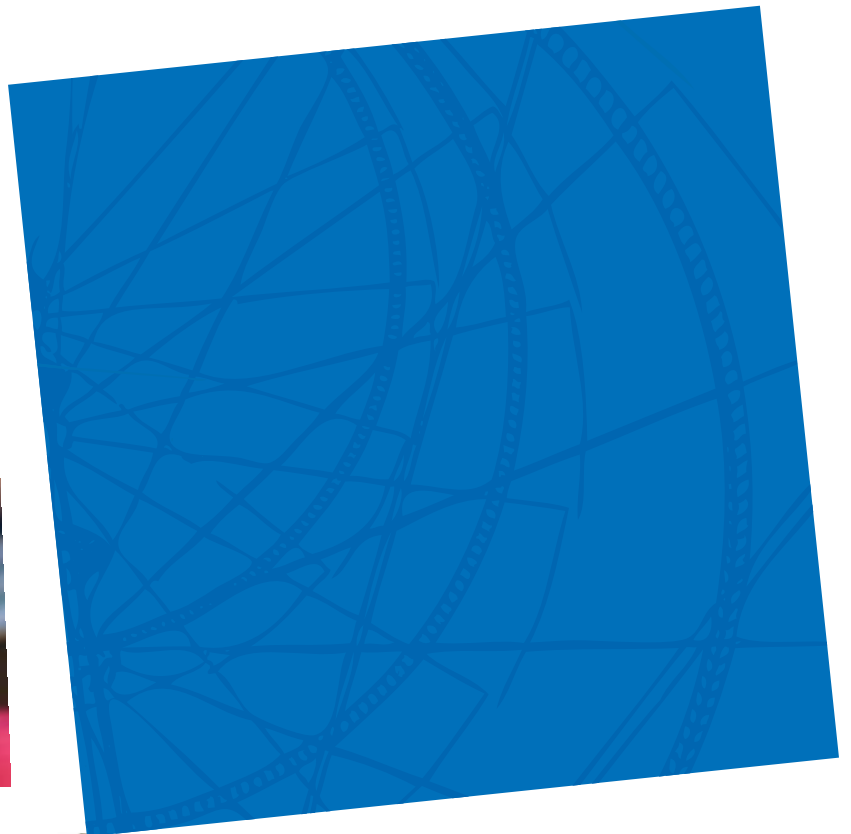




Department of Education and
Early Childhood Development

2010 Annual Report to the School Community

East Bentleigh Primary School
School Number: 4837



East Bentleigh Primary School

East Bentleigh P. S. with an enrolment of 300 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 moving into our new library and classroom hub in Term 2 2011 as part of the BER program. This school has 29.9 equivalent full time staff, 2 Prin Class, 20.8 tchrs and 7.1 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 3 and 5 students are performing above the state median in Numeracy and Reading.</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 Professional Learning Teams (PLT), a whole school approach to literacy through THRASS (Teaching Handwriting, Reading and Spelling Skills) training and regular professional learning sessions in numeracy.</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 in line with the 6 - 18 month strategy 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>There is a Student Representative Council to provide students with a forum to have input into school organisation and decision making.</p> <p>Our school report indicates our oracy is above state mean and we promote public speaking opportunities within our school. All senior students are involved in formal leadership roles.</p> <p>Student-led assemblies are a feature of weekly school life. Big Buddy Programs also provide students with opportunities to develop leadership skills and to emphasise the school's values.</p> <p>We have developed whole school events, which enable staff to focus on relationship development and enhance positive student behaviours. We believe our staff actively works towards developing positive relationships with students. 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 average number of days absent per student is above the state median and a focus for continuous 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. Strategies from 'It's Not OK to be Away' were implemented to address this.</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>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>

For more detailed information regarding our school please visit our website at


www.eastbentleighps.vic.edu.au



or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

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.



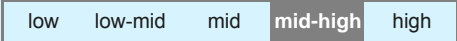
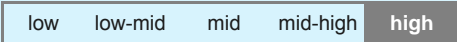


2. Student Engagement and Wellbeing

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. 
- 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. 
- 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).
- 300 students (153 female, 147 male) were enrolled at this school in 2010.

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 2009



Results: English and Mathematics 2007 - 2009 (3-year average)



Results: All other subjects 2009



Results: All other subjects 2007 - 2009 (3-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

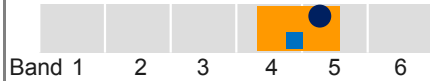
4. NAPLAN Year 3

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

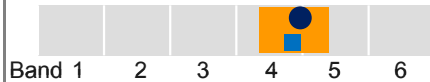
Year 3 assessments are reported on a scale from Bands 1-6.

