieving their full academic potential.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 291 students were enrolled at this school in 2016, 147 female and 144 male. There were 5% of EAL (English as an Additional Language) students and < 10% 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> Lower</p> <p> Lower</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> Higher</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>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>55%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>41%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>66%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>66%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	52%	24%	Numeracy	9%	55%	36%	Writing	38%	41%	22%	Spelling	22%	66%	12%	Grammar and Punctuation	9%	66%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	52%	24%																							
Numeracy	9%	55%	36%																							
Writing	38%	41%	22%																							
Spelling	22%	66%	12%																							
Grammar and Punctuation	9%	66%	25%																							



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	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> <table border="1" data-bbox="560 824 1043 913"> <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> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	92 %	93 %	93 %	92 %	95 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	92 %	93 %	93 %	92 %	95 %										



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

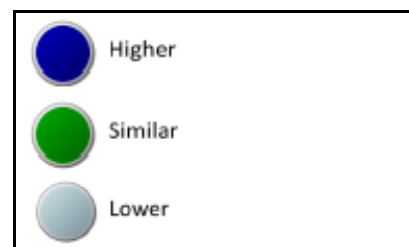
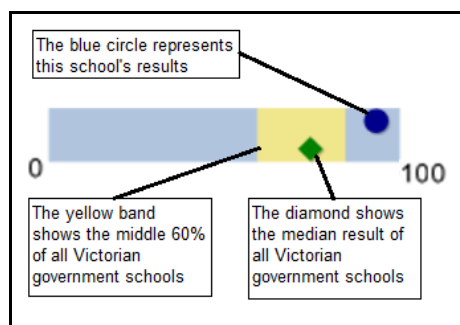
What are student outcomes?

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.

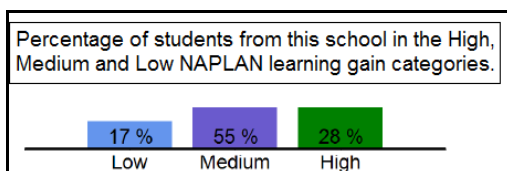
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,009,348
Government Provided DET Grants	\$521,989
Government Grants Commonwealth	\$9,337
Revenue Other	\$5,927
Locally Raised Funds	\$416,190
Total Operating Revenue	\$2,962,790

Expenditure	
Student Resource Package	\$1,991,280
Books & Publications	\$1,153
Communication Costs	\$6,009
Consumables	\$63,483
Miscellaneous Expense	\$148,010
Professional Development	\$18,613
Property and Equipment Services	\$203,857
Salaries & Allowances	\$399,466
Trading & Fundraising	\$53,468
Travel & Subsistence	\$898
Utilities	\$25,940
Total Operating Expenditure	\$2,912,177
Net Operating Surplus/-Deficit	\$50,613
Asset Acquisitions	\$10,900

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$162,469
Official Account	\$39,301
Other Accounts	\$34,332
Total Funds Available	\$236,102

Financial Commitments	
Operating Reserve	\$50,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$30,500
Revenue Received in Advance	\$55,835
Provision Accounts	\$76,158
Other recurrent expenditure	\$23,609
Total Financial Commitments	\$236,102

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.