

East Bentleigh Primary School No: 4837

2008 Annual Report to the School Community



School Overview

East Bentleigh Primary School with an enrolment in 2008 of 309 students is located in East Bentleigh in the Southern Metropolitan Region. Our school is small enough to allow each student to be treated as an individual yet large enough to support a wide range of programs. School buildings were built in 1960 (light timber construction) and are in need of major maintenance in a number of areas. Situated in a superb natural environment, East Bentleigh Primary School has abundant grassed areas, mature trees, views of Yarra Yarra Golf Course and plenty of open space nearby. The school grounds are developed and maintained largely by a small hardworking group of school community members and by means of working bees.

At East Bentleigh Primary School we have two different streams - our "Mainstream" for want of a better word and our "Steiner stream." In what we call our "Mainstream" classes, the methodology followed is similar to other state primary schools - ie a mixture of traditional / conventional and some of the many new methodologies developed during the past few years. In the "Steiner" classes the Steiner style of teaching is followed. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to go in. Although we have different approaches in different classrooms, we are one school. Our two streams operate side by side and support one another. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

Tolerance is a key feature of our school community. Classes from the two streams play in the yard together, go on camps together, play interschool sport together and take part together in many special whole school activities. All the children at our school have the same goals - they have a choice of which path to take to reach those goals. We think it is great the way our children learn at such a young age that to be different is OK, that there is more than one way to go about things.

Our education program encompasses all areas of the National Curriculum. By acknowledging and addressing the inter-relationship between curriculum programs we provide quality teaching and learning opportunities that assist all students to develop to their full potential. The school aims to provide a high quality education in a positive and supportive environment.

Active community participation features in all aspects of school policy and curriculum. Equal opportunities are ensured for all students, both in the classroom and during outdoor activities.

East Bentleigh Primary School Vision:

At East Bentleigh Primary School we provide a supportive yet challenging environment in which all the children feel safe and stimulated.

We offer families a choice of educational paths which both treat children as individuals as well as providing high quality educational experiences that are suited to each child's stage of development.

Our aim is for each child to become a happy confident person, well equipped for the challenges of life long learning, contributing to the society in which they live and able to achieve their full academic, creative and social potential.

The goals and targets set out in the 2008 Annual Implementation Plan were

Student Learning

- **To develop and extend students skills in mathematics and English**
- **To develop a more rigorous approach to the learning of mathematics**
- **To increase and develop assessment practices (internal and external)for both teachers and students**

One Year Targets

- The proportion of students assessed by teachers as A, B or C in each mathematics strand to be 75% or higher in Year 6
- Number and speaking and listening strands specifically to demonstrate improvement.
- Levels of teacher effectiveness, empathy and student motivation and learning confidence above 40%

Student Engagement and Wellbeing

- **To provide a learning environment that is more supportive, productive and promotes independence, interdependence and self motivation**

One Year Targets

- To increase the year 5 and 6 results by a minimum of 12% to 2nd quartile (above 25%)
- To increase the Year 5 and 6 results in the student wellbeing measure on the Student Attitudes to School Survey by a minimum of 12% to 2nd quartile (above 25%)
- To improve the measure of student behaviour category by a minimum of 25% (to 2nd quartile minimum) above 25%
- To reduce the student average absence rate by one day

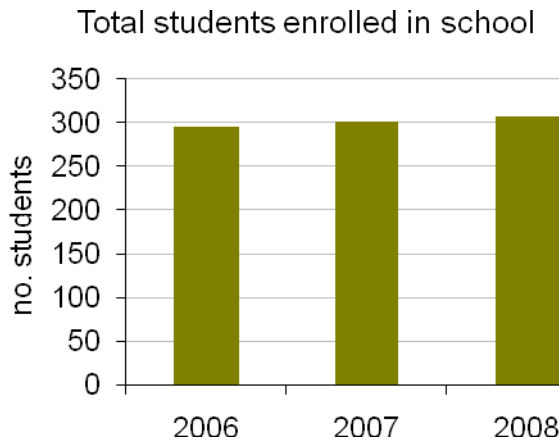
Student Pathways and Transitions

- **To increase the connectedness and communication between our local preschools and the secondary colleges our students attend**
- **To improve student transition processes both within the school P-7 from home/kinder to school and from primary to secondary**

