2017 Annual Report to the School Community

THE EDUCATION STATE

School Name: Barton Primary School

School Number: 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 Regulation 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 2017 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 2018 at 03:33 PM by Andrew Felsinger (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 Regulation 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 2017 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 01 May 2018 at 10:41 AM by Janine Allen (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 opened with 248 students and by the end of the year the enrolment increased to 276. Our staff had an EFT of 20.6. This was broken up into 15.6 Teacher class, 2 Principal Class, 0.4 ES Integration, 2.6 ES Administration. Our core buildings can accommodate 475 students. Our projected growth is to be approximately 450 students in 2018 and the school is anticipated to grow to 600+ within 3-5 years. Our student population has 55% English as an Additional Language EAL. The school has been designed to create contemporary learning environments that facilitate learning and a learner centred approach.

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 increasingly building each child's capacity to direct, influence and take responsibility for, their own learning. 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 in our first year we offered a complete curriculum with the exception of LOTE. This requires further investigation and input from our community and it is planned to introduce Language in 2018. 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 including a Perceptual Motor Program, 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 an exciting social infrastructure hub for the growing community. The school includes a Community Hub space which is managed by the YMCA after school hours to provide Outside School Hours Care services and other community programs to local families and residents.

Framework for Improving Student Outcomes (FISO)

At Barton PS in 2017, 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 2017 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 result for our first year as a school and is reflective of the huge volume of work from all staff throughout the year.

Achievement

Our over arching goal in 2017 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 2017 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 and 5 Reading we had a lower amount of students in the top 3 bands of testing, compared to the State Median. In Numeracy our Year 3 students were reported as lower than the State Median in the top 3 bands of testing, however our Year 5 students were of a similar outcome to that of the State Median.
As our school was in its first 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 2015 data to the Year 5 2017 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 have a similar rate of absence to 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 2017. With both ATSI and OoHC students achieving above 90% overall attendance.
In 2017 all year levels, except Year 2, demonstrated above 90% overall attendance. Year 2 fell just below this at 89%. 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. 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.
An SRC was established with representation from all year levels and a student leadership program was commenced. Staff also began KidsMatter training, through the establishment of a school Wellbeing team. 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 and slightly higher than the State median.

For more detailed information regarding our school please visit our website at
[http://bartonps.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 248 students were enrolled at this school in 2017, 122 female and 126 male.

47 percent were EAL (English as an Additional Language) students and < 10 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.

low	low-mid	mid	high

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).

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).

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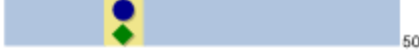
Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ━━━━━━━━━━ 100 Results: Mathematics 0 ━━━━━━━━━━ 100	● Similar ● Similar

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading No Data Available Results: Numeracy No Data Available	Lower No Data Available Lower No Data Available
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading No Data Available Results: Numeracy No Data Available	Lower No Data Available Similar No Data Available

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢ (yellow)
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 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 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'.

Student Outcomes

Reading
48 % Low | 29 % Medium | 24 % High

Numeracy
23 % Low | 59 % Medium | 18 % High

Writing
29 % Low | 52 % Medium | 19 % High

Spelling
19 % Low | 38 % Medium | 43 % High

Grammar and Punctuation
29 % Low | 38 % Medium | 33 % High

School Comparison

NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

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

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** 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. Average 2017 attendance rate by year level:	Results: 2017 0 ———————— 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ———————— 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	91 %	89 %	93 %	94 %	91 %	95 %

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017	Similar

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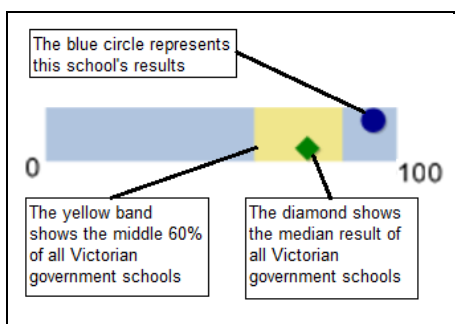
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Higher

Similar

Lower
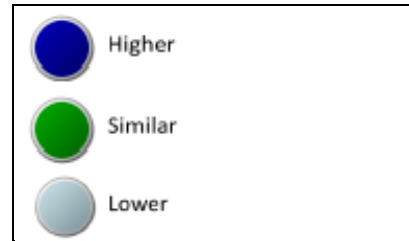
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

This was our first year as a school and we received an establishment grant as well as an IT grant to assist with establishing our school. We established a 3 year lease for our student IT devices. This has split the total cost over 3 years. The surplus is reflective of cash reserve for years 2 & 3 of the IT lease and the residual of the establishment grant, as we will have increased establishment costs as our school is anticipated to expand by 50% in year 2. In 2017 we received equity funding which we used to support our intervention programs. We collected parent payments for 2018 in 2017 December. This reflected in our available funds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$1,909,008
Government Provided DET Grants	$383,366
Government Grants Commonwealth	$6,000
Revenue Other	$11,134
Locally Raised Funds	$88,121
Total Operating Revenue	**$2,397,629**

Equity[1]	
Equity (Social Disadvantage)	$5,000
Equity Total	**$5,000**

Expenditure	
Student Resource Package[2]	$1,768,112
Books & Publications	$40,858
Communication Costs	$3,652
Consumables	$97,481
Miscellaneous Expense[3]	$102,406
Professional Development	$5,479
Property and Equipment Services	$109,952
Salaries & Allowances[4]	$623
Trading & Fundraising	$4,049
Travel & Subsistence	$452
Utilities	$59,835
Total Operating Expenditure	**$2,192,900**
Net Operating Surplus/-Deficit	**$204,729**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$51,856
Official Account	$92,722
Other Accounts	$4,649
Total Funds Available	**$149,226**

Financial Commitments	
Operating Reserve	$70,793
Revenue Receipted in Advance	$78,433
Total Financial Commitments	**$149,226**

(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 13 March 2018 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.