

# 2016 Annual Report to the School Community



School Name: Boroondara Park Primary School

School Number: 5288



Name of School Principal:

Eric Regester

Name of School Council President:

John Anderson

Date of Endorsement:

22<sup>nd</sup> March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

## About Our School

### School Context

Boroondara Park's core purpose is to offer the widest possible range of experiences and educational opportunities for our students so that they may all have the chance to succeed. Our comprehensively planned and structured curriculum encompasses core discipline-based learning complemented by studies in languages, the arts and physical education. Our aim is to develop the whole child – socially, emotionally, academically, culturally and physically. This occurs within a caring and supportive environment with the provision of the best facilities, resources and administrative support possible. While catering for all ability levels and learning styles, our main focus is on the students achieving the best possible learning outcomes in English and Mathematics. We offer a comprehensive EAL program for students across all year levels, and intervention programs for the younger students. Our inquiry-based units of study and our capacity to provide a range of specialist programs offer every student the opportunity to experience success.

In 2016 Boroondara Park PS comprised 628 students. Our facilities are situated on expansive and attractive grounds. Our teaching spaces are first class with state-of-the-art classrooms and specialist rooms. The addition of four new *5 mod* classrooms with an adjoining gallery and learning support room has further enhanced our teaching and learning facilities. A new adventure playground and an attractively landscaped amphitheatre area have added significantly to our beautiful and functional grounds. Our full-size basketball stadium and performing arts facilities are used extensively by outside groups, expanding our strong existing community links. In 2016, the school had 54 (43.4 Equivalent Full Time) staff: 3 Principal class, 43 (36.6 EFT) teachers and 11 (6.8 EFT) Education Support staff.

### Framework for Improving Student Outcomes (FISO)

#### Curriculum planning and assessment

- Increase teacher capacity in relation to data literacy by triangulating data sets, eg. On Demand testing, PAT standardised tests and teacher judgements.
- Analyse data sets and plan programs based on this data.
- Use a backward design planning model beginning with learning outcomes as identified in the Victorian Curriculum learning continuums
- Implement a commonly understood instructional model based on Gradual release of Responsibility
- Assess prior knowledge, select resources and design lessons to engage students

#### Setting expectations and promoting inclusion

- Establish a positive climate for learning supported by consistent behaviour management practices in every classroom and specialist classroom by implementing the 'start up' program
- Articulate and reinforce the consistent behaviour management practices with the students and the school community
- Plan for explicit teaching of social skills and positive psychology in Care. Learn and Share groups

### Achievement

Boroondara Park is proud of its extensive achievements. A strong emphasis is placed on a consistent and cohesive approach to teaching and learning with all teachers differentiating the curriculum to cater for a range of abilities and learning styles. The adoption of whole school learning concepts is supported by Inter@ct (Integrated curriculum units) and the whole school maths program developed by the Mathematics Association of Victoria. Our NAPLAN *Learning Gain* (or 'relative growth') showed 75% or more of our students attained medium or high growth in Numeracy and Grammar & Punctuation, with an admirable 47% attaining high growth in Writing. While our overall Literacy and Numeracy data has continued to be considerably higher than state averages, our NAPLAN Reading in Grades 3 and 5 was rated 'lower' in school comparison. Throughout 2016, we continued our 2015 emphasis on cultivating the skills of the staff in teaching Mathematics. Internationally renowned Maths educator Michael Ymer provided wonderful professional learning sessions for the teachers, the impact of which was clearly evidenced in the classrooms. Michael also conducted an overwhelmingly successful parent evening, engaging 150 parents in a highly-informative session. Support for students who require additional assistance was provided by Literacy and Numeracy intervention programs. Further challenges and enrichment were provided by programs such as GATEways, Maths Olympiad, *Boroondara Stars* and a range of sporting competitions (with three individual students progressing through to represent the state and the Boys' and Girls' Soccer Teams reaching State Finals), music and theatrical productions. All students supported by the Program for Students with a Disability showed pleasing progress toward achieving their individual goals.