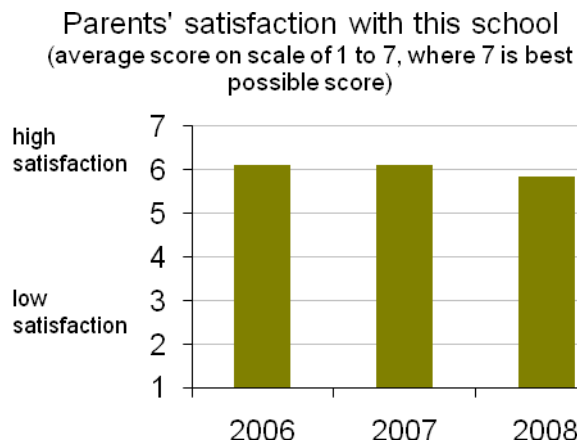
One Year Targets

- To create a survey which asks questions of student transitions as feedback to guide our program development
- To increase the percentage agree responses in the parent opinion survey on the general satisfaction and maintain our current high rating

Student enrolments



In 2006 there were 298 children enrolled at East Bentleigh Primary School. In 2007 there were 302 children and in 2008 there were 309 children enrolled, showing a slow steady positive trend.



In the Parent Opinion Survey parents are asked to what extent they agree with the statement "Overall I am satisfied with the education my child receives from their school". East Bentleigh parents rated their satisfaction level at a 5.86 out of a possible 7. We had a response rate of 64 % in 2008 which was lower than the high rate in 2007. The trends in all areas were either above or equal to those of 2007, with the single exception of 'reporting'.

Commonwealth Requirements

- **Teacher Satisfaction**

The average score for teacher satisfaction (morale) at this school was 73.1 on a scale from 0 to 100 where 100 is the best possible score

- **Teacher Absence**

The summary data related to staff absence will not be available until May 2009

- **Teacher Retention -**

Of the 17 teaching staff at East Bentleigh Primary School at June 2007 (including those on leave without pay) 94% were still at the school at June 2008. This figure across all Government schools was 88%.

- **Teacher participation in professional learning**

All teachers have participated in a diverse range of professional learning opportunities throughout the year which has included extensive work on VELs (Victorian Essential Learning Standards), POLT, catering for children with learning difficulties in the classroom, developing Curriculum Scope and Sequence Continuums in both Steiner and Mainstream classes, improved teaching and learning practices in Numeracy with the Teacher Professional Leave and Teaching and Learning Coaching program to name a few.

- **Teacher Qualifications**

“All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241

Principal's Report

2008 was another successful and busy year in the life of East Bentleigh Primary School with a wide variety of projects completed and other initiatives well underway. As with many of these programs the fruits of people's labour and hard work won't be fully realized until we get well into the following year. It was terrific to learn late in the year of our successful application for the Stephanie Alexander Kitchen Garden Project. This exciting new venture will be a boon for the school with children growing, harvesting, preparing and cooking their own healthy food under the guidance of both a Kitchen and Garden specialist. Much of the credit in the preparation of our successful application for inclusion into this program must go to parents Rachel Carey and Ellen Regos for all their incredible hard work with not only the application, but the ongoing work in ensuring a successful implementation the program.

We have a wonderfully supportive parent body at our school and there were many other wonderful highlights throughout the year which could not have happened without their help. The construction of our wood-fired pizza oven, by a dedicated group of Class 4D parents, led admirably by Bryce Grunden and Kim C-J to name just one; our major fund-raiser for the year- our 'Rock the Boat' Concert which not only brought 'welcome' rain, but a mass of school community support that saw us raise well over \$4000 towards completing our new 'ship' playground which was our Artist in Schools Project. That project, under the guidance of the artist Colleen Burke, has seen the boat segment completed and the remaining section to be finalized mid 2009. Once completed this promises to be a brilliant creative play space for our children. Our fundraising activities also extended to successful Bunnings sausage sizzle, Mothers and Fathers Day stalls. Great campaigning from our Junior School Council who raised over \$ 1000 for the school and community with such initiatives as Footy Day, East Bentleigh's Got Talent and Crazy Hair Day also added to the life of the school as well as fundraising..

