

2018 Annual Report to The School Community



School Name: Barton Primary School (5560)



- 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 2018 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 05 March 2019 at 04:10 PM by Andrew Felsingher (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 15 March 2019 at 06:56 PM by Amy Bland (School Council President)

About Our School

School context

Barton Primary School is a new PPP (Public/Private Partnerships) school that opened on the first day of the 2017 school year. It is situated in the growth corridor of south east Melbourne in the City of Casey, 5km from the main street of Cranbourne. The school entered its second year with 422 and by the end of the year we had 434. Our staff had an EFT of 31.75. This was broken up into 23.2 Teacher class, 1.75 Principal Class, 3.2 ES Integration, 3.6 ES Administration. Our core buildings can accommodate 475 students. Our projected growth is to be approximately 560 students in 2019 and the school is anticipated to grow to 800+ within 3-5 years. Our student population has 65% English as an Additional Language EAL. The school has been designed to create contemporary learning environments that facilitate learning and a student point of need approach (targetted Workshops Reading Writing & Number)

Our school vision: To prepare each of our students for success in their ever changing future by providing them with the necessary skills, knowledge and general capabilities.

There are high expectations for all members of our school community, as we aspire to our values of Optimism, Success, Respect and Determination. The over-arching drivers in our curriculum are personalising learning and ensuring that it is purposeful with clearly articulated Learning Intentions and success Criteria. The teachers teach collaboratively and use a variety of approaches, strategies, structures and spaces to facilitate high quality student learning. The school curriculum is based on the Victorian Curriculum and we offer a complete curriculum with the exception of Languages-Spanish. We surveyed our community and from this information we decided to offer Spanish. We have advertised the Spanish teacher position 5 times without success. Through the PPP arrangement we are partners with CERES and as such have implemented an Environmental Education program. This is highly regarded and has been staffed accordingly. In addition to this we have implemented specialist teaching areas of Physical Education Music and Visual Arts program. These are all staffed by specialist teachers.

Due to the high EAL component of our student enrolment we have implemented a well researched EAL program and employed staff to deliver it. Our SFO was 0.4925 and the SFOE: 0.4110

Barton Primary School is part of the Casey South Network of schools and our staff are active in many of the Communities of practice and/or collegiate networks.

Framework for Improving Student Outcomes (FISO)

At Barton PS in 2018, we focussed on two FISO Priority Areas:

- Excellence in Teaching and Learning
- Positive Climate for Learning.

Within these Priority Areas, our Improvement initiatives were:

- Building Practice Excellence,
- Curriculum Planning and Assessment,
- Empowering Students and Building School Pride.

These Priority Areas and initiatives are detailed in our 2018 Annual Implementation Plan (AIP). To meet each Improvement Initiative the following Key Improvement Strategies were implemented:

- develop and implement a consistent pedagogical approach,
- implement a PLT model for sustained improvement in teacher practice and student learning,
- implement a coaching model for sustained growth in teaching and learning,
- develop a consistent approach to curriculum planning and assessment,
- develop and assessment and reporting model that is real and ongoing,
- develop and implement a school culture that promotes maximum growth in student learning and
- develop processes that encourages and supports student voice in their learning.

During the self evaluation of our AIP, it was determined that the school predominantly was in the embedding phase of development which is an excellent results for our first 2 years as a school and is reflective of the huge

volume of work from all staff throughout the year.

Achievement

Our over-arching goal in 2018 was 'to successfully establish Barton PS and set it up for future success'. Our 12 month target for Achievement stated that 'by the end of 2018 every student at Barton PS will have made 12 or more months growth in reading, writing and number'.

Our teachers have a structured assessment program which provides the necessary data to enable informed decisions regarding ongoing student learning growth in reading, writing and number. This data is consistently documented and discussed weekly in Professional Learning Teams. Teacher judgements based on triangulated data (from at least 3 sources) of student achievement have demonstrated that students in Years Prep – 6 are working at or above the expected level in English and is similar to the State Median. This is also the case for Maths.

Our NAPLAN data indicated that in Year 3 Reading and Numeracy both had a lower amount of students in the top 3 bands of testing, compared to the State Median. Our Year 5 students were similar to the State Median in both Reading and Numeracy.

As our school was in its second year, the Achievement level in regards to Learning Gain Years 3 to 5 cannot be measured as there is no data to match the Year 3 2016 data to the Year 5 2018 data.

Engagement

We track student attendance using a third party program – Sentral. Teachers record attendance twice daily. Families are able to access this to advise of absence reasons. Letters are sent home regularly requesting explanations for unexplained absences. Overall we are slightly above the median of all Victorian Government Primary Schools. If a child's attendance falls below 80%, the family is contacted, further work is done with the family to support the student to improve attendance. Our priority areas of OoHC and ATSI students demonstrated excellent attendance in 2018. With both OoHC and ATSI students, apart from 1 at 88.1%, achieving above 90% overall attendance.

