

2019 Annual Report to The School Community



School Name: Burnside Primary School (5502)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2020 at 10:02 AM by Davide Lombardi (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

Unique in its status as a state-of-art Educational facility, Burnside Primary School seeks to be at the forefront of education for the Burnside Community. Located at 35 Lexington Drive, Burnside, as a new Primary School, it offers outstanding facilities for the delivery of both its educational programs and community ventures. The school truly presents as an innovative, unique and contemporary school. With 2 Learning Communities, gym, canteen and administration building. Burnside Primary School aims to build a school culture that demonstrates a strong belief in and a commitment to providing a rich and rigours curriculum with a safe, secure learning environment. We will have a clear focus on catering for the diverse range of students at their point of need, in a supportive, nurturing and challenging learning environment, with high expectations for student success.

At Burnside Primary School the student will be at the center and purpose of all that we do. Our teachers and support staff will work hard to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and Personalised Learning for all students. This innovative, rich and rigorous curriculum will be delivered in a positive, stimulating and challenging learning environment where every student experiences success and develops a love of life-long learning. Our students will be encouraged to explore their world through concepts and setting personal goals to become thinking, informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community.

Burnside Primary School's vision is to graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens of the community. It is the mission of Burnside Primary School to provide our students with a safe and supportive learning environment that motivates and challenges students, and that provides a comprehensive primary education for all students that empowers them to reach their full academic, social, and physical potential. Through community connectedness, students will develop a love of learning allowing them to become self-motivated, curious, resilient and social and emotionally intelligent citizens. Our mission and statement and values provide a framework that provides a quality learning culture that is orderly, safe, secure and inclusive. This culture is strongly influenced by the school's values which focus on the rights and responsibilities of students, staff, and parents.

- Excellence
- Growth Mindset
- Respect
- Inclusion

A total of 84 students were enrolled at Burnside Primary School in 2019; 35 female and 49 male. 58 percent of students had English as an additional language and 0 percent identified as Aboriginal or Torres Strait Islanders. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education Index (SFOE) which takes into account parents' occupations and education. Burnside Primary School's socio-economic band value is considered: Medium

Framework for Improving Student Outcomes (FISO)

The following are the FISO improvement initiatives and Key Improvement Strategies Burnside Primary School focused on in 2019.

Goal: A supportive and productive learning environment that promotes inclusion and collaboration

Community Engagement in Learning - Building Communities

Key Improvement Strategy (KIS): Provide opportunities for students, staff and families to be involved in decisions about the school

In the first year of operation, Burnside Primary School (BPS) set out to actively engage families, students and staff in developing the vision and values of Burnside Primary School. To build parent confidence in helping children at school and home and develop a strong communication strategy so families feel connected to the school and can support the

expectations. To develop a culture that actively seeks feedback from families, students and staff on policies, procedures and whole school events.

Positive Climate for Learning - Setting Expectations and Promoting Inclusion

KIS: Develop clear student engagement, wellbeing, inclusion and behaviour management guidelines

In the first year of operation, BPS set out to develop a guaranteed and viable curriculum on Social-Emotional Intelligence, (SEL) within a framework of attributes of learners addressing Victorian Curriculum capabilities. To implement whole school behaviour management guidelines.

Goal: Students will make higher than expected growth in reading.

Excellence in Teaching and Learning - Building Practice Excellence

KIS: Build teacher knowledge in reading through a professional learning program and the implementation of a peer observation and coaching program, for individual teachers and whole Professional Learning Communities

A focus in the first year at BPS was to develop teacher capacity and understanding to develop a consistent, evidence-based reading practices across the school. Leadership and teachers to work with a Reading consultant to develop a consistent understanding of evidence-based reading pedagogies.

Teachers knowledge and capacity was built through:

1. Professional Learning Communities
2. Coaching
3. Peer observation

Excellence in Teaching and Learning - Building Practice Excellence

KIS: Build Data Literacy, and the ability to plan and monitor differentiated teaching through the PLC Planning, Teaching and Learning Cycle.

A focus in 2019 for BPS was to develop teacher knowledge and capacity to work as effective teams utilising a Professional Learning Communities planning cycle to target differentiated instruction to ensure all students achieve growth and performance targets.

Achievement

Burnside Primary Schools (BPS) Teacher Judgment data indicates that the percentage of students in Prep to Year 6 working at the expected level in English and Mathematics is lower to similar schools. Over the course of 2020, a priority will be establish Professional Learning Communities, which prioritize the analysis of student data and moderation of student work to align teacher judgments.