Our girl's softball team coached admirably by parent Wessley McGrath had a truly successful year, taking out the District, Zone and Regional titles and coming in third place in the State finals- a remarkable effort given the size of our school. Well done Wessley and girls you are a credit to yourselves! Thanks also must go to the supportive group of parents who followed the girl's adventures throughout the year.

Whilst all our classes were involved in many performance opportunities of various sorts, Class 5L deserves special mention in this report. This special group of children rallied together despite a number of challenges to perform their interpretation of the story of The Ramayana in the Wakakirri Story Dance competition winning through the semi finals at the Frankston Arts Centre to perform at the State finals at the Melbourne Town Hall. Again this terrific group of children was strongly supported by a hard working parent group who were there for them each step of the way. It was a wonderful real-life learning experience of how hard work, collaboration, persistence and above all a sense of humour in the face of challenges does pay off- a lesson I hope they all take with them into their futures.

On the education front we held another brilliant Open Day which was not just a great celebration of the wonderfully diverse curriculum our school has to offer, but a promotional exercise that attracted new parents and students here. Each classroom displayed the children's learning journey throughout the year to date. It was a great testimony to our teachers' and parents' hard work. The front of our school was described by visitors as looking 'sparkling' thanks in no small part by the efforts of our gardeners and mosaic artists- child and adult alike.

Our Mainstream Expo in Term 3 was a highlight for the community, showcasing cooking activities, science experiments, ICT presentations and beautifully written and illustrated books by our junior

students. Many thanks must go again to teachers, parents and the delightful children who led most of the activities that underpinned their learning throughout the year.

We were fortunate in 2008 to be included in a regional Teaching and Learning Program which brought to our school the experience of Maggie Field who successfully coached and mentored a number of our teachers in Numeracy. This program will continue into 2009.

During 2008 we undertook the application process in seeking accreditation in the Performance and Development Culture program as required by DEECD. We were successful in meeting the required standards, thus gaining this accreditation in Term 3 last year, receiving our certificate from Minister of Education Bronwyn Pike at a ceremony in November last year.

As a part of our professional development program Mary Robbins and Daniel Anderson successfully applied for Teacher Professional leave which allowed them the time to work on our Numeracy program and well as how to link ICT and Numeracy teaching throughout the school. In August our long serving leading teacher Geoff Shaw retired after guiding the children through Physical education and Indonesian classes for the last 12 years. He leaves big shoes to fill.

Additionally at the end of 2008 we bid a farewell of mixed feelings to Thea McLean, our Prep Teacher here for 18 years who gave her heart and soul to the school and had such a positive impact on so many children, teacher and parent lives with her tireless pioneering commitment to Steiner Education at East Bentleigh Primary School.

This is but a snapshot of the key activities of 2008. It certainly does give one an insight into what is a wonderfully industrious, close-knit community that continues to meet the educational, social and emotional needs of our children.

In closing I wish to thank all those who make the community of East Bentleigh Primary School such a rich, vibrant and diverse learning community. To our teachers, your energy, dedication and energy for all you do is very much appreciated. To our enthusiastic parents who work to assist the teachers and school in so many ways, thank you so much and finally to our children-it is you that makes coming to school such a joyful and gratifying experience.

I look forward to 2009 with much enthusiasm.

Maria Shearn

Our proud Girl's
Softball Team and
their coach
Wesley McGrath



School Council President's Report

2008 was another remarkable year for East Bentleigh Primary School. Sadly, 2008 saw the retirement of one of our longest serving School Council members; Paul Handcock, we thanked Paul for his 14 years of service & enthusiasm. We also welcomed three new Council members, Rachel Carey, Abi Cohen and Buzz Bahlaw to join the rest of the council who began their second year term in 2008.

