

**Banyule Primary School
4746**

2008 Annual Report to the School Community



School Overview

Banyule Primary School is located in Rosanna and is an important part of a very close local community. The Student Family Occupation (SFO) Index is 0.3033. The enrolment in 2008 was 200 students with numbers expected to increase over the next few years as young families move into the area. The teaching staff consists of a strong team of Graduate, Accomplished and Experienced teachers. Education Support Officers (ESO) assist students with needs, coordinate the Out of School Hours Care program, provide ICT support and run the general office in a most professional and efficient manner. The school gained Performance and Development Culture accreditation in 2008, thus ensuring that effective processes are in place to support student learning and staff personal development.

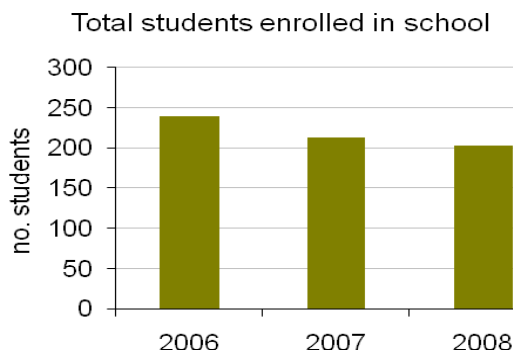
At Banyule Primary School we actively engage all children in learning experiences that cater for their individual abilities and learning styles and prepare them to be lifelong learners. A comprehensive curriculum based on the Victorian Essential Learning Standards (VELS) is implemented across all areas of learning. Units of work are integrated in order to engage children in authentic and meaningful learning experiences. This is greatly enhanced by the use of interactive whiteboards in every classroom. Specialist programs include Library, Cultural Awareness, Art, Music and Performing Arts. The Physical Education and Sports programs emphasise a healthy body/healthy mind ethos, often resulting in success for both individuals and teams, with many progressing to higher levels of competition.

Other special programs which support the curriculum include Reading Recovery, Student Welfare (including Bounce Back and You Can Do It), Instrumental Music, Dance, Peer Support, Buddies, Camping, Perceptual Motor Program, Choirs, Recorder, Kinder Art and Student Leadership. Many children take the opportunities to be extended and challenged in programs such as Chess Club, Lego Technic programs, NSW competitions and G.A.T.E.WAYS programs.

All classrooms are fully equipped with state of the art interactive whiteboards and a bank of computers linked to the newly refurbished computer hub. All classrooms have heating and cooling with Holland blinds for light control. The grounds are spacious offering children two ovals, three sets of play equipment, a huge sandpit and many basketball, netball and bat-tennis courts.

A future focus for the school is to develop a culture of sustainability with children taking an active interest in minimizing waste, energy and water consumption.

Student Enrolments



Parent Satisfaction



Student Enrolments

Whilst the school experienced a decline in enrolments over recent years, this trend has now been reversed. Banyule Primary School has gained a reputation in the community for its excellent programs and environment and in 2009 Prep numbers are greater than the Year 6 cohort.

Parent Satisfaction

The General Satisfaction variable from the Parent Opinion Survey indicates that parent satisfaction with the school has continued on an upward trend. Means are calculated on a scale from 1 – 7 where 7 is the best possible score. These results indicate that parent satisfaction with the school is high.

2008	5.84 (83.4)	2007	5.65 (80.7)	2006	5.23 (74.7)
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Teacher Satisfaction

The average scores for Teacher Satisfaction (morale) at this school, on a scale from 0 to 100 where 100 is the best possible score were:

School Morale	87.5 (2008)	78.2 (2007)	67.8 (2006)
Individual Morale	81.5 (2008)	79.2 (2007)	73.5 (2006)

These pleasing results were reflected in our Performance and Development Accreditation results.

Teacher Absence

Teacher Retention

Of the 19 teaching service staff at Banyule Primary School at June 2007 (including those on leave without pay), 15 or 79% were still at the school at June 2008. This figure across all government schools was 84%.

Of the 15 ongoing teaching service staff at Banyule Primary School at June 2007 (including those on leave without pay) 12 or 80% were still at the school at June 2008. This figure across all government schools was 88%.

