

2019 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 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 22 April 2020 at 02:24 PM by Andrew Felsing (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.

Attested on 27 April 2020 at 03:03 PM by Amy Bland (School Council President)

About Our School

School context

Barton Primary School is a 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 third year with 547 students and by the end of the year had 576 students. Our staff had an EFT of 43.32. This was broken up into 29.0 Teacher class, 2.0 Principal Class, 7.32 ES Integration, 5.0 ES Administration. Our projected growth is to be approximately 700 students in 2020 and the school is anticipated to grow to 1000+ within 3-5 years. The proportion of our student population that learnt English as an Additional Language (EAL) was 49.90%. As a school, our vision is 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 is high expectations for all members of our school community, as we aspire to our values of Optimism, Success, Respect and Determination.

Barton Primary School has been designed to support a contemporary pedagogical approach and to foster the development of a strong community with a focus on providing an environment that encourages students to engage with and take ownership of their learning. Twenty-first Century learning is underpinned by teaching practices, methods and spaces that are engaging and motivating. The school has well established outdoor spaces that include playgrounds, sports courts, a large oval and paved surfaces. In addition the school is situated adjacent to a regional sports complex. At Barton Primary School our spaces complement current and evolving pedagogical practices and provide a conducive environment for creative and energised learners and teachers.

Barton Primary School implements the Victorian Curriculum with the over-arching drivers in delivering the curriculum being personalising learning and ensuring all learning is purposeful. The school has employed an English Learning Specialist, Maths Learning Specialist and Digital Technologies Learning Specialist, who work alongside staff in leading school improvement in their respective areas. A continued focus on professional learning and leadership development amongst staff has ensured that there is a consistent pedagogical approach that is used across the school.

Barton Primary School follows the Victorian Curriculum. We offer a complete curriculum with the exception of Languages-Spanish. Our Spanish program was delivered by a part time Spanish teacher (0.6) with the support of class teachers who assisted with the program. We have advertised for an additional full time Spanish teacher position 6 times through the year without being able to source a suitable applicant until the 7th advertisement where we now have a total of 3 staff to deliver a comprehensive P-6 Spanish Languages program in 2020. 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.

Students utilise a range of digital technologies to support their learning across the curriculum including a 1:1 laptop program in grades 4, 5 and 6, a 1:2 iPad program throughout the rest of the school, large touchscreen monitors in all learning hubs and robotics. 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 0.4756 and the SFOE: 0.3944. We also have a Before and After School Care Program as well as a School Holiday Program all managed and operated by the YMCA.

Framework for Improving Student Outcomes (FISO)

In the 2019 Annual Implementation Plan, we developed a series of targets based on the dimensions of Excellence in Teaching and Learning and Professional Leadership as part of the FISO model.

These Priority Areas and initiatives are detailed in our 2019 Annual Implementation Plan (AIP). To meet each Improvement Initiative the following Key Improvement Strategies were implemented:

Build Practice Excellence

- To consolidate and maintain a consistent pedagogical approach.
- To consolidate the PLT model for sustained improvement in teacher practice and student learning.

Building leadership teams

- To develop a clearly articulated, equitable and distributive leadership model that is focussed on improving student learning.

In 2019 a consistent pedagogical approach has been supported through the development and implementation of a Reading continuum, a whole school approach to spelling, a Speaking and Listening continuum and common Mathematical language. The PLT model has ensured that teachers maintain a collaborative focus on planning, tracking of student learning and understanding their data for greater alignment of strategies. The school has established a new leadership team and developed a set of role statements to support the distributive model that focusses on improving student learning.

During 2019 Barton Primary School underwent a comprehensive School Review which will inform the development of the School Strategic Plan for the next four years.

Achievement

A continued focus on professional learning and leadership development amongst staff has ensured that we have continued to build a consistent pedagogical approach that is used across the school. This along with a thorough and consistent assessment schedule, collaborative planning and regular moderation against the Victorian Curriculum has ensured the school has maintained like results when compared to similar schools.

The 2019 Year 3 NAPLAN data demonstrated growth in the number of students in the top two bands for all areas when comparing to the previous two years. The Year 5 NAPLAN data continued to maintain consistent numbers of students performing in the top two bands in most areas. School leadership completed a full analysis of the NAPLAN data and found areas that we will continue to work on and improve in 2020.

