

2017 Annual Report to the School Community



School Name: Birmingham Primary School

School Number: 5048

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Birmingham Primary School is situated in a semi-rural area at the foothill of the Yarra Valley. The school, population for 2017 was 673 students. Our staffing was stable throughout the year, with three Principal class (one Principal and two Assistant Principals). We had twenty-seven classroom teachers and six specialist teachers, four Literacy and Numeracy Intervention teachers and thirteen Education Support staff. Facilities are stretched as the enrolment continues to grow. Within our local community and beyond we have an excellent reputation, which continues to spread, and as a result enrolments increase. We have requested additional buildings for the 2018 school year.

We offer a wide variety of programs, both academic and extra curricula. We are an accredited school with the Council of International Schools, and are very proud to have achieved the accreditation. Our work with this organisation is about continuous school improvement, looking at every aspect of our school. In 2017, we revamped our Mission and Vision Statement's to better reflect our values and beliefs. We also revamped our Whole School values after much consultation with students, parents and staff.

Our ISSE program (International School to School Exchange) travelled to Mexico and it was a highly successful exchange bringing the world to our community. Our delegation were present during the earthquake, and helped with the humanitarian efforts in its aftermath. We were extremely proud of the students and the teachers. Our sister school relationship continues, and are hoping for a student exchange with our sister school in 2018.

In brief, our 2017 Priorities were:

- Mathematics- Extending top end students
- Literacy- Writing in years three, four and five
- ICT- Develop ICT master plan
- Inquiry- Units developed to reflect CIS values and inquiry approach

Our new specialist area introduced at the beginning of 2017 (Global Studies) has gone from strength to strength. The program has been highly engaging for students as the program evaluation demonstrates. Many children enjoyed some unique experiences, such as a visit to the Muslim Museum, working with the Sea Shepard to clean up the Williamstown beach. The program is still overseen by Monash University who have displayed a real interest in seeing how the program will develop and how they can support us.

Our Harvest to Table, program which is linked in with our sustainability program has embedded itself into our curriculum with over 70 children taking part on a regular basis over the past few years.

We have invested in developing a Grounds Masterplan of which the first part will be completed early in first term next year. We also received a significant maintenance grant of \$303,000 to refurbish some areas of the grounds and of the buildings. These works are also scheduled to be completed early 2018.

We continually strive to provide our students with meaningful learning experiences and opportunities. We have a competent and dedicated staff and a supportive community, which allows our school to flourish.

We have achieved some good results in our NAPLAN scores; however, the relative growth between years three and five is not as pleasing as the previous year. This issue will be a major focus for 2018.

Framework for Improving Student Outcomes (FISO)

Our major focus for 2017 was Mathematics. As a staff, we looked at building practice excellence in the teaching of mathematics not only in our school but within our FISO cluster. Our results were relatively good in Mathematics (NAPLAN) however the relative growth from years three to five was disappointing. This could be attributed to our new approach to the teaching of mathematics (Peter Sullivan model) which does incorporate a gradual release of responsibility to students for their learning. We are expecting an improvement in both NAPLAN and teacher Judgement's for 2018, given the time, resources and effort we have dedicated to mathematics.

The teacher judgements in year four for 2017 has shown improvement and the initial assessments would indicate we are on track for improvement. The FISO group in year four will continue, with the mathematics focus and will be extended to year two and six alongside the community of practice within our network.



Achievement

Our students in year three and five achieved some good results in NAPLAN for 2017 and we are higher or similar to other schools except for our results in Reading and Numeracy for year five. The relative growth from year three to five was very low, especially in Numeracy.

In year three Numeracy we had 51% of students in the top two bands compared with 44% for similar schools. This has been the trend for the past four years. However, in year five we had only 21% of students in the top two bands compared with 30% for similar schools. In Reading for year three, we had 63% of students in the top two bands compared with 55% for similar schools. Only 37% of students in year five in the top two bands compared to 39% for similar schools. Our writing results for year three were good, comparable to similar schools and above state level. Our writing results for year five were low, below similar schools and below state level. These results called for some serious analysis of data by staff and an action plan was put into place in fourth term 2017 and carried on into 2018.

We uncovered many reasons for these results, and know these results can be turned around in 2018, and further improved in 2019. Our work around data analysis, extending the middle and top end students, clearly defined roles and responsibilities of staff and a revision of our assessment schedule will be a major focus for us in 2018.

Our membership of CIS (Council of International Schools) continues to be a driving force in everything we do, and assists us in driving school improvement. It also helps us to develop intercultural understanding in our students, an important skill in this era. We are very proud to be an accredited school.

In 2017, we had twenty-six students on the PDMS program, and all these students made progress in their learning. Our school is renowned for catering for students with special needs. We employ a wide range of professionals to work in our school to better meet these children's needs. We employ a psychologist, speech pathologist and an occupational therapist.

Our modified prep program has been running for twelve years and successfully bridges the gap between pre school and school. For some of our struggling students, this program has been highly regarded by local preschools and child care services, and we were commended by the CIS organisation for having such an innovative program.

Engagement

Our results from the Attitude to Schools Survey were extremely high, with 96% of our year four, five and six students stating the learning was stimulating, and 92% believing they were confident in their learning. Student safety a focus area for last year also increased. The data demonstrates that our students have a sense of confidence and a sense of connectedness, which is paramount if they are going to achieve in their learning. This is an increase on previous years.

Our enrolments continue to climb, the expected enrolment for 2018 is 694 students. Parents also recorded a high level of general satisfaction with the school. (94%). Our school community appreciate the extra curricula activities we have on offer such as Chess club, our strong Student Leaders program, our Junior School Council, the Kitchen garden program and our student exchange program. We have high levels of participation in all of these programs.