The most exciting thing to happen to EBPS in 2008 was the approval of the *Stephanie Alexander Kitchen Garden Foundation / Go For Your Life* Project grant. A very special thank you goes to Rachel Carey and Ellen Regos for without their dedication and vivacity it would not have been possible. Also, on behalf of the School Council; thank you to the many donations from our EBPS families & friends.

The *Rock the Boat* concert was also held during the year to raise money for the *Artists in Schools* project and it was a fantastic night (despite the weather). On show that night was not only fantastic music from talented musicians but the wonderful community spirit that exists at EBPS, congratulations to EVERYONE involved.

Congratulations must also go to Class 5L who danced in the Wakakirri Story State Finals and finished 3rd, furthermore our Girls Softball team finished 3rd in the State! What a gifted group of children we have at our school.

Our school was again on show for the Open Day, and it shone. Also the Fund Raising Committee did another amazing job during the year; events included a Sausage Sizzle at Bunnings and our Mothers Day and Fathers Day stalls. Additionally, thank you to everyone who contributed to our working bees throughout the year.

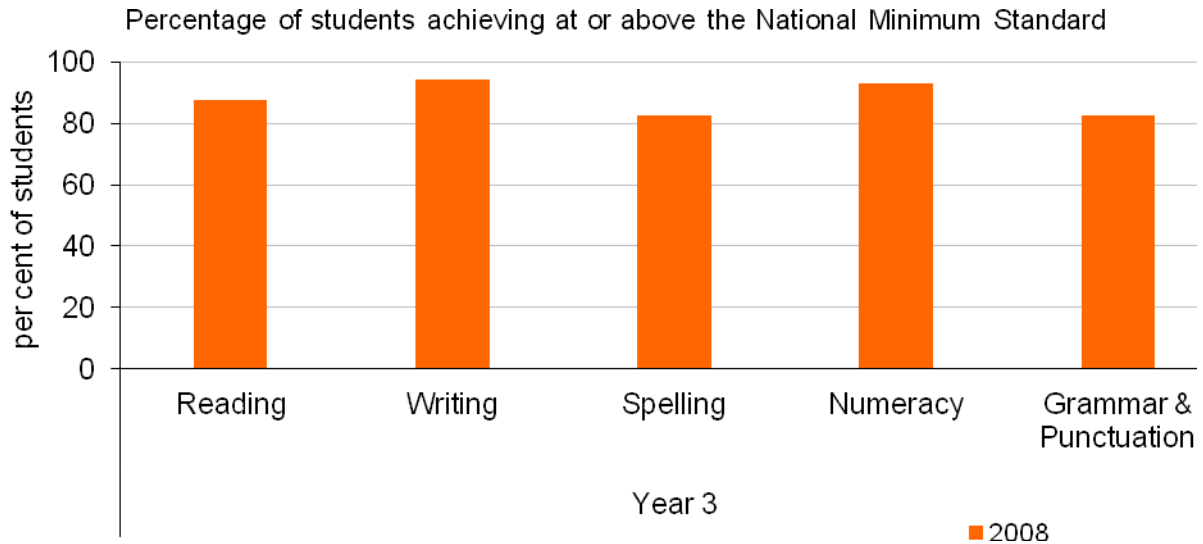
In other news our Website was upgraded (thanks to teacher Amanda Hilcke and parent Paul Le Fevre) and our 'Healthy Food' policy and 'Sunsmart' policy were ratified by School Council. Finally my thanks go to the Junior School Council members, who raised over \$1000 and showed great enthusiasm throughout the year and when they attended the senior School Council meeting.

On behalf of the School Council I would like to thank Maria Shearn and Mark Koppens and the incredible teachers and staff at EBPS. In addition, thanks to the parents and all of the wonderful children that makes EBPS a pleasure to be involved with. I appreciate your continued support.