The focus of delivering content through explicit instruction and developing consistent planning documentation school wide will be a priority at Barton Primary School. Emphasis will be placed on ensuring our students maintain the same levels of learning growth through the middle and senior school.

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. In 2019 all year levels demonstrated at or above 90.9% overall attendance. Years 3 and 6 were our highest at 93.0% attendance.

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. We have provided 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.

Outcomes for student wellbeing at Barton Primary School compare similarly with other schools. 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.

The school offers wellbeing programs such as 'Reaching for the Barton Star'. This helped to provide opportunities for students to stay connected and engaged. We are fortunate to have a staff member to oversee the student wellbeing program and protocols. This is key in ensuring the best programs and supports are in place at Barton Primary School. Positive teacher/student relationships are valued and fostered and are extremely important to us. The school has positive relationships with outside agencies to ensure students have access to required services.

Financial performance and position

This was our third year as a school and we maintained a healthy financial position. We carried forward a surplus from 2018 which was committed to cover our lease payments for IT devices for future years, purchase additional resources required due to our increasing enrolment numbers and offset the increment creep for our less experienced teachers as they become more experienced.

Due to our surplus, we continued to not hold any fundraising activities with the exception of student led Social Service events for charities.

We received equity funding which was again used to support our Learning Intervention programs.

Our main focus for 2019 was ensuring our programs were adequately resourced in particular our IT and English programs.




For more detailed information regarding our school please visit our website at
www.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 547 students were enrolled at this school in 2019, 279 female and 268 male.

50 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).

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



Performance Summary

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>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Similar ●</p>

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: ◆

Key: Similar School Comparison ● 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>

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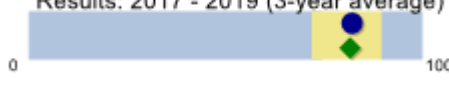

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>45%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>44%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>38%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>62%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	45%	21%	Numeracy	42%	44%	14%	Writing	26%	55%	18%	Spelling	27%	38%	35%	Grammar and Punctuation	30%	62%	8%	<p>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.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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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> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	91 %	93 %	92 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	91 %	93 %	92 %	92 %	93 %										

Performance Summary

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Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
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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>Similar </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		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,594,360	High Yield Investment Account	\$243,203
Government Provided DET Grants	\$762,790	Official Account	\$47,678
Government Grants Commonwealth	\$2,400	Other Accounts	\$0
Revenue Other	\$16,367	Total Funds Available	\$290,882
Locally Raised Funds	\$197,726		
Total Operating Revenue	\$5,573,643		
Equity¹			
Equity (Social Disadvantage)	\$73,120		
Equity Total	\$73,120		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,592,200	Operating Reserve	\$141,498
Books & Publications	\$45,558	Other Recurrent Expenditure	\$13,271
Communication Costs	\$5,416	Funds Received in Advance	\$144,027
Consumables	\$118,694	Total Financial Commitments	\$298,796
Miscellaneous Expense ³	\$440,665		
Professional Development	\$16,570		
Property and Equipment Services	\$132,686		
Trading & Fundraising	\$13,398		
Travel & Subsistence	\$817		
Utilities	\$75,751		
Total Operating Expenditure	\$4,441,753		
Net Operating Surplus/-Deficit	\$1,131,890		
Asset Acquisitions	\$0		

- (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)

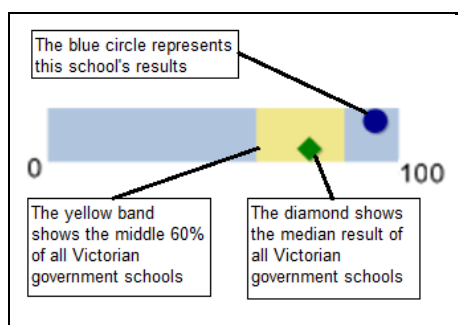
Engagement

- 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).

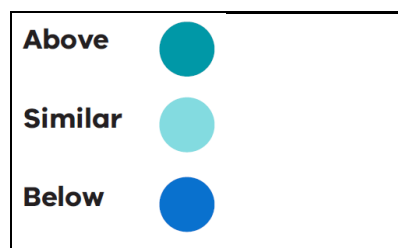


What does *School Comparison* refer to?

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').