**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
 Victorian Curriculum
  A Combination of these

**Engagement**

The broad range of programs at BPPS provides opportunities for all students to pursue interests and experience success. The extensive Performing Arts program – which includes productions, choirs, ensembles, an orchestra and individual instrumental tuition – caters for those with musical and dramatic interests. The comprehensive physical education and sports program allows for both general participation and higher-level competition. The school caters very well for students with interests in visual arts, gardening, environment and sustainability, and chess. A structured camping program is in place from Grade 2. A 1:1 iPad program operates through Grades 3 – 6. Student Attitudes to School survey results (indicating our students' sense of belonging and enjoyment at school) are above the median of all Victorian Government schools. Pleasingly, the survey indicates that we are rated as 'higher' than similar schools in the important area of *Connectedness to School*. For the first time student attendance became a concern in 2016. While average attendance was at 92 – 93% across the school, which is considered 'similar' in school comparison, overall there were 1695 more student absence days in 2016 than there were in 2015. Our data clearly shows that this was largely due to more families taking extended holidays during term time. In 2017, we will bring this to the community's attention, emphasizing that there is a proven correlation between attendance and achievement. Students were provided with many opportunities to develop their leadership capacity. These included a dynamic Student Leaders' program and an active Junior School Council. Our student leaders attended the GRIP Young Leaders Conference followed by weekly sessions which assisted them to develop their leadership skills. They helped to coordinate and conduct school assemblies with the School Captains attending School Council meetings. All senior school students were provided with leadership opportunities, not least of which was through our multi-age, pastoral care program – 'Care, Learn and Share' groups.

**Wellbeing**

Boroondara Park places a strong emphasis on student wellbeing. Many initiatives have been introduced which focus on developing the students' self-worth and resilience. In 2012, Boroondara Park Primary School introduced the principles of Positive Psychology as a whole school approach to wellbeing and engagement. This has been built upon each year with the five major pillars of gratitude, positivity, empathy, kindness and mindfulness permeating the school. In 2016 our 'Care, Learn and Share' groups continued to provide all students with an effective cross-age pastoral care program, which enhanced relationships and connections. The Life Education program strengthened the student's knowledge of, and decision-making capabilities in, personal health, drugs and cyber safety. The eSmart framework involving the broader school community was introduced to promote smart, safe and responsible use of technology. BPPS is continually building the school's capacity to provide seamless and successful transition between all year levels, upon Foundation entry and from primary to secondary. Our Student Engagement and Wellbeing Policy provides the umbrella under which all wellbeing decisions are made and this is complemented by the Dignity and Respect Statement. In the second half of 2016, the staff worked with student management expert Bill Rogers to gain a greater understanding of this vital school function. Plans were put in place to commence 2017 with a *Start Up* program, focusing on the fundamentals of 'Respect and Responsibility'. Its intentions are to develop greater consistency to behaviour management across the school and enhance the conditions that will support optimum student learning.

For more detailed information regarding our school please visit our website at [www.bpark.vic.edu.au](http://www.bpark.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 628 students were enrolled at this school in 2016, 314 female and 314 male. There were 27% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: ■  
 Result for this school: ■ Median of all Victorian government primary year levels: ■

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>51%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>44%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>33%</td> <td>47%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>52%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	51%	21%	Numeracy	24%	44%	31%	Writing	20%	33%	47%	Spelling	26%	51%	23%	Grammar and Punctuation	19%	52%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	92 %	93 %	93 %	93 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	92 %	93 %	93 %	93 %										





## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

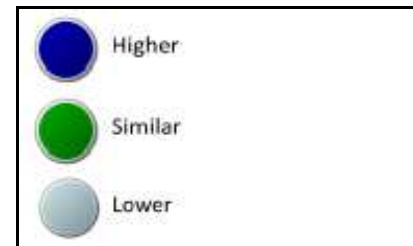
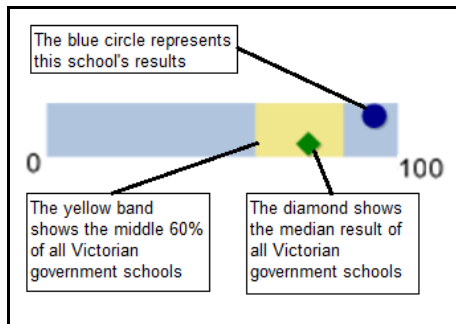
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

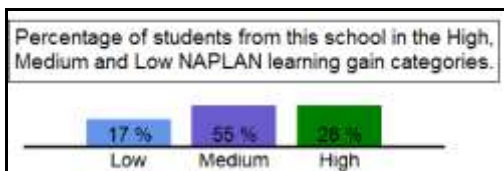
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

