

2016 Annual Report to the School Community



School Name: Berwick Lodge Primary School

School Number: 5213



Name of School Principal:	Henry Grossek
Name of School Council President:	Peta Levett
Date of Endorsement:	20 th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Berwick Lodge Primary School is located in an established area of Berwick within the City of Casey, south east of Melbourne. Our school offers a broad range of quality and innovative curriculum programs and enjoys a reputation within the community for providing a positive, caring and inclusive learning environment for students. In 2016, 573 students attended Berwick Lodge with a majority of these students travelling to school from outside the immediate neighbourhood area. Importantly, this was an increase of 38 students from the previous year.

The staffing profile for 2016 was 43.94 effective full time staff comprising of 3.00 Principal Class, 31.00 Teaching Staff and 9.94 Educational Support Staff.

During 2016 our 23 classes were organised into three area departments, P-2, 3-4 and 5-6. Specialist Programs in Visual Arts, Performing Arts, Library, Mandarin, and Physical Education. Further opportunities for our students were provided through a range of support, enrichment and extension programs including Additional Assistance, Social Groups, Speech Articulation, Language Support, Robotics, Berwick Lodge Student Radio Show, Buddy Program, Student Coaching in the Classroom Program, Wakakirri, Years 5 and 6 Film Festival, Mandarin Extension Program Grades 3 to 6, PMP (Perceptual Motor Program) for our Prep students, Community Garden and Junior School Council.

Our new Strategic Plan (2015 to 2018) emphasizes a strong commitment to the development of Literacy and Numeracy skills in all students, the embedding of Information and Communication Technologies and multimedia across curriculum areas, and the positive engagement of all students in learning and school activities.

Framework for Improving Student Outcomes (FISO)

Improvement Priority: Building Communities: This initiative was highly successful – promoting a greater partnership with kindergartens. The development of a Bridging Curriculum tool to assist children in their transition from kindergarten to primary school was completed and well received. Our outreach program, which included free PMP lessons for kindergarten children was extended and well subscribed, as was the reading program and robotics workshops which were provided to kindergartens. Direct partnerships with kindergartens grew from 5 in previous years to more than 20 in 2015. Significantly, our Prep enrolments rose by 28 from the previous year.

Achievement

Student achievement and relative growth results in NAPLAN for children in Years 3 and 5 are consistently sound and similar to those of comparable schools, whilst indicating areas for improvement in both Numeracy (Years 3 & 5) and Literacy (Years 3 & 5 Reading).

Our goal is to continuously improve student outcomes in Literacy and Numeracy throughout the school, with a particular emphasis on supporting students to reach their full potential.

Curriculum Framework implemented in 2016

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

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

Engagement

Our student attendance results are consistently very high across all year levels, being in the 92-93% and being higher than that for comparable schools in most categories. Our Parent Opinion Survey results continue to demonstrate a high level of satisfaction, being above the state average.

To further improve student engagement with a particular focus on high quality instructional practice and wider community partnership development.



Wellbeing

Student Attitudes to School Survey results reflect an outstanding level of connectedness and student perceptions of safety. Our results continue to remain significantly above both state and regional results. To maintain the school as a safe, secure and stimulating learning environment.

For more detailed information regarding our school please visit our website at www.berwicklodgeps.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.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 573 students were enrolled at this school in 2016, 284 female and 289 male. There were 12% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>58%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>51%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>44%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>64%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	58%	12%	Numeracy	33%	51%	16%	Writing	32%	44%	24%	Spelling	27%	47%	27%	Grammar and Punctuation	29%	64%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	58%	12%																							
Numeracy	33%	51%	16%																							
Writing	32%	44%	24%																							
Spelling	27%	47%	27%																							
Grammar and Punctuation	29%	64%	7%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 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>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	93 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	93 %	93 %	93 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

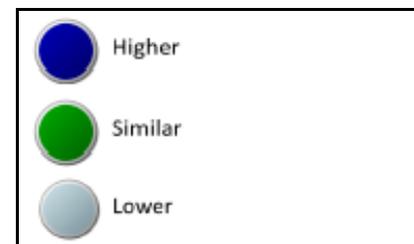
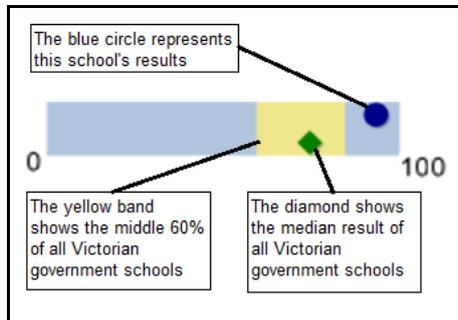
What are student outcomes?

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.

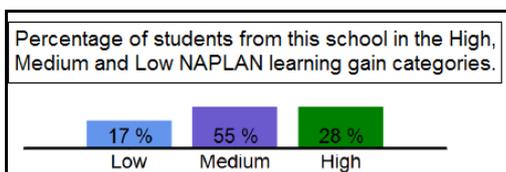
You can see these results for the latest year, as well as the average of the last four years (where available).

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/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

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

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

Revenue	Actual
Student Resource Package	\$3,676,849
Government Provided DET Grants	\$676,511
Government Grants Commonwealth	\$5,800
Government Grants State	\$7,000
Revenue Other	\$24,377
Locally Raised Funds	\$366,318
Total Operating Revenue	\$4,756,856

Expenditure	
Student Resource Package	\$3,617,984
Books & Publications	\$2,777
Communication Costs	\$18,246
Consumables	\$117,802
Miscellaneous Expense	\$440,029
Professional Development	\$16,152
Property and Equipment Services	\$330,373
Salaries & Allowances	\$16,309
Trading & Fundraising	\$45,104
Utilities	\$45,431
Total Operating Expenditure	\$4,650,207

Net Operating Surplus/-Deficit	\$106,650
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$66,895
Official Account	\$19,955
Other Accounts	\$5,637
Total Funds Available	\$92,486

Financial Commitments	
Operating Reserve	\$31,448
Asset/Equipment Replacement < 12 months	\$1,249
Maintenance - Buildings/Grounds incl SMS<12 months	\$2,469
Revenue Received in Advance	\$43,275
Other recurrent expenditure	\$14,045
Total Financial Commitments	\$92,486

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

The net operating surplus has been achieved by our sound management practice that is reflected in our well balanced resourcing across all areas – personnel, programs and infrastructure.