

2019 Annual Report to The School Community



School Name: Berwick Fields Primary School (5305)



- 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 19 March 2020 at 09:28 AM by Amanda Ellaby (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

Berwick Fields Primary School is located in the City of Casey, 45 km to the south-east of Melbourne. The school opened in 2006 with 139 students, grew rapidly to an enrolment of 1100 in 2015, and by 2019 had stabilised somewhat at 923 (at census in February 2019). Enrollment numbers are expected to remain at current levels for some years to come, as a further housing estate is to be opened in the school's neighbourhood enrolment boundary, as determine by the DET.

In 2019 the SFOE was 0.4021 which is classified to be within the Low - Medium School Level Band. In 2019 we have 191 students, or 20% of the student population, assessed as eligible for English as an Additional Language funding (<5 years). The school facilities include a full-size basketball court, a theatre with tiered seating for 180 and provision for out of school hours care. The school has partnered with the Stephanie Alexander Foundation, to sustain a well resourced kitchen/garden program. This includes an extensive vegetable garden, a well-appointed kitchen and adjacent dining room. The school keeps a number of hens to support this program.

The grounds are extensive, with ample opportunities for both active and passive play, and for a wide variety of learning opportunities. Excitingly we were successful in gaining an Inclusive Schools Fund grant in 2019 which will enable us to improve the outdoor space, surrounded by portables, that is not accessible and underutilized as a learning and teaching space. We aim to transform this space into a science area, enabling students to engage in sensory activities, within a tranquil, green environment that promotes our commitment to sustainable practices, in connection to our existing wetlands and Eco Cubby. This area includes spaces for small groups to engage in gardening projects, helping to develop students' social skills whilst enabling learning outside of the classroom. This landscaping will enable more students, to access our existing wetlands, given the defined paths.

The current Principal was appointed in 2017 and leads a staff of 74.70 equivalent full time (EFT) which includes a leadership profile of two Assistant Principals, supported by 4.4 Leading Teachers and Learning Specialists, 70 teaching staff, recognizing that 41% of the teaching staff are working part time due to the Department's flexible working arrangements. Our learning community is further supported by 21 Education Support staff, 7 of whom are administrative and 14 support the program for students with disabilities and/or offer teaching support.

Framework for Improving Student Outcomes (FISO)

Our four year Strategic Plan goals focus on Building Practice Excellent in pursuit of maximising learning growth in English and Mathematics (12 months growth for 12 months learning). We are also striving to ensure students and staff have secure, positive, ongoing relationships that foster a safe, caring and nurturing environment, enabling us to attend to the FISO area of Health and Wellbeing.

In 2019 we set out to:

- *Focus PLC's work on enacting the Whole School Learning Plan (Curriculum planning and assessment)
- *Build teacher practice in the teaching of Writing (Building practice excellence)
- *Develop a culture of promoting positive behaviours and inclusion (Setting expectations and promoting inclusion)

Achievement

In 2019, our focus was on enacting the expectations established at the end of 2018, in response to the DET PLC training. Our 'Strategy Compass' was communicated clearly as part of our Whole School Learning Plan. In more recent times, based on our 2019 experiences, our current Lead Learners have revisited what is expected of everyone within a PLC and then of the Coordinators, Lead Learners and School Leaders helping to enable even more clarity. Whilst our current PLC's are at different levels in their confidence with the PLC FISO inquiry cycle, one Lead Learner acknowledged "I think the fact that we have not all done things exactly the same allows us to compare and reflect on what is best practice and allow us to find the best fit for our students as each grade is quite unique in its challenges."

We are hopefully with consistent teams in 2020 this work will develop even further.

The Staff Opinion survey represented an improvement in 'Collective Efficacy' with 67% of staff (Principal and Teachers) acknowledging a positive response, compared to 66% in 2018. Staff (Principal and Teachers) opinion of our 'Collective Responsibility' also improved to 89%, compared to 79% in 2018. An increase was also reported in staff opinion of our 'Collective Focus on Student Learning' with 86% of staff nominating a positive response, compared to 69% in 2018. A strong improvement was also noted in staff opinion of our 'Guaranteed and Viable Curriculum' with 78% of staff giving a positive response, compared to 65% in 2018.

Throughout 2019 staff remained focused on students achieving 12 months growth for 12 months teaching, particularly in the learning of Writing. Leadership staff's time was timetabled to priorities this focus and this involvement was highlighted in the DET Staff Opinion Survey, in the areas 'Visibility' with 69% reporting a positive response (54 % in 2018), along with 'Feedback' increasing to 65% (45% in 2018).

We introduced Scaffolded Literacy, enabling staff to take quality, high challenge literature for reading and writing instruction and explicitly teaches how language engages, entertains, informs and persuades. This work linked closely to our PLC focus on explicitly teaching 'the sentence'. The feedback from teams has been mostly positive, with many developing a second sequence to use this term, or using specific elements of the approach on a daily/weekly basis to differentiate the learning based on students needs.

Our end of year teacher judgments highlight that 86% of our students achieved 12 months or more growth in Reading when assessed against the Victorian Curriculum, whilst 80% achieved 12 month or more growth in Writing. Excitingly we also had a 21% of grade five students achieve high growth in NAPLAN Writing, compared to 15% in 2018. Interestingly there remains a significant difference between the high growth achievement of girls and boys in Writing, with 24% of girls achieving high growth (increase from 20% in 2018, compared to 18% of boys (stable result when compared to 2018).

