

2020 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 2020 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 11 March 2021 at 04:17 PM by Amanda Ellaby (Principal)

The 2020 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

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 enrollment of 1100 in 2015, and by 2020 had stabilized somewhat at 922. 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 neighborhood enrollment boundary, as determine by the DET.

In 2020 the Student Family Occupation and Education index (SFOE) declined to 0.3928, remaining within the Low - Medium School Level Band. In 2020, 29% of the student population had English as an additional Language funding (<5 years), 1% were Aboriginal or Torres Strait Islander and 12 students were living in an Out of Home Care arrangement. 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 development of this space was interrupted by community restrictions due to COVID pandemic.

The current Principal was appointed in 2017 and leads a staff of 64.73 equivalent full time (EFT) which includes a leadership profile of two Assistant Principals, supported by four Leading Teachers and Learning Specialists, and 58 teaching staff, recognizing that 43% 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 15 support the program for students with disabilities and/or offer teaching support.

When looking back on the achievements of Berwick Fields during 2020, it is fair to say it has been a year like no other thanks to the to COVID pandemic! Nevertheless, the way our students managed their learning, be it at home or at school, was to be commended. They approached each challenge with new seen levels of flexibility, adaptivity and persistence whilst also developing their communication, collaboration and problem solving skills, all while maintaining genuine engagement in learning. Each students' achievements are highlighted in their Google Classroom, portfolio and summarized in their individual reports. The teaching staff are also to be commended on the thought, effort and care they showed their students throughout 2020, enabling such positive growth in not only their academic achievements but also their social and emotional development. Our teaching teams were required to step into new terrain too and did so well in making school remain the consistent in a world that may have felt unpredictable to a child. A big thank you also needs to be extended to our education support staff who have supported individual students and the various programs that offer such valuable learning experiences, within our school. A special mention also needs to be stretched to our community for the way they have too stepped into the learning pit with their child/ren, particularly given they had to navigate a a lot of new technology in support of their child/ren. They consistent demonstrated to their child/ren what learning looks like, showing an enthusiasm for the tasks being uploaded, persistence in the challenges and cooperation towards working with our staff in support of their child/ren's learning journey. As our motto states, Together We Achieve(d)!

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 2020 we set out to:

- *Focus PLC work on best practices and cohesive student learning. (Curriculum planning and assessment)
- *Build teacher practice in the explicit teaching of Writing. (Building practice excellence)
- *To improve our practices for fostering a culture of positive relationships across the school community. (Setting expectations and promoting inclusion)

Achievement

In 2020, we continued with our work developing the PLC culture within the school. PLCs focused on using the FISO inquiry cycle to further enrich the units they are planning and develop teacher practice. We also continued to focus on strengthening our guaranteed and viable curriculum, by ensuring there are shared learning focuses within each year level, and a scaffolded curriculum across the school, in line with our Whole School Learning Plan.

The impact of this work is highlighted in the Staff Opinion Survey, with a 73% positive response to the ‘Collective Efficacy’ factor in 2020 (up from 66% in 2019); a 93% (84% in 2019) endorsement in the ‘Collective Focus on Student Learning’ factor, placing us above the state mean of 89%; and an 82% endorsement of the ‘Guaranteed and Viable Curriculum’ factor, up from 65% at the beginning of the strategic plan and above the state mean.

These successes enabled us to enter the remote learning period at the beginning of Term Two with a strong learning architecture in place. The school’s Chromebook and Google Suite program over the past four years provided us a base to roll this out across the school as we switched to remote learning. Students engaged in at least three classroom learning activities per day (Reading, Writing, Numeracy) as well as inquiry and specialist learning throughout the week. Classes held regular Zoom sessions to connect socially and engage in learning.

Our end of year teacher judgments highlight that we have a greater percentage of students achieving at or above the expected level in English and Mathematics compared to like schools and the state average. The achievement of PSD students was closely monitored throughout remote learning and upon the return to school, with teachers developing IEPs for PSD students and the implementation of these being supported by Education Support Staff, and one-on-one tutoring throughout remote learning.