Teacher participation in professional learning

All teaching staff have participated in professional learning throughout the year, such as the Literacy Leadership Training program; Student Wellbeing; Moderation / Assessment Strategies; School Review process and Performance and Development Culture Accreditation process.

Teacher Qualifications

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

2008 was again a very positive year of growth and achievement in all areas of school life. The work of teachers was well supported by School Council and an energetic Parents and Friends group, under the leadership of Mark Jones and Amanda Baker respectively. The school's good reputation in the community was enhanced by an excellent Kinder/Prep transition program, resulting in a larger Prep enrolment for 2009.

In 2008, Banyule PS underwent a School Review which gave us the opportunity to thoroughly examine our progress in all areas of student learning and wellbeing and to celebrate our achievements over the past four years. Staff, students and the wider community were involved in this valuable process, together with an external Reviewer. The outcomes of this Review informed the writing of a new Strategic Plan which will guide teaching over the next four years.

Gaining Performance and Development Culture Accreditation was another pleasing achievement in 2008. This shows that the school has effective processes in place to support best practice in teaching and learning. All staff continued to show commitment to strong team building and professional growth, with subsequent positive outcomes for student learning. I thank teachers for their hard work and commitment to the children of Banyule PS.

Parents again took an active role in a wide variety of school programs and activities. On behalf of the staff, I thank all families who have worked with us throughout 2008 to make Banyule such a great school.

School Council President's Report

[Note: This section is optional]

The recommended word length for this section is approximately 200 words.

Schools may choose to include a report from the School Council President that provides a summary of the key decisions, events and achievements of the school.

Student Progress & Achievements

Student Learning

Charter Goals

To provide each student with learning experiences which cater for their preferred learning styles, challenge them to develop to their full potential and encourage them to become active participants in the educational process.

To provide all children with a curriculum that is exciting and challenging, establishes a sound foundation for their future education and develops a lifelong enthusiasm and zest for learning that leads to improved student achievement.

Key Improvement Strategies

Enhance teaching and learning of literacy and numeracy

The Curriculum coordinator lead the staff through the process of reviewing and modifying the English and Maths scope and sequence charts to ensure a comprehensive and well-planned program was being delivered. The PoLT survey was used to help staff focus on areas of need which were linked to individual performance plans. All staff participated in data analysis where individual students were identified and catered for through ILPs and support programs. Students with similar needs were streamed for spelling and maths in the senior school

Access programs and resources that support the development of enhanced teaching and learning strategies

Staff attended a variety of professional development programs focussing on numeracy and literacy over the year, including actively being involved in a mini-cluster of schools where moderation of student work samples was a focus. A peer observation program was initiated allowing teachers to visit each other's classrooms to observe strategies aimed at improving literacy and numeracy.

STUDENT OUTCOMES

Assessment of Reading Prep - 2

		State Mean
Prep	91.2% of students read L 5 text at 90% - 100% accuracy	81.3
Year 1	100 % of students read L15 text at 90% - 100% accuracy	86.4
Year 2	95.5% of students read L20 text at 90% - 100% accuracy	94.5

These results indicate that Banyule students performed at a very high level against State Wide means. Eligible students in year one were again assisted through the Reading Recovery program.

Teacher Assessment against the Victorian Essential Learning Standards (VELS) - ENGLISH

Reading

	% A	%B	%C	%D	%E	School Mean	State Mean
Prep	18	17	54	3	0	1.05	1.01
Year 1	28	28	44	0	0	1.71	1.57
Year 2	5	27	59	9	0	2.05	2.06
Year 3	4	28	56	12	0	2.49	2.50
Year 4	3	21	73	3	0	3.02	2.97
Year 5	8	14	72	3	3	3.47	3.45
Year 6	9	48	30	6	6	4.05	3.94

Writing

	%A	%B	%C	%D	%E	School Mean	State Mean
Prep	3	31	63	3	0	0.85	0.97
Year 1	0	11	89	0	0	1.43	1.49
Year 2	0	23	64	14	0	1.93	1.96
Year 3	0	16	76	8	0	2.44	2.43
Year 4	0	15	82	3	0	2.98	2.91
Year 5	6	11	75	6	3	3.44	3.39
Year 6	6	27	58	3	6	3.96	3.89