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

Results: Reading 2010



Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

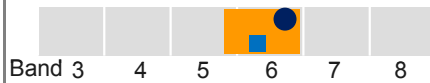
5. NAPLAN Year 5

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

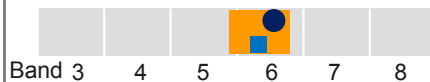
Year 5 assessments are reported on a scale from Bands 3-8.

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

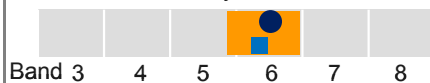
Results: Reading 2010



Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

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:



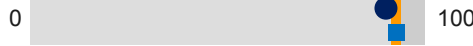
Student Engagement and Wellbeing

6. Student attendance

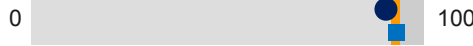
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2009 attendance rate by year level:

Results: 2009



Results: 2006 - 2009 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
88%	91%	91%	92%	90%	90%	91%

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: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2010

The 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.

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

The **second page** summarises your school's performance.

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

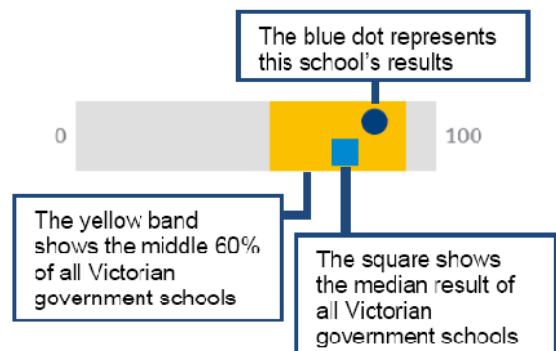
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 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 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 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



Lower



Similar



Higher

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

East Bentleigh Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2010		Financial Position as at 31st December, 2010	
Revenue	2010 Actual	Funds Available	2010 Actual
Departmental Grants	\$386,116	High Yield Investment Account	\$148,577
Commonwealth Government Grants	\$	Official Account	\$5,079
State Government Grants	\$	Other Bank Accounts(listed individually)	\$
Other	\$14,654	Building Fund	\$2,132
Locally Raised Funds	\$428,512	Term Deposit	\$33,329
Total Operating Revenue	\$829,282	(insert)	\$
		(insert)	\$
		(insert)	\$
		(insert)	\$
		(insert)	\$
		Total Funds Available	\$189,117
Expenditure		Financial Commitments	2010 Actual
Salaries and Allowances	\$339,447	School Operating Reserve	\$33,329
Bank Charges	\$1,895	Assets or Equipment Replacement <12 months	\$10,000
Consumables	\$98,541	Capital – Building/Grounds including SMS < 12 months	\$117,968
Books and Publications	\$4,944		\$
Communication Costs	\$6,057	Maintenance – Building/Grounds including SMS < 12 months	\$12,000
Furniture and Equipment	\$27,171		\$
Utilities	\$17,214	Beneficiary/Memorial Accounts	\$
Property Services	\$62,150	Co-operative Bank Account	\$
Travel and Subsistence	\$	Revenue Received in Advance	\$6,160
Motor Vehicle Expenses	\$	School based programs	\$
Administration	\$9,756	Region/Network/Cluster Funds	\$
Health and Personal Development	\$421	Provision Accounts	\$
Professional Development	\$11,659	Repayable to DEECD	\$
Trading and Fundraising	\$17,267	Other Recurrent Expenditure (Accounts Payable)	\$9,660
Support/Service	\$5,214	Assets or Equipment Replacement > 12 months	\$
Miscellaneous	\$75,947	Capital – Building/Grounds including SMS > 12 months	\$
Total Operating Expenditure	\$677,683	Maintenance - Building/Grounds including SMS > 12 months	\$
		Total Financial Commitments	\$189,117
Net Operating Surplus/-Deficit	\$151,599		
Capital Expenditure	\$161,841		

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 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 2010, through judicious management the school was able to provide the necessary extra funds necessary to operate the Stephanie Alexander Kitchen Garden Program for children in Grades 3-6. Extra funds were expended in the development of a garden and money was spent in the equipping of the fabulous new kitchen classroom. The school's financial processes were not officially audited in 2010 however our processes continue to be efficient and well managed. This is in no small part due to the