In 2018 all year levels demonstrated at or above 92% overall attendance. Year 5 was our highest at 94%. At Barton PS we believe that excellence in teaching and learning augers well for improving and maintaining high attendance rates. We see teaching and learning strategies as integral in creating purposeful learning opportunities for all students. Maintaining a consistent approach to curriculum planning based on researched best practice and providing an assessment model that is real and ongoing assists in the engagement of all students. Clear Learning Intentions and Success Criteria ensure students are engaged and are being taught at their point of need, as determined by the data collected and analysed regularly through the PLTs.

Wellbeing

Wellbeing of staff, students and the community is of high priority and reflected in our AIP with a target of the Parent Opinion Survey, Staff Survey, Attitudes to School Survey and Tell Them From Me (school based-student) survey demonstrating a score above the mean. The KIS of Empowering Students and Building School Pride ensured that we were constantly striving to build a school culture that promoted maximum growth in student learning, community connections and encouraging and supporting student voice. The strategies implemented included providing opportunities for parent and community connections, which were demonstrated in the variety of opportunities for our community to be welcomed into the school, for example Harmony Day, Open mornings and weekly Assemblies. We also worked closely with community organisations such as Mayonne-bulluk kindergarten, local government secondary schools and the City of Casey to establish strong relationships as both the school and community grows.

SRC has continued with representation from all year levels and a student leadership program implemented with

a focus on our grade 5 and 6 students in Term 4. Through the Students Attitudes to School survey, it was evident that the Sense of Connectedness factor was similar and slightly above the State median. The Attitudes to School survey also demonstrated that in regards to Management of Bullying, our students were positively satisfied with the school's approach, resulting in our school's overall response being similar to the State median.

Financial performance and position

This was our second year as a school. We carried a surplus of \$140K from 2017 as this was to cover IT Lease #2 and to assist with offsetting any further establishment cost . The 2018 surplus is reflective of cash reserve for year 3 of the IT lease #1 and IT lease #2 year 2 & 3. In 2018 we received equity funding (\$66K) which we used to support our intervention programs. We collected parent payments for 2019 in 2018 December. This reflected in our available funds. Staffing decisions have contributed to this surplus.

- We budgeted for a Spanish teacher and were not able to appoint (\$80K).
- We had a term without an Assistant Principal (\$35K)
- We employed a large number of graduate teachers. We have committed funds to offset increment creep as they become more experienced over the next 5 years.

Due to our surplus we are not doing any fundraising with the exception of student led Social Service events for Kid to Kid charities.

We have successfully applied for the Sporting Schools Grant and have used those funds to enhance our Phys Ed & Sport program.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 419 students were enrolled at this school in 2018, 214 female and 205 male.

48 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	78.3	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.5	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	89.1	90.1	82.6	95.3	Similar
Mathematics	91.0	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	63.6	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	45.5	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	59.4	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	48.4	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	64.2	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	45.5	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	57.1	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	52.7	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	26.7	56.7	16.7
Numeracy	37.9	51.7	10.3
Writing	20.0	66.7	13.3
Spelling	23.3	50.0	26.7
Grammar and Punctuation	33.3	56.7	10.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.7	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.7	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	92	92	93	92	94	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.1	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	84.4	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.1	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	82.2	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,351,059
Government Provided DET Grants	\$325,508
Government Grants Commonwealth	\$4,700
Government Grants State	\$0
Revenue Other	\$21,730
Locally Raised Funds	\$157,801
Total Operating Revenue	\$3,860,798

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,772
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$4,610
Equity Total	\$66,382

Expenditure	Actual
Student Resource Package ²	\$2,757,207
Adjustments	\$0
Books & Publications	\$3,831
Communication Costs	\$4,386
Consumables	\$126,057
Miscellaneous Expense ³	\$196,558
Professional Development	\$18,157
Property and Equipment Services	\$92,728
Salaries & Allowances ⁴	\$0
Trading & Fundraising	\$10,384
Travel & Subsistence	\$502
Utilities	\$80,329
Total Operating Expenditure	\$3,290,138
Net Operating Surplus/-Deficit	\$570,660
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$98,428
Official Account	\$58,307
Other Accounts	\$2,021
Total Funds Available	\$158,756

Financial Commitments	Actual
Operating Reserve	\$88,283
Other Recurrent Expenditure	\$9,968
Provision Accounts	\$0
Funds Received in Advance	\$116,154
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$214,405

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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, including:
 - 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) factors:
 - 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 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').