Andrew Meede
School Council President

Student Progress & Achievements

Student Learning

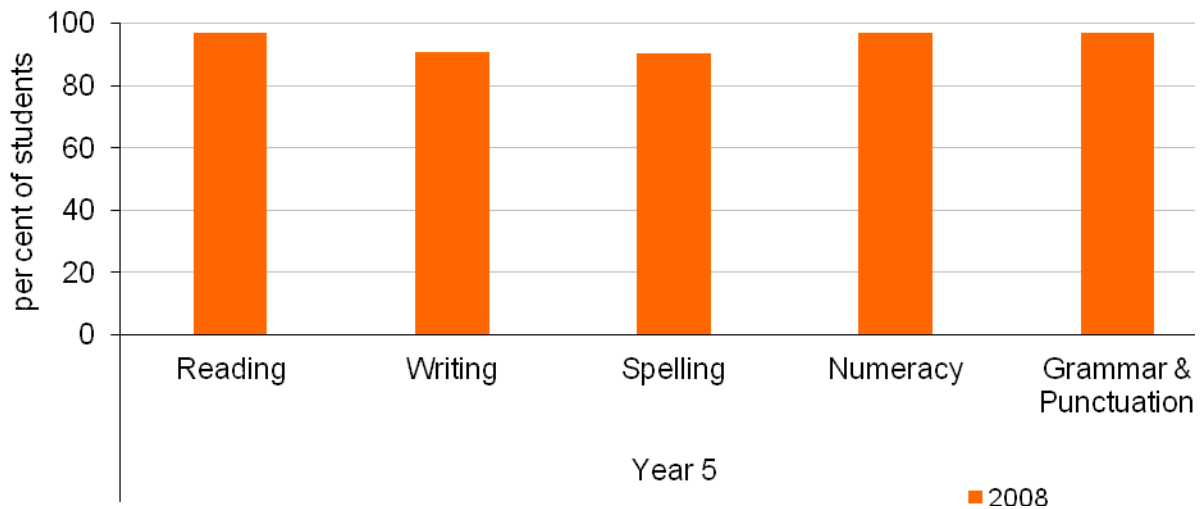


This is the first year that this data has been presented in this way. In previous years National Benchmark data and state-wide assessment data such as AIM was presented as two separate graphs.

According to the NAPLAN (National Assessment Program-Literacy and Numeracy) results we have a high percentage of our students achieving at or above the National Minimum Standard but we believe that there is still much room for growth and improvement.

It is difficult to discern our Grade 3 data because we have such a small cohort of students who sit the assessment tasks at this year level. The Year 5 data gives us a better indication of our school's progress in terms of our core performance indicators because of not only the greater numbers of students who sit the tests and our capacity to measure it against the numerous assessment tasks we now have available to us.

Our Year 3 data presents as follows with the percentage of our students achieving above the National Minimum Standard: 87.5% above in Reading , 94.1%, above in Writing 82.4% above in Spelling, 92.9% above in Number and 82.4% of East Bentleigh Primary School students performing above the standard in Grammar and Punctuation.



The data improves when looking at our Year 5 cohort of students with 96.8% performing above the National Minimum Standard in Reading, 90.4% above in Writing, 90.3% above in Spelling, 96.8% in Number and 96.8% above the standard in Grammar and Punctuation.

As mentioned previously, we have some way to go for improvement, particularly when addressing NAPLAN results against the Victorian and Essential Learning Standards (VELS).