Student growth for time learning was impacted significantly by remote learning, and will be a focus in 2021. We acknowledge for the future the work to be done around growth and achievement of high achieving students, especially in the early years, as this does not align with the data of cohorts as they move through the school.

Engagement

Wellbeing and community connection were given equal priority to curriculum content and achievement throughout the remote learning period, recognising the school’s important role as a community hub and social safety net in challenging times.

Classroom teachers held regular Zoom sessions with a focus on social and emotional learning, engagement and connection throughout remote learning. The Positive Climate for Learning Team (PCL) worked to actively monitor students and families disengaged from the learning programs, providing different learning opportunities for these students. Attendance was monitored throughout the remote learning period with a strong wellbeing focus with teachers regularly conducting check in surveys, tracking Zoom attendance along with the submission of class work on the Google Classroom. Our PCL team and classroom teachers reached out to families regularly. This attendance monitoring continued upon the return to school, led by the PCL Leading Teacher, and improvement plans were enacted. Our student absence data saw a slight increase with the average number of absence days reaching 17.2 days, compared to our 4 year average of 16.6. We attribute this decline to the implications of remote learning, the community announcements encouraging families to keep their child/ren at home if they showed symptoms along with

the challenges for families.

Intervention and acceleration programs continued throughout remote learning, supporting students achieving both above and below the expected level, as well as learning English as an Additional Language. Additional support was provided in Term Four to support students returning to school, to bridge gaps in their learning.

During remote learning, the school loaned 241 devices to families to use at home to engage in remote learning, as well as providing internet access where required. The Parent Opinion Survey, to which 221 parents responded, highlighted a 93% satisfaction rate with the school’s approach to remote and flexible learning in 2020. Parents highlighted a clear understanding of the expectations of their child (98%) and ability to contact their child’s teacher when needed (97%).

Extra acknowledgement is owed to our grade six Team Captain student leaders throughout the remote learning period who demonstrated a strong commitment to building an involved community, whilst highlighting the strong sense of student agency and voice within the school. They organised weekly online assemblies and regular whole school social activities for the whole school to engage in remotely. Student achievement was celebrated on a regular basis to promote participation and engagement, through weekly posted awards and acknowledgements.

Wellbeing

The work in developing our collective capacity to promote positive behaviours and inclusion within our school pivoted to meet the changing needs of our community. Our unique learning experience prompted the opportunity to work closely with the Schools Early Action (CASEA) team who also provided professional learning for parents to support their children based on our community’s needs. The areas of focus were based on supporting children experiencing COVID related anxiety and developing our families knowledge and understanding of the Zones of Regulation.

Staff engaged in rich professional learning opportunities focussed on their personal resilience and wellbeing. We did this through staff meetings and self-paced learning opportunities in response to individual challenges being experienced during the remote learning period. Some of these learning opportunities included webinars such as; Maintaining a Healthy Work and Life Routine when Working from Home, Having Wellbeing Conversations with Peers, Creating and maintaining a psychologically safe work team during challenging times, Managing anxiety through COVID-19, Leadership in a Time of Crisis: A strategic approach to supporting wellbeing, Switching on your Growth Mindset, Resilience in times of Uncertainty and Safeguarding against Burnout.

We sustained our commitment to training all of our staff, including teachers and Education Support staff through opportunities presented through School Wide Positive Behavior (SWPBS) and Ethical Response Training, focussed on new and returning staff. We did this through our staff induction program, online professional development opportunities and one on one mentoring sessions at the beginning of the school year.

Furthermore, we did our best to maintain the momentum with implementing our SWPBS program. Although we were unable to roll out our acknowledgement system we looked for new ways to acknowledge students whilst they were learning from home. We held a design competition for students to design certificates for each of our school’s basis of being Safe, Respectful and Responsible. We used these certificates to acknowledge students demonstrating the behaviours outlined in our Matrix at school, during online assemblies and class Zoom meetings.

All of this work had significant impacts across our school community. Our School Staff Survey highlights that our School Climate results were extremely positive with 79.6% of staff indicating positive responses which was above the mean of both the state and similar schools.