In 2019, the schools NAPLAN results were below similar schools in Reading and Numeracy in Year 3 and 5. in Year 5 Numeracy the school achieved similar to the median of all Victorian Government Schools. There was no data available for NAPLAN Learning gain from Year 3-5 as this was our first year of operation. In the first year of operation, the highlight for BPS was the low variability across year levels in the structuring of lessons and reflective of the whole school instructional model. Consistency in the implementation of guided reading, strategy groups and conferences, and goal setting. The increase in confidence in teaching reading through coaching. The change in student's mindset toward reading with an increase through student choice and individual book boxes/classroom library. The change in teacher perception of purposeful reading tasks.

Through extensive coaching, highlights were the consistency in the implementation and analysis of running records due to the peer observation process. Consistency in the reading process and instructional strategies aligned with the reading curriculum. The increase in staff capacity to plan the whole group and small group instruction using the Fountas and Pinnell literacy continuum. The consistency in the delivery of learning reflective of the whole school Instructional Model and an increase in staff confidence in implementing high-quality reading lessons.

We will apply a relentless focus on growth for students and teachers over the course of our first School Strategic Plan, and we will engage with the school community to support this key work. We believe that if teachers collaborate on effective pedagogy and instructional practices, build their capacity in differentiation to the point of need for our

students, then student learning growth will be enhanced. Key future directions and strategies identified from our first year, for 2020 will be peer observations to ensure consistency in reading and give and receive constructive feedback. Aligning the reading and writing curriculum and building teacher capacity to make links across both areas. Implementation of structured Professional Learning Community process in 2020 and coaching to target individual teacher needs.

Engagement

Burnside Primary School recognises student engagement is strongly linked to high-quality teaching and learning. The school in its first year of operation prioritised the coaching and mentoring of all staff to build their capacity and to have low variability across year levels in the structuring of lessons and reflective of the whole school Instructional Model. Our progress against the Annual Implementation Plan was measured during the course of the year, and the following practice were highlights;

- Implementation of a whole school focus on the Character Strengths to shape positive education lessons and recognise and reward students demonstrating these values.
- Students recognised the strengths within themselves as well as within others. Students, families and teachers were involved in the process for shaping school vision and values which created a sense of ownership within the school community.
- Using the school council as a platform for making decisions and have school councillors take an active role within the school community to build positive school culture.
- Consistency in recognising and responding to student behaviours.
- Consistency in responding to and rewards student behaviours. Consistency in classroom expectations for students within their learning.
- Students recognising what is required of them to achieve success within their learning and make 'learning excellence' on the learning ladder.
- Streamlined processes for exiting students from class and ensuring clear communication with minimal disruption to learning.
- Increase in the ability to differentiate student learning to cater for different learning needs. Beginning focus on explicitly teaching positive education elements to students for them to be self-reflective learners.

Future directions and considerations for BPS were identified: Linking the SWPB Matrix to the classroom learning ladder. Developing a greater understanding (by students) and application (by staff). Professional Learning sessions for parents on the process and implementation of SWPB and how they can support their child. Using Sentral to log student behaviours and analyse data to make informed decisions on targeting reoccurring behaviours (positive and negative). Link the Sentral data discussions in with the student-led interview process to have further data discussions with parents about their child. More of a focus on explicitly teaching the SWPB matrix. Communicating Attitudes to School Survey with students and the wider school community.

BPS recognises that student attendance at school is a key factor influencing student achievement and engagement. Absence from school can impact on students' learning. BPS rated a 'Below' indicating our school records more absences than expected. Common reasons for non-attendance include illness and extended family holidays. During the year a whole school strategic and systematic process was established to follow up student absences by teachers and administration. This will be monitored and evaluated during pulse checks in 2020. Further parent information regarding the importance of attendance will be distributed in 2020. We work in partnership with our families and building effective, trusting relationships which is an important part of high-quality student engagement.

Wellbeing

In 2019, Burnside Primary School established the School-Wide Positive Behaviours (SWPB) approach across our community. This work was further enhanced through the Resilience, Rights & Respectful Relationships initiative and Positive Education. SWPB is an important part of the culture and curriculum at BPS and has provided a strong focus on building student resilience, self-awareness and understanding of others. Our staff have worked collaboratively to develop a school-wide process and structures aligned with these initiatives. These strategies will continue to be implemented in 2020 and monitored for effectiveness.