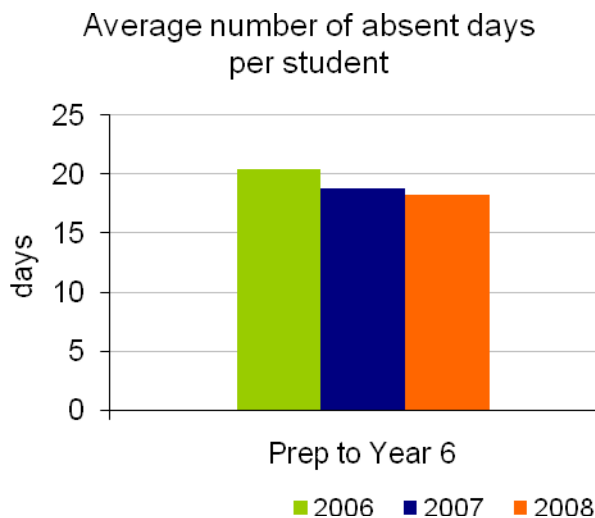
In order for this to occur increased support and professional development has been provided to teachers in the form of the Teaching and Learning Coach Program and assessment advice for Numeracy, whilst the aforementioned Early Years and Literacy Support Program has been targeted to provide improved educational objectives in these areas.

Internal professional development for our teaching staff has also included an increased focus on assisting children with literacy difficulties, a focus on the continued need to improve student writing standards and the inclusion of a greater range of student assessment tasks in both literacy and numeracy. These are not just to ensure students have more familiarity and exposure to the multitude of assessment tasks on offer, but primarily to inform and improve teaching and learning practice and delivery when addressing individual student needs.

Student Engagement and Wellbeing

East Bentleigh Primary School acknowledges the direct and strong links that exist between student learning and student engagement, self-esteem and wellbeing. We continually promote and maintain a caring, secure and positive environment which is in turn conducive to high quality student learning and emotional and social well being. We also work at creating an environment where the whole school community has common understandings of success and achievement, and students work towards their personal best.

Average number of absent days per student

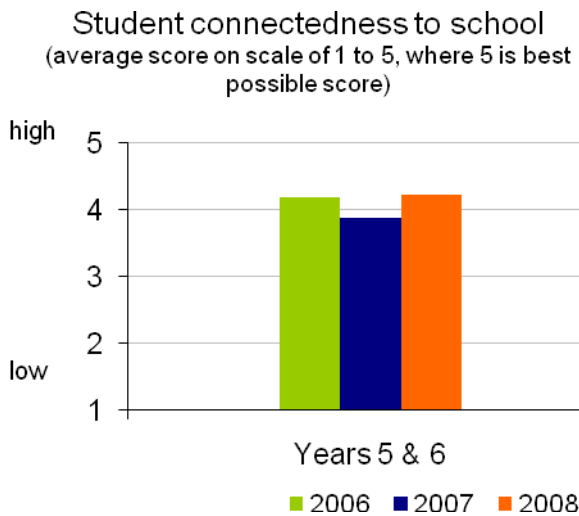


The average number of days absent per student in 2008 was 18.2 which is still above the state average. Whilst this absence rate is still too high there was a drop from the previous year's figure of 18.7. Some chronic absenteeism by a small number of students affects the overall averages and some long term irregular attendance problems also have an impact. Another reason for this high figure is the high number of families who choose to take overseas holidays during school time.

Some absences can be explained by many of the Prep parents' desire to keep their children home often for one day per week to "rest" them. We will implement strategies from DEECD's 'Its' Not OK to be Away' initiative in order to further improve this figure in 2009.

We recommend that regular checking of absentee levels continue and these be followed up by the teachers and principal where necessary to ascertain reasons for absence. Also that notes re absence be insisted upon when parents do not explain in person.

Students' school connectedness



The Attitudes to School Survey indicates a score of 4.22 out of a possible five which is an improvement on the last two years. We believe this to be a testimony of how hard the staff have worked to develop positive relationships with the children in their class as well as the effective programs that run within the school.

The survey is conducted by our Year 5 and 6 students annually.

The data denotes improved student relationships and wellbeing and significant growth in our students' opinions of the Teaching and Learning we provide here which is extremely positive.

Children in years 5 and 6 are asked to what extent they agree with each of five statements-

I feel good about being a student at this school

I like school this year

I am happy to be at this school

I feel I belong at this school

I look forward to going to school

All members of our staff have a strong focus on student engagement and wellbeing and all work hard to develop positive relationships with all students. A number of proactive programs are in place to support children and their connectedness to school.

