

# 2016 Annual Report to the School Community

School Name: Bethal Primary School

School Number: 5186



Name of School Principal:	Teresa De Mercurio
Name of School Council President:	Peta Asaad
Date of Endorsement:	14 <sup>th</sup> March, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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.



## About Our School

### School Context

Bethal Primary School is situated in Meadow Heights in the northern suburbs of Melbourne. Our school population is made up of 220 students from diverse multicultural backgrounds which we embrace and celebrate. This school has 27 equivalent full time staff: 2 principal class officers, 19 teachers and 9 Education Support Staff. Our caring and inclusive school community takes pride in offering a child centred education. Our core values of Respect, Responsibility and Personal Best are fundamental to our school's programs and expectations. A comprehensive curriculum is offered to all students from Foundation to Year 6 and is based on the AusVELS. Emphasis is placed on developing a differentiated program for all students. We have developed a culture of continuous improvement at the school where professional development and ongoing learning is important to the school community.

Some unique features of our school are; an on-site Kindergarten, a Spanish Language program taught from Foundation – Year 6, The Arts taught in Spanish and a specialised Science program to enhance our inquiry approach to learning for all year levels. Our other specialist programs include Physical Education and an Instrumental Music Program.

### Framework for Improving Student Outcomes (FISO)

The improvement initiatives which Bethal focused on were: Curriculum planning and assessment and building practice excellence. The key improvement strategies were reviewing and strengthening the curriculum and improving assessment strategies. Building the capacity of teachers and middle management to lead teachers in improved practice through professional development and embedding the school's instructional model.

AusVELS was used to plan all teaching and learning programs and professional development sessions focused on full implementation of the Victorian Curriculum in 2017. The various curriculum teams started documenting our curriculum. This work will be continued to ensure we have a well-documented curriculum at Bethal. The assessment schedule was reviewed and teachers were using the data collected to plan a differentiated program during their Professional Learning Team meetings. A uniform approach to PLT meetings was established to ensure consistency across the school. Involvement in the Professional Learning Communities pilot enabled us to focus on the improvement change cycle during these meetings. This will be further developed, leading to consistency in practice and improved student outcomes in literacy and numeracy. STEM specialists were also appointed and a specialist science program implemented.

### Achievement

The school is achieving similar results in NAPLAN Year 5 Numeracy and Reading given the characteristics of our students. When looking at the four year average the school is achieving similar results to what we would estimate given the background characteristics of our students in Year 5 Reading and Numeracy, however our Year 3 NAPLAN results show that we are achieving lower results given the characteristics of our students. The NAPLAN Learning Gain from Year 3 to Year 5 shows the majority of our students make medium to high growth in the key areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

#### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Our school is above the median for student attendance as shown by the 2013 -2016 average student attendance data. This is the result of a whole school focus and the implementation of strategies to improve attendance.

Our engaging inquiry based curriculum places students at the centre of learning. Our students are provided with the necessary skills to equip them to become successful learners. The school recognises each student as an individual and staff members are committed to developing the potential of all students.

Connecting with the community is central to the school's philosophy and we have established an active Community Hub which offers many programs to engage families.



## Wellbeing

Our school Code of Conduct is based on rights, responsibilities and logical consequences. The school's aim is for all students to take increasing responsibility for their own learning and behaviour. The whole school approach to student behaviour management ensures a strong sense of orderliness, respect and safety in the classroom and in the playground.

At Bethal PS we are proud of our students and the values we hold. Students have a strong sense of connectedness and feel safe at school as shown by our Student Attitudes to School results, when given the background characteristics of our students. These results are supported by the Parent Opinion Survey and Staff Opinion Survey.

For more detailed information regarding our school please visit our website at  
[www.bethalps.vic.edu.au](http://www.bethalps.vic.edu.au)



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 208 students were enrolled at this school in 2016, 102 female and 106 male. There were 83% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></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><a href="#">School Staff Survey</a></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 50 % 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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>35%</td> <td>50%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>56%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>56%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>48%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>60%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	50%	15%	Numeracy	26%	56%	18%	Writing	32%	56%	12%	Spelling	32%	48%	20%	Grammar and Punctuation	32%	60%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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="561 819 1040 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>92 %</td> <td>90 %</td> <td>94 %</td> <td>91 %</td> <td>94 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	94 %	91 %	94 %	90 %	92 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	94 %	91 %	94 %	90 %	92 %										



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></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> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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> Higher</p> <p> Higher</p>

# How to read the Performance Summary

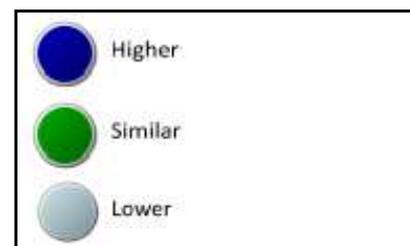
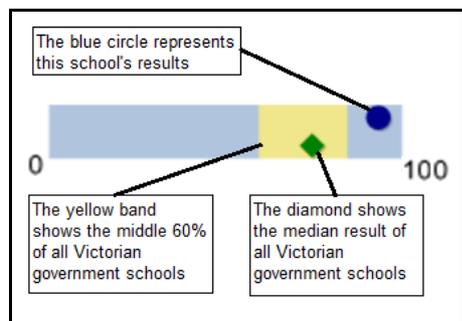
## What are student outcomes?

*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.

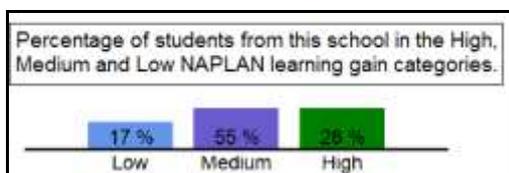
You can see these results for the latest year, as well as the average of the last four years (where available).

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/performance.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

A surplus occurred as School Council is responsible for the Bethal Kindergarten and the funds are in the school accounts. We were also the base school for Hume South SSSO network and received funds for operation of the network SSSOs. As part of the Professional Learning Communities pilot a grant was provided for the release of the instructional leaders to train and establish the program.

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

Revenue	Actual
Student Resource Package	\$2,447,509
Government Provided DET Grants	\$706,636
Government Grants Commonwealth	\$14,514
Government Grants State	\$59,962
Revenue Other	\$40,693
Locally Raised Funds	\$97,402
<b>Total Operating Revenue</b>	<b>\$3,366,715</b>

Expenditure	Actual
Student Resource Package	\$2,399,715
Books & Publications	\$5,228
Communication Costs	\$6,651
Consumables	\$81,902
Miscellaneous Expense	\$150,826
Professional Development	\$35,525
Property and Equipment Services	\$206,680
Salaries & Allowances	\$199,786
Trading & Fundraising	\$24,660
Utilities	\$25,151

**Total Operating Expenditure** **\$3,136,126**

**Net Operating Surplus/-Deficit** **\$230,589**

**Asset Acquisitions** **\$38,290**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$330,970
Official Account	\$26,241
Other Accounts	\$324,155
<b>Total Funds Available</b>	<b>\$681,366</b>

Financial Commitments	Actual
Operating Reserve	\$10,000
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds incl SMS<12 months	\$65,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$69,300
Revenue Received in Advance	\$11,426
School Based Programs	\$500,641
<b>Total Financial Commitments</b>	<b>\$681,366</b>

Student Resource Package Expenditure figures are as of 03 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.*