

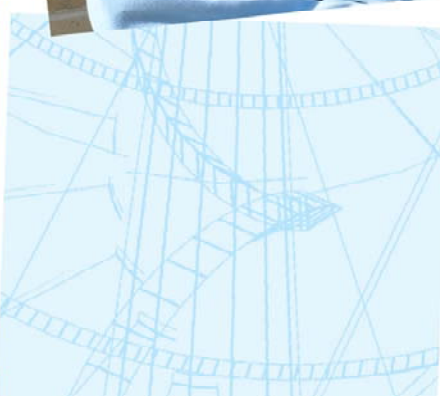
2009 Annual Report to the School Community

East Bentleigh Primary School

School Number: 4837



Every
child,
every
opportunity



East Bentleigh Primary School

East Bentleigh P. S. with an enrolment of 310 is committed to continuous improvement and achieving excellence in teaching and learning at every level. 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. Situated in a superb natural environment, EBPS has abundant grassed areas, mature trees, views of Yarra Yarra Golf Course and plenty of open space nearby. The implementation of the Stephanie Alexander Kitchen garden program in 2009 has enhanced stimulating learning opportunities. We are looking forward to the construction of our new library and classroom hub in 2010- part of the BER program. This school has 24.6 equivalent full time staff, 2 Prin Class, 19 tchrs and 5.6 Education Support.

At EBPS we have two different curriculum streams - our Mainstream and our Steiner stream. Both the Mainstream and Steiner stream programs are underpinned by the Victorian Essential Learning Standards framework. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to go in. 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.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>We are proud of our achievement in student learning. Our NAPLAN data indicates that our Year 5 students are performing above the state median.</p> <p>We are committed to deliver improvements through the Teaching and Learning Coach initiative which has resulted in an improvement in student outcomes over the past year particularly in Numeracy.</p> <p>Teacher capacity is being strengthened through a targeted professional learning program to improve practice, including work on the E5 instructional framework, a whole school approach to literacy through THRASS (Teaching Handwriting, Reading and Spelling Skills) training.</p> <p>Throughout the year we have used a variety of on line assessment tools in order to improve teacher capacity to identify and plan a more differentiated curriculum for different ability levels.</p> <p>Whole school assessment schedules have been developed and we plan to continue to focus on strengthening our capacity in the core areas of Literacy and Numeracy.</p> <p>We have a literacy support specialist who coordinates a group of parents who actively assist our students requiring literacy support.</p>	<p>The average number of days absent per student is above the state median and a focus for improvement. Absenteeism by a small number affects the overall averages and some significant irregular attendance problems also have an impact. Overseas holidays also impacts on this data.</p> <p>Strategies from 'It's Not OK to be Away' will be implemented to address this. Absences are rigorously followed up by staff.</p> <p>The Attitudes to School Survey data is a focus for improvement. We believe our staff actively work to develop positive relationships with students. We employ restorative practices in a whole school approach to behaviour management and have an active Junior School Council and student leadership program. We look forward to further improvement in engagement with the implementation of the Kitchen Garden program for students in Years 3-6.</p> <p>All students are aware that bullying and intolerance are not accepted at our school through a proactive whole school approach to behaviour management using restorative justice principles.</p>	<p>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.</p> <p>A formalised Prep transition program operates in November with incoming children attending school each Friday afternoon. This program aims to introduce children to relevant staff and the school surroundings in preparation for the new year. Whilst the children are 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 parent questions.</p> <p>There are formal leadership processes in place for our Year 5 students as they actively seek to fulfill leadership roles such as School/House Captains or Junior School Council.</p> <p>From Year 6 to Year 7 we aim to ensure that students have the necessary skills and self confidence to make a successful transition to their secondary college. We also aim to strengthen our partnerships with our secondary feeder schools.</p>
<p>For more detailed information regarding our school please visit our website at www.eastbentleighps.vic.edu.au or view our Annual Report online at http://www.vrqa.vic.gov.au/SReg/</p>		



East Bentleigh Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score. 7
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 5
- Overall socio-economic profile Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 310 students (162 female, 148 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