We introduced for the first time our Future Problem Solvers program for students who are creative thinkers and problem solvers. This program is facilitated by our leading teacher and has been popular with both students and parents. This is an international program overseen by Monash University.

For the first time we introduced a new specialist area, Global Studies. This incorporates many of the capabilities in the Victorian Curriculum as well as other subjects such as civics and citizenship and ethics. This program was developed in conjunction with our staff and with Monash University and the students enjoy every learning opportunity provided as they solve some of our global problems.

Wellbeing

Our results for student wellbeing, which focus on student absence, resilience, sense of inclusion and motivation and interest, have all scored relatively high compared to the previous year. We believe this is a direct result of the implementation of Respectful Relationships and the introduction of the Berry Street model to help students regulate their behaviour.

We have invested heavily in counselling and support for students through our School Chaplain, the PALS program and our Psychologist. In consultation with the whole school community, teachers, students and parents, we revamped our values program and pared them down to just four. Compassion, Curiosity, Community and Courage. Teachers make the effort to ensure these values are discussed daily, including the meanings behind the values, and how this translates into both the classroom and the playground.



We aim to improve even further in 2018 and maintain the patterns of positivity as evidenced in the 2017 results.

Absenteeism is an ongoing issue for us, and we have an action plan to try and minimize student absences through articles in the newsletter, phone calls home, absence management plans and slogans placed strategically around the school.

We are still comparable to similar schools however, it is still an area in which we need to continually work to decrease the absentee rate.

Our students are well supported, and believe they can learn and achieve anything they wish with support and determination. We will build on this mindset next year, and continue to improve our results.

For more detailed information regarding our school please visit our website at
www.birminghamps.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	
<p>Enrolment Profile</p> <p>A total of 672 students were enrolled at this school in 2017, 316 female and 356 male.</p> <p><10 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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</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:

Achievement	Student Outcomes	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> Similar</p> <p> Higher</p> <p> Similar</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> Lower</p> <p> Similar</p> <p> Lower</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: ◆

Achievement	Student Outcomes	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>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>39%</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>51%</td> <td>41%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>40%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>43%</td> <td>7%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>48%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	43%	18%	Numeracy	51%	41%	7%	Writing	50%	40%	10%	Spelling	50%	43%	7%	Grammar and Punctuation	44%	48%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1008"> <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>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	92 %	92 %	92 %	91 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	92 %	92 %	92 %	91 %	90 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<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: 2017</p>	Similar
<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: 2017</p>	Similar

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

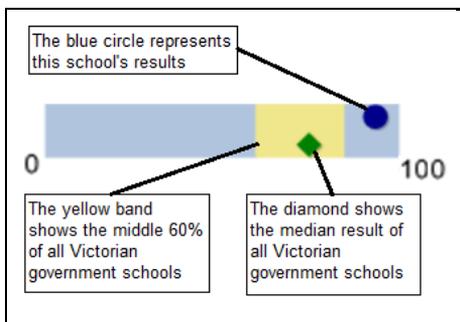
Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

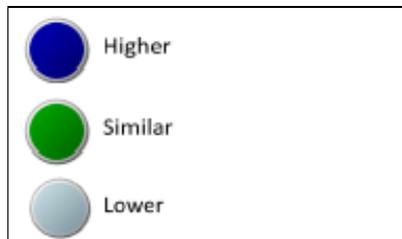


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



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

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

In 2017, Birmingham Primary School effectively allocated resources which enhanced both the educational and physical requirements of our school community. Funds were allocated to commence our school master Plan for IT. We purchased a range of hardware for student use including televisions for classrooms, Chrome books, laptops and Ipads. This is just the first year of a three year plan. The master plan was approved at the end of 2017 so resources will be available for use in 2018. We also commenced the first stage of our site redevelopment Master plan. This was to landscape an area of the school prone to extensive soil erosion. It also created another play area for students. The ongoing provision of outstanding educational opportunities for students remains the prime focus of the school. Such provision requires long term strategic planning in both physical and human resources. The school strives to ensure the total projected expenditure does not exceed the total projected revenue received. However, we have needed to supplement local budgets in the area of professional learning and various subject budgets, to ensure the best possible outcome for our children. We have still be able to protect a reserve for targeted special projects.

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

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,896,152	High Yield Investment Account	\$198,505
Government Provided DET Grants	\$595,182	Official Account	\$72,980
Government Grants Commonwealth	\$189,384	Other Accounts	\$229,072
Revenue Other	\$21,848	Total Funds Available	\$500,558
Locally Raised Funds	\$831,377		
Total Operating Revenue	\$6,533,942		

Equity¹

Equity (Social Disadvantage)	\$46,345
Equity Total	\$46,345

Expenditure

Financial Commitments

Student Resource Package ²	\$4,538,895	Operating Reserve	\$200,000
Books & Publications	\$20,778	Maintenance - Buildings/Grounds incl SMS<12 months	\$44,730
Communication Costs	\$10,070	Revenue Receipted in Advance	\$163,888
Consumables	\$167,500	School Based Programs	\$64,940
Miscellaneous Expense ³	\$532,052	Other recurrent expenditure	\$5,000
Professional Development	\$32,948	Asset/Equipment Replacement > 12 months	\$22,000
Property and Equipment Services	\$363,461	Total Financial Commitments	\$500,558
Salaries & Allowances ⁴	\$310,371		
Trading & Fundraising	\$159,198		
Travel & Subsistence	\$2,744		
Utilities	\$57,634		
Total Operating Expenditure	\$6,195,651		

Net Operating Surplus/-Deficit \$338,292

Asset Acquisitions \$5,364



- (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 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.