A number of leadership programs are available to children throughout the school. There are leadership positions for School Captains, House Captains, Vice School Captains and Junior School Council Presidents. Children from years 3-6 have the opportunity to become members of our thriving Junior School Council, which has been responsible for many activities over the year.

Our senior captains have capably fulfilled their roles in a number of areas, with the running of our twice weekly fitness sessions for children in classes 3-6 being a particular highlight.

Maximum participation is aimed for in all school camps and other excursions and we do have a high rate of take up. Very few students miss out on these important relationship building extras.

Student Pathways and Transitions

The school provides transition programs for entry into prep and from year 6 into year 7. A buddy program also runs between prep and year 6 students.

In the early years the aim is to have the starting students comfortable and familiar with their surroundings so that the start to their schooling is as calm and as smooth as possible. The aim is also to familiarise the parents with the school and its expectations as it is evident that if parents are calm and relaxed so too are their children.

A formalised Prep transition program operated in November with incoming children attending school each Friday in November. This program aimed to introduce children to relevant staff and the school surroundings in preparation for the new year. Whilst the children are working in the classroom parents meet with the Principal and/or Assistant Principal who discuss how the school operates, its programs and expectations and answer any questions parents may have.

Additionally a number of informal transition opportunities such as kinder group visits to attend school performance such as Flying Bookworm Theatre accompanied by a lunchtime sausage sizzle also took place during the year.

From year 6 to year 7 the aim is to ensure that the students have the necessary skills and self confidence to make the transition to their secondary college as happy and smooth as possible. Visits to a number of our local Secondary Colleges are arranged throughout the year to familiarise the children with the structures of a secondary setting, such as timetabling, movement around the school etc.

A total of 44 children exited at Year 6 in 2008. Due to our wide 'catchment' area due to the dual curriculum we offer here at East Bentleigh, our children exited to a variety of secondary settings- 10 different government schools, as well as a number of non government schools in fact. Our school has strong links with local Secondary Colleges in the area, ensuring maximum participation in activities offered.



Beautiful creative areas for our juniors to play



Future Directions

These are the goals, targets and key improvement strategies as outlined in our 2009 Annual Implementation Plan which is in turn based on our School's Strategic Plan 2008-2011.

Student Learning

Targets

The proportion of students assessed by teachers as A, B or C in each mathematics strand to be 85% or higher in Year 6

- Improved growth in the Year 3 and 5 NAPLAN matched cohort data in the number and literacy strands
- To improve the level of teacher effectiveness, teacher empathy, student motivation and learning confidence data into the effective range on the Attitudes to School Survey

Student Engagement and Wellbeing

Targets

- To increase the Year 5 and 6 results in the student safety measure on the Student Attitudes to School Survey to over 50% (move from needing improvement to the effective category)
- To increase the Year 5 and 6 results in the student wellbeing measure on the Student Attitudes to School Survey to over 50% (move from needing improvement to the effective category)
- To improve the measure of student behaviour category on the parent opinion survey
- To reduce the student average absence rate by three days

Student Pathways and Transitions

Targets

- To analyse the prep transition survey and hold parent forums and seek teacher feedback to implement strategies to improve our current processes
- To increase the percentage agrees responses in the parent opinion survey and maintain our current high rating. We are aiming to increase general satisfaction, the aforementioned student behaviour, connectedness to peers and school and student motivation categories to the 3rd quartile

We aim to meet these targets through the following **Key Improvement Strategies**

To enhance teaching practice across the school and ensure targeted professional development sees improvement in both teacher practice and student outcomes

- Teachers reflect on classroom practice through assessment and moderation in a variety of professional development forums

Enhance pedagogy, assessment, curriculum and environment by implementing PoLT strategies in all classrooms

- Continued professional development in reporting of student progress using new reports
- Complete in house professional development in PoLT strategies.
Development of scope and sequence charts in both streams across the school aligned with VELS

Enhance school capacity to improve transition provision throughout the school and further