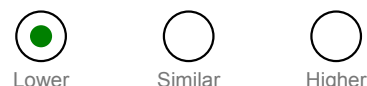
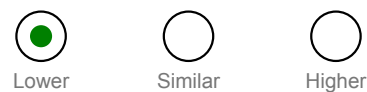
Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

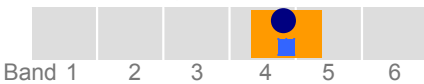
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2009



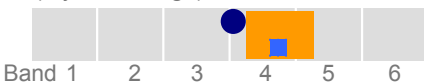
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

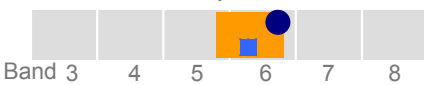
Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:

Median of all Victorian government schools:



Student Engagement and Wellbeing

6. Student attendance

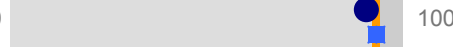
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2008 attendance rate by year level:

Results: 2008



Results: 2005 - 2008 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
86%	92%	90%	91%	91%	93%	92%

Student Outcomes

School Comparison



Lower



Similar



Higher



Lower



Similar

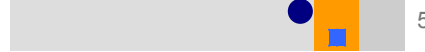


Higher

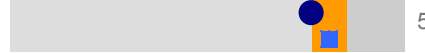
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2009

The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

Government School Performance Summary 2009

ABC Secondary College

How this school compares to all Victorian government schools

Key: Range of results for the middle 60% of Victorian government schools. Results for this school. Results for all Victorian government schools.

Overall Measures

1. Student Learning
Comparing teacher assessments from the Victorian Essential Learning Standards (VELS) to the results from the National Assessment Program - Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).

2. Student Engagement and Wellbeing
Comparing student attendance rates and results from the annual student attitude at school survey.

3. Student Pathways and Transitions
Comparing the number of students continuing at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

School Profile

Average level of parental satisfaction with the school, as derived from the annual Parent Confidence Survey. The score is reported as a scale of 1 to 7, where 7 is the highest possible score.

Overall socio-economic profile. Proportion of students with English as a second language.

Based on the school's Student Profile Occupation Index which takes into account parental occupations.

424 students (264 female, 240 males) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vic.gov.au/school

ABC Secondary College

How this school compares to all Victorian government schools

Key: Range of results for the middle 60% of Victorian government schools. Results for this school. Results for all Victorian government schools.

1. Student Learning

1. NAPLAN Year 7
Teacher assessments from the Victorian Essential Learning Standards (VELS) are compared to the results from the National Assessment Program - Literacy and Numeracy (NAPLAN) tests. The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting and that their learning is on track.

2. NAPLAN Year 7
Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009. Year 7 assessments are reported on a scale from Bands 4-9. Bands represent different levels of achievement. For Year 7, the national benchmark is Band 6 at Band 5.

3. NAPLAN Year 9
Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009. Year 9 assessments are reported on a scale from Bands 5-10. Bands represent different levels of achievement. For Year 9, the national benchmark is Band 8 at Band 8.

2. Student Engagement and Wellbeing

1. NAPLAN Year 7
Results: English and Mathematics 2009 (7-year average)
Results: English and Mathematics 2007-2009 (3-year average)
Results: All other subjects 2009
Results: All other subjects 2007-2009 (3-year average)

2. NAPLAN Year 9
Results: Reading 2009 (7-year average)
Results: Reading 2007-2009 (3-year average)
Results: Numeracy 2009 (7-year average)
Results: Numeracy 2007-2009 (3-year average)

3. Student Pathways and Transitions

Being the first year of secondary school, Year 9 NAPLAN is not used for the School Comparison.

2009 Government School Performance Summary

ABC Secondary College

Key: Range of results for the middle 60% of Victorian government schools. Results for this school. Results for all Victorian government schools.

ABC Secondary College

ABC Secondary College Our fundamental purpose is to enable every student to reach the or over 84 academic, social and personal potential. A balanced range of Year 12 studies is available to meet the varied needs of students. We have a strong and successful career program that has won several awards for excellent student work. Students may also learn a musical instrument and explore sports activities, such as athletics, swimming, netball, basketball and others.