'Parent satisfaction' was also high with 83.2% of parents who completed the DET Parent Opinion Survey indicating a positive response of either agree or strongly agree. These result also exceed the state mean. The impact of this work is also highlighted in the areas of 'Safety', with a 70% positive response to the 'Managing Bullying' factor (up from 37.6% in 2019); a 46.6% (30.2% in 2019) positive endorsement in the 'Experience of Bullying' factor, an 64% endorsement of the 'Promoting Positive Behaviour' factor, up from 27% in 2019 and a 41% positive response in the area of 'Respect for Diversity', up from 21% in 2019.

Our Student Attitudes to School data in the area of 'Management of Bullying' showed similar results with our school percent endorsement of 85.3% significantly exceeding that of similar schools (78.6%) and the state average (80.4%). When looking at how 'Connected' our students felt to school we have achieved significant gains with 86.7% positive endorsement. This result also exceeds similar schools (79.2%) and the state average (81%).

Financial performance and position

In 2020 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 and informing them of upcoming events, excursions and due dates for payments.

The continued financial support of family commitment to paying fees has given us the opportunity to build on our digital literacy resources in 2020, enabling us to purchase 70 Chromebooks and an additional 40 Desktops with monitors to assist students across the curriculum. In 2020, 926 of our 928 students either paid in full or via a payment plan for their Essential Items. Although the budget shows a surplus these funds reflect money that has been paid in advance towards 2021 school costs.

In 2020 we received some grants including a sports grant which we used for coaching and sports supplies. Equity funding contributed to supporting our student wellbeing programs including SWPBS and enabled us to introduce our Levelled Literacy Intervention Program (LLI), targeting students in grades 2 and 3. The Student Excellence funding enabled us continue our Reading Enrichment program (grade 5 and 6) for high achieving students in grades 5 and 6. Students were also supported to participate in the High Ability Program through Virtual School Victoria. We were also recipients of funding thorough the National School Chaplaincy Program, enabling us to access a chaplain through Christians Helping in Primary Schools (CHiPS). We have successfully secured this funding for a further two years in support of our students' wellbeing.

A Grounds Maintenance contact was entered into with Green Options for a three year tender, commencing from January 2020. Camp Australia's contract with school council expired at the end of 2020. Team Kids were successful in tendering for our Out of Hours School Care service, commencing from January 2021 for a five year tender.

For more detailed information regarding our school please visit our website at
<http://www.berwickfieldsps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 922 students were enrolled at this school in 2020, 419 female and 503 male.

29 percent of students had English as an additional language and 1 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.

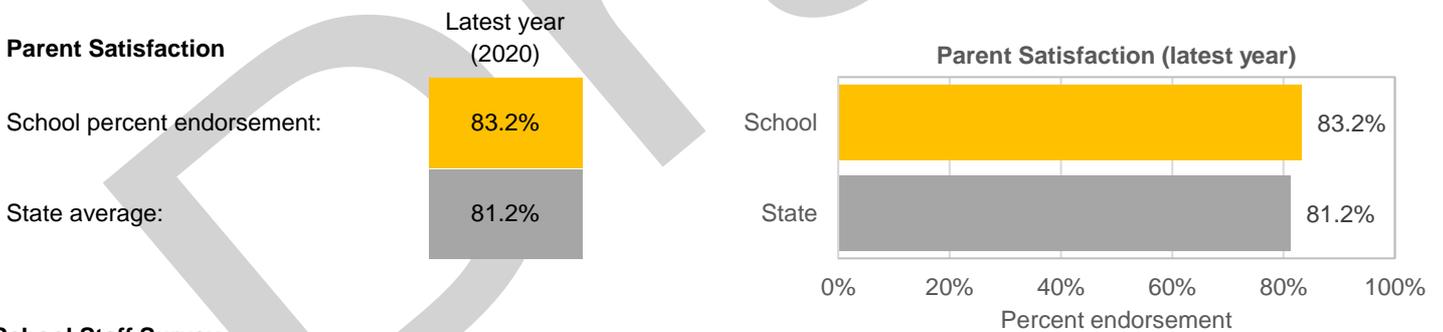
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