Our Student Attitudes to School Survey indicates a Sense of Connectedness and Management of Bullying is well above both state and similar schools. In 2020, we will continue to work with key staff to implement and embed our SWPB initiatives in the classroom and support positive relationships amongst students and teachers. BPS will invest significantly in the Respectful Relationships initiative and begin to make connections in the curriculum.

Financial performance and position

Burnside Primary School ended the 2019 year with a deficit of \$51467. This was a decision based on the appointment of an Assistant Principal to drive curriculum development and coaching across the school. This appointment was crucial to establish low variability, build the capacity of the teachers and develop a culture of high expectations. The school spent \$30,300 on Local Payroll employing a casual Maintenance Officer, casual art teacher, and Casual Relief Teachers. In 2019, BPS committed significant funds towards the purchase of educational resources, installations of a playground and air conditioning. These resources and facilities had a significant impact on the school's grounds and supported classroom learning programs. ,




For more detailed information regarding our school please visit our website at
<https://burnsideps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 84 students were enrolled at this school in 2019, 35 female and 49 male.

58 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



















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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools:  </div> <div> <div>Key:</div> <div> Similar School Comparison  Above  Similar  Below </div> </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above  Similar  Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>Below </p> <p>Below </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: <div><div></div><div></div><div></div></div> Results for this school: <div><div></div><div></div><div></div></div> Median of all Victorian Government Primary Schools: <div><div></div><div></div><div></div></div>		Key: Similar School Comparison <div><div></div> Above <div></div> Similar <div></div> Below</div>			
Achievement		Student Outcomes		Similar School Comparison	
<div><div>NAPLAN Learning Gain</div><div>Year 3 - Year 5</div></div> <div>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</div> <div>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</div>		<div>Reading</div> <div>No Data Available</div> <div>Numeracy</div> <div>No Data Available</div> <div>Writing</div> <div>No Data Available</div> <div>Spelling</div> <div>No Data Available</div> <div>Grammar and Punctuation</div> <div>No Data Available</div>		<div>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</div> <div><div><div></div><div>25%</div></div><div><div></div><div>50%</div></div><div><div></div><div>25%</div></div><div>LowMediumHigh</div></div> <div>Statewide Distribution of Learning Gain (all domains)</div>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: <div></div> Results for this school: <div></div> Median of all Victorian Government Primary Schools: <div></div>		Key: Similar School Comparison <div></div> Above <div></div> Similar <div></div> Below <div></div>			
Engagement		Student Outcomes		Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>		<p>Results: 2019</p> 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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div> </div>		
Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$850,273
Government Provided DET Grants	\$489,611
Government Grants Commonwealth	\$2,000
Government Grants State	\$2,500
Revenue Other	\$29,536
Locally Raised Funds	\$80,767
Total Operating Revenue	\$1,454,687

Equity ¹	
Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure	
Student Resource Package ²	\$901,740
Books & Publications	\$44,450
Communication Costs	\$6,404
Consumables	\$67,647
Miscellaneous Expense ³	\$64,998
Professional Development	\$6,796
Property and Equipment Services	\$103,110
Salaries & Allowances ⁴	\$27,913
Trading & Fundraising	\$7,423
Travel & Subsistence	\$445
Utilities	\$70,547
Total Operating Expenditure	\$1,301,474

Net Operating Surplus/-Deficit	\$153,213
Asset Acquisitions	\$46,332

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$117,265
Official Account	\$43,513
Total Funds Available	\$160,778

Financial Commitments	
Operating Reserve	\$63,567
Other Recurrent Expenditure	\$5,163
Funds Received in Advance	\$2,000
School Based Programs	\$58,744
Repayable to the Department	\$52,000
Maintenance - Buildings/Grounds < 12 months	\$12,000
Capital - Buildings/Grounds > 12 months	\$33,000
Total Financial Commitments	\$226,474

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

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

(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

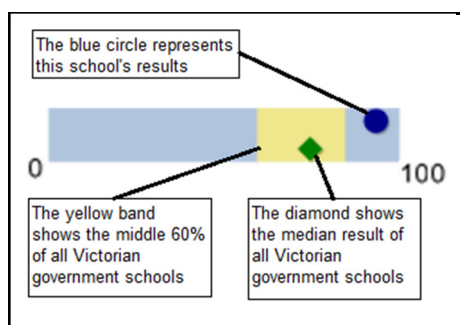
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').