We are home to a dedicated International Students program with more than 20 students from China studying in the school and staying with Australian families. ABC Secondary College is entering the second year of its 2008-2011 Strategic Plan, and the College looks forward to successful 4th improvement during 2009 as we define direction for improved student outcomes.

Every child, every opportunity

Student Learning

Our school is proud that our students perform above the Victorian average in school learning.

This level of performance is above the national average for schools of our size and characteristics in our students. Our students are performing higher than national benchmarks in reading and numeracy tests, as well as VCE. Improvement in literacy continues as a priority in 2010 as the introduction of a Literacy Coach and Literacy Coordinator within the Year 9 program.

Student learning will be further supported by:

- Developing whole school literacy strategies.
- Implementing a rigorous, imaginative school curriculum, particularly for Years 8 and 9.

Student Engagement and Wellbeing

Our students have a good understanding of their school and are proud to be a part of it. The complete revision of discipline strategies has enabled a consistent approach which combines the development of positive student engagement with the development of a strong and effective student learning program.

Student engagement and wellbeing will be further supported through the following actions:

- Strategies to improve staff-student relationships.
- Recognition and encouragement of student leadership and student voice.

Student Pathways and Transitions

Our ability to assist students to the 10 is a priority for our Victorian secondary students.

The number of students willing to further studies and full-time employment are above the result for other schools.

The establishment of our Out-of-School Options for re-engaging students.

The implementation of our Out-of-School Options for re-engaging students.

Comprehensive use of Managed Individual Pathways for all Year 10, 11 and 12 students.

For more detailed information regarding our school please visit our website at www.vic.gov.au/school

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

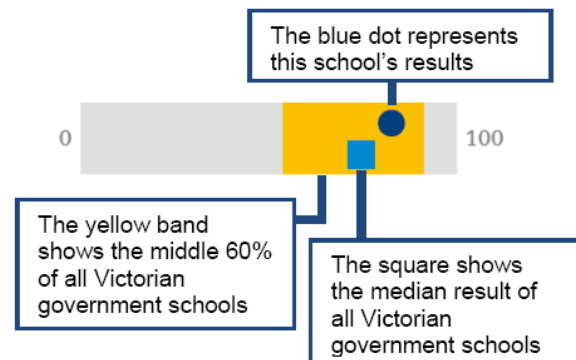
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also shows 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 colleges, the Government School 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 Government School 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.



What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It 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 Indigenous 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:

www.education.vic.gov.au/aboutschool/

School Comparison



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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

East Bentleigh Primary School

School Number: 4837

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$288,795
Commonwealth Government Grants	\$131,963
State Government Grants	\$0
Other	\$32,308
Locally Raised Funds	\$486,129
Total Operating Revenue	\$939,195

Expenditure

Salaries and Allowances	\$332,935
Bank Charges	\$1,771
Consumables	\$98,431
Books and Publications	\$2,720
Communication Costs	\$9,269
Furniture and Equipment	\$31,802
Utilities	\$15,011
Property Services	\$218,364
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$10,621
Health and Personal Development	\$279
Professional Development	\$9,434
Trading and Fundraising	\$30,376
Support/Service	\$12,722
Miscellaneous	\$84,997
Total Operating Expenditure	\$858,732

Net Operating Surplus/-Deficit

\$80,463

Capital Expenditure

\$147,025

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, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$34,009
Official Account	\$650
Other Bank Accounts(listed individually)	\$
Building Fund	\$2,098
Term Deposit	\$31,538
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$68,295

Financial Commitments	2009 Actual
School Operating Reserve	\$31,538
Assets or Equipment Replacement < 12 months	\$10,000
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$10,000
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$2,600
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$14,157
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$68,295

Financial performance and position commentary

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 2009, through judicious management the school was able to provide the necessary extra funds necessary to implement the Stephanie Alexander Kitchen Garden Program for children in Grades 3-6. Extra funds were expended in the development of a garden and a considerable amount of money was spent in the refurbishment of the canteen space into a fabulous new kitchen classroom. 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. We lost our long term office manager Janet Burston to retirement in 2009 which made Jane's consistent contribution to our front office team all the more valuable whilst new staff 'learned the ropes'. Thank you Jane for your continued good humour and attention to detail.