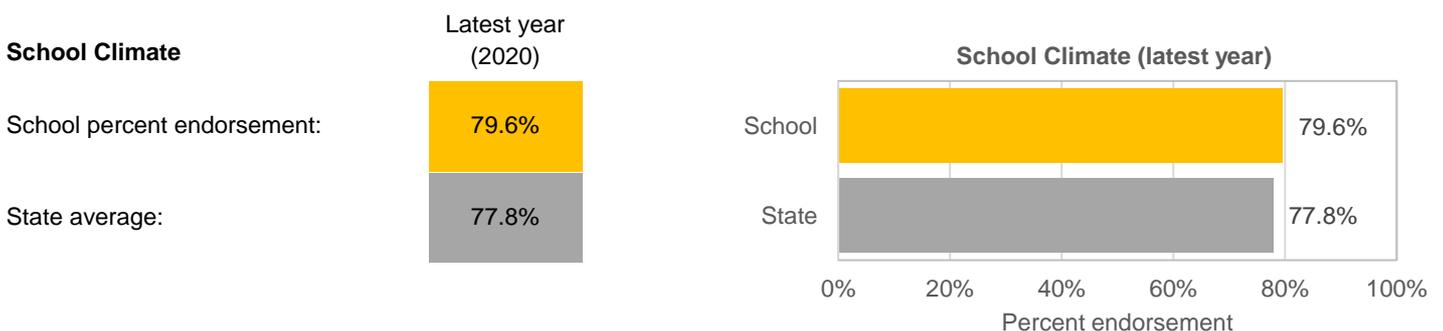


School Staff Survey

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.



ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

88.9%

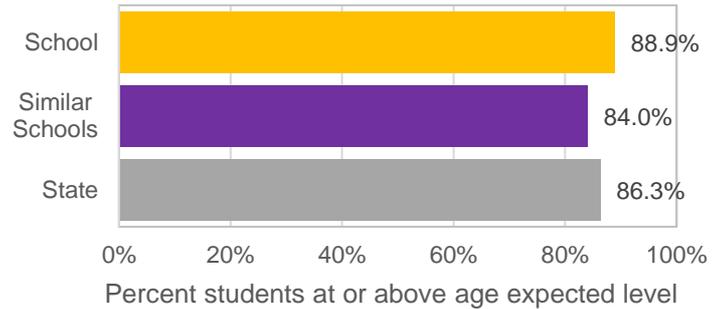
Similar Schools average:

84.0%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

89.2%

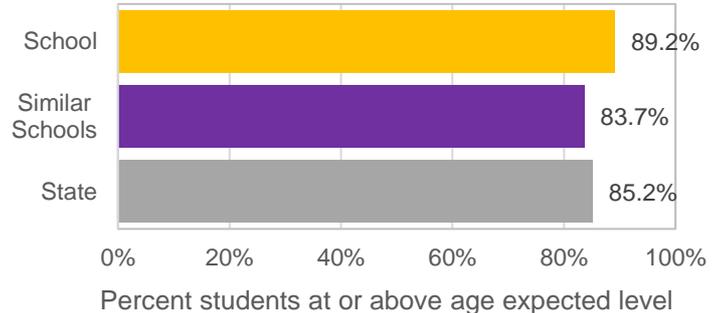
Similar Schools average:

83.7%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

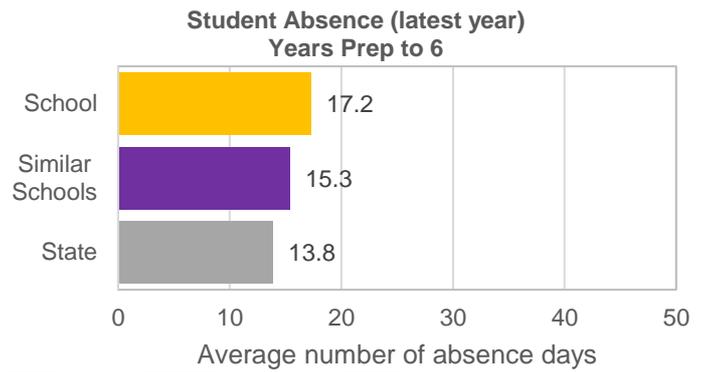
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.2	16.6
Similar Schools average:	15.3	16.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	89%	91%	91%	92%	92%	92%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