- Develop partnerships with through regular reciprocal visiting program

- Maintain and strengthen relationships with local secondary schools and participate in planned programs
- Survey new parents in relation to their child's transition into the school

Through the Teaching and Learning Coach initiative we aim to:

- Teachers to have an increased focus on assessment measures and individual student plans in numeracy to raise and correlate VELS and NAPLAN standards and data for improved student achievement outcomes
- Data set up in excel in traffic light tracking system for teachers to highlight and focus on improving 'at risk' students

As part of our e-learning plan we aim to develop a knowledge and readiness for the Ultramet designed to enhance educational assessment and management practice through:

- Ultramet related PD opportunities
- Professional reading around use of Ultramet
- Development/review of e-learning plan
- Participate in a school based professional learning team related to readiness for introduction of the Ultramet
- Ensure all teachers are informed of readiness strategy implementation
- Include ICT and e-learning and teaching goal in every teacher's performance plan.

Through the implementation of our Stephanie Alexander Kitchen Garden Program we aim to implement a strategy to engage students in involving physical, personal and social learning by:

- Design, construct, establish and maintain a garden
- Design, establish, construct and maintain a kitchen
- Create a communal dining table

Exciting Plans for 2009!!- Stephanie Alexander Kitchen Garden program for children in Years 3-6!



Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	233,745
Commonwealth Government Grants	34,944
State Government Grants	
Other	31,650
Locally Raised Funds	206,978
Total Operating Revenue	607,317
Expenditure	
Salaries and Allowances	299,322
Bank Charges	1,194
Consumables	91,262
Books and Publications	677
Communication Costs	14,935
Furniture and Equipment	6,080
Utilities	14,884
Property Services	111,681
Travel and Subsistence	
Motor Vehicle Expenses	
Administration	9,982
Health and Personal Development	
Professional Development	6,337
Trading and Fundraising	12,072
Support/Service	8,070
Miscellaneous	63,023
Total Operating Expenditure	639,518
Net Operating Surplus/- Deficit	32,202
Capital Expenditure	3,270
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	91,130.24
Official Account	6,314.86
Other Bank Accounts(listed individually)	
Building Fund	2,066.15
Term Deposit	28,970.81
Total Funds Available	128,482.06
Financial Commitments	2008 Actual
School Operating Reserve	28,972.81
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	15,000.00
Revenue Received in Advance	6,700.00
Building/Grounds including SMS < 12 months	63,069.48
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	14,739.77
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	128,482.06

The allocation of resources in the form of program budgets and staffing is always based on the needs of the students. The school's purpose is to provide a caring and challenging learning environment that equips our children with the necessary skills and knowledge to become valued contributors to the society in which they live. Our aim is to provide a broad curriculum for all children.

Program budgets are carefully targeted to support curriculum areas, which in turn supports the improvement of children's learning outcomes

Adequate funding is an issue of concern for all schools; therefore the management of financial resources must reflect the needs of the school which in turn leads to providing the best possible environment and opportunities for children.

During 2008, through judicious management the school was able to fund urgent maintenance works as well as the carpeting of the neediest rooms. Further work will need to be done in this area in 2009.

Funds were expended in the garden and a considerable amount of money was spent in ensuring the safety of our children in taking the advice of our arborist in removing a number of diseased and elderly trees adversely affected by the ongoing drought conditions.

The school's financial processes were again audited throughout the year and found to be efficient and well managed. This is in no small part due to the continued diligence of Jane Keen our business manager who despite working for 4 days in the week manages our financial process with great expertise and a fantastic sense of humour. In her endeavours Jane is ably assisted in the office by Janet Burston our Office Manager. They make a great team and help make a fantastic first impression to visitors to the school. They are both great assets to our school making the administration area a delight to work in.

School Contact Information

Address:	Bignell Road Bentleigh East
Principal:	Maria Shearn
School Council President:	Andrew Meede
Telephone:	9570-3525
Email:	East.bentleigh.ps@edumail.vic.gov.au
Web site:	www.eastbentleighps.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the Principal