Engagement

Intervention programs have continued to be offered for students currently achieving below the expected level through our Language Support (F/1) and EAL (F-6) programs. In 2019, we also introduced the Fountas and Pinell Levelled Literacy Intervention which supported 16 students from grades 3/4. 63 students achieving above the expected level in grades 5/6 have been extended in their English learning through the Reading Enrichment Program, which had a greater emphasis on Writing.

Raising the bar in terms of naming and noticing students who are 'at level' and had the potential to make 18 months growth, in 12 months was also trialed with a small group of teachers who volunteered to closely track students growth in writing.

Through our involvement with the DET Student Support Services Response team we were supported in the management of complex engagement situations, often involving students with significant behaviors of concern. This work significantly contributed to the development of a Behaviour Support Planning process, guiding the whole school in understanding and enacting this process with fidelity. We were supported to audit our current engagement strategies in support of students' social, emotional and academic development, across all tiers of intervention.

In 2019 we developed and monitored attendance improvement plans for those students who were on track for a 85% or less attendance record. We also promoted a whole school acknowledgement system, enabling us to recognize three classes a term for their attendance at school, in comparison to other classes within the school. We continue to have an average of 16.46 absent days for every full time equivalent student.

Wellbeing

The work in developing our collective capacity in promoting positive behaviours and inclusion within our school was enormous in 2019 Commitment to this work was demonstrated early in the year with staff completing the Ethical

Response training which was very well received and appreciated by staff. Furthermore, the introduction of School Wide Positive Behaviour program set a new standard of expectation and clarity for all, enabling us to achieve 'Blue Level recognition'. We are learning to be explicit in our teaching of positive behaviours and the introduction of 'The Hub' has enabled us to accurately track students behaviours and reteach the expectations. Our PLC Coordinators worked with our SSS staff to develop lessons to explicitly teach the Zones of Regulations at their respective year levels which will be taught in every class in 2020. We committed to training a variety of staff, including teachers and Education Support staff through opportunities presented through SWPBS, the Response Team and the Autism Institute, extensively throughout 2019.

The DET Staff Opinion Survey, show improvement in the factor on 'Building Resilience and a Resilient, Supportive Environment' with 61% of staff reporting a positive response (59% in 2018). Unfortunately there was a decreased response in staff's opinion of 'Staff Psychological Safety' with only 57% offering a positive response, compared to 62% in 2018.

The DET Student Attitudes to School survey results did drop below the 75th percentile in the domains of Safety and Attitudes to Attendance. The DET Parent Opinion survey results showed a small decrease in all variables of Safety with 82% providing a positive response, compared to 84% in 2018.

Financial performance and position

In 2019 we continued to support our families to meet their financial commitments by utilising a prepayment plan system using Bpay, EFTPOS, direct deposit facility or Compass. Compass was also utilised as a major means of communicating with parents informing them of upcoming events, excursions and due dates for payments.

The continued financial support of family's commitment to paying fees has given us the opportunity to build on our digital literacy resources in 2019, enabling us to purchase 100 Chromebooks to assist students across the curriculum. In 2019 all of our 920 students either paid in full or via a payment plan for their Essential Items. Thank you to the school community for giving their time and energy, supporting our students in the classroom, including our kitchen and garden programs. Their support while invaluable to the running of such programs also gives the students the opportunity to 'show' their parents, guardians, grandparents, carers and family members the great experiences they are exposed to at Berwick Fields. Although the budget shows a surplus these funds reflect money that has been paid in advance towards 2020 school costs.

In 2019 we received some grants including a sports grant which we used for coaching and sports supplies. Equity funding contributed to the development of our Reading Enrichment Program (REP), targeting the top 30 performing students in reading in both years five and six, enabling them all to sustain their high excellence at the end of 2019. Resources were also allocated to our Launch Pad initiative in pursuits of reading excellence in grade two.

For more detailed information regarding our school please visit our website at
<http://www.berwickfieldsps.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 923 students were enrolled at this school in 2019, 417 female and 506 male.

27 percent were EAL (English as an Additional Language) students and 1 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</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>Above </p> <p>Similar </p>	
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </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 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>24%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>50%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	54%	22%	Numeracy	28%	49%	23%	Writing	34%	46%	21%	Spelling	27%	51%	22%	Grammar and Punctuation	26%	50%	23%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <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%
Domain	Low	Medium	High																															
Reading	24%	54%	22%																															
Numeracy	28%	49%	23%																															
Writing	34%	46%	21%																															
Spelling	27%	51%	22%																															
Grammar and Punctuation	26%	50%	23%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

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

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="width: 100%; text-align: center;"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	92 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	92 %	92 %	91 %	91 %										

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: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

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		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,704,427	High Yield Investment Account	\$177,850
Government Provided DET Grants	\$756,938	Official Account	\$52,066
Government Grants Commonwealth	\$9,607	Total Funds Available	\$229,916
Revenue Other	\$11,920		
Locally Raised Funds	\$621,291		
Total Operating Revenue	\$8,104,182		
Equity¹			
Equity (Social Disadvantage)	\$173,895		
Equity Total	\$173,895		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,695,339	Operating Reserve	\$214,042
Books & Publications	\$9,007	Other Recurrent Expenditure	\$4,658
Communication Costs	\$21,612	Funds Received in Advance	\$86,331
Consumables	\$146,127	Asset/Equipment Replacement < 12 months	\$10,000
Miscellaneous Expense ³	\$515,173	Total Financial Commitments	\$315,031
Professional Development	\$23,532		
Property and Equipment Services	\$299,655		
Salaries & Allowances ⁴	\$253,486		
Trading & Fundraising	\$26,710		
Travel & Subsistence	\$376		
Utilities	\$81,430		
Total Operating Expenditure	\$8,072,447		
Net Operating Surplus/-Deficit	\$31,736		
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').