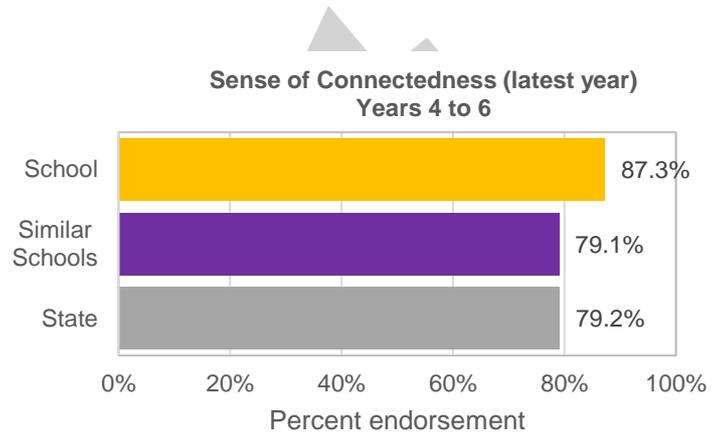
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	87.3%	86.7%
Similar Schools average:	79.1%	79.2%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

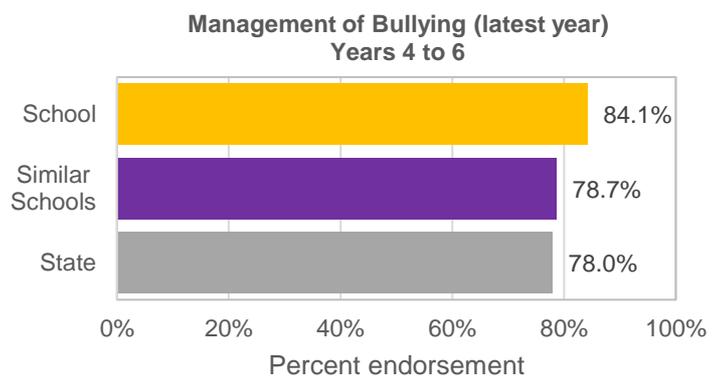
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	84.1%	85.3%
Similar Schools average:	78.7%	78.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$7,054,694
Government Provided DET Grants	\$884,469
Government Grants Commonwealth	\$5,938
Government Grants State	NDA
Revenue Other	\$73,812
Locally Raised Funds	\$398,927
Capital Grants	NDA
Total Operating Revenue	\$8,417,840

Equity ¹	Actual
Equity (Social Disadvantage)	\$197,040
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$197,040

Expenditure	Actual
Student Resource Package ²	\$6,979,130
Adjustments	NDA
Books & Publications	\$11,673
Camps/Excursions/Activities	\$144,362
Communication Costs	\$11,064
Consumables	\$119,007
Miscellaneous Expense ³	\$59,269
Professional Development	\$8,018
Equipment/Maintenance/Hire	\$180,862
Property Services	\$130,310
Salaries & Allowances ⁴	\$209,123
Support Services	\$117,441
Trading & Fundraising	\$16,736
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$448
Utilities	\$67,640
Total Operating Expenditure	\$8,055,081
Net Operating Surplus/-Deficit	\$362,758
Asset Acquisitions	NDA

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$496,145
Official Account	\$32,249
Other Accounts	NDA
Total Funds Available	\$528,393

Financial Commitments	Actual
Operating Reserve	\$159,942
Other Recurrent Expenditure	\$6,334
Provision Accounts	NDA
Funds Received in Advance	\$87,977
School Based Programs	\$24,408
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$16,120
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$294,781

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.