Speaking & Listening

Prep	3	0	97	0	0	0.97	0.97
Year 1	0	17	83	0	0	1.51	1.48
Year 2	0	0	86	0	0	2.00	1.98
Year 3	0	12	80	8	0	2.44	2.46
Year 4	0	12	85	3	0	3.00	2.94
Year 5	0	8	86	6	0	3.48	3.43
Year 6	0	9	85	3	3	3.95	3.94

MATHEMATICS**Number**

	% A	%B	%C	%D	%E	School Mean	State Mean
Prep	6	33	61	0	0	1.07	1.00
Year 1	0	28	72	0	0	1.56	1.51
Year 2	0	36	59	5	0	2.02	1.99
Year 3	0	28	68	4	0	2.51	2.48
Year 4	9	21	64	6	0	3.04	2.96
Year 5	0	8	83	8	0	3.41	3.44
Year 6	18	24	48	3	6	4.03	3.95

Measurement, Chance, Data

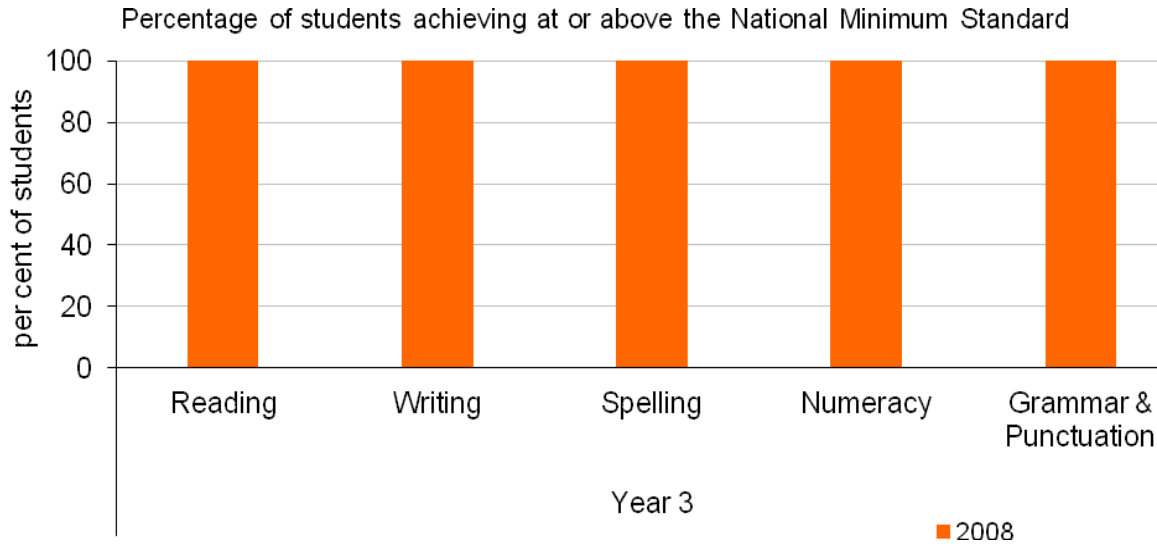
Prep	3	6	92	0	0	1.01	0.97
Year 1	0	11	89	0	0	1.51	1.49
Year 2	0	18	77	5	0	1.99	1.98
Year 3	0	16	76	8	0	2.48	2.46
Year 4	3	21	70	6	0	3.04	2.95
Year 5	0	0	94	6	0	3.42	3.43
Year 6	6	24	61	3	6	3.95	3.93

Teacher assessments against the VELs indicate that in all areas of English and Mathematics, the vast majority of students are achieving at or above the expected standards. Individual Learning Plans will closely monitor a small cohort of at risk students as well as those achieving above expected standards.

NAPLAN

Percentage of students achieving at or above the National Minimum Standards

The graphs below indicate the percentage of students in Years 3 and 5 who, according to their NAPLAN results, are achieving at or above the National Minimum Standard as it applies to each year level.



Year 3 2008	% of Students by NAP Band						Mean Scaled Score	
	B1	B2	B3	B4	B5	B6	School	State
Reading	0	0	25	25	30	20	439.9	415.8
Writing	0	0	5	15	45	35	456.6	421.2
Numeracy	0	0	15	25	35	25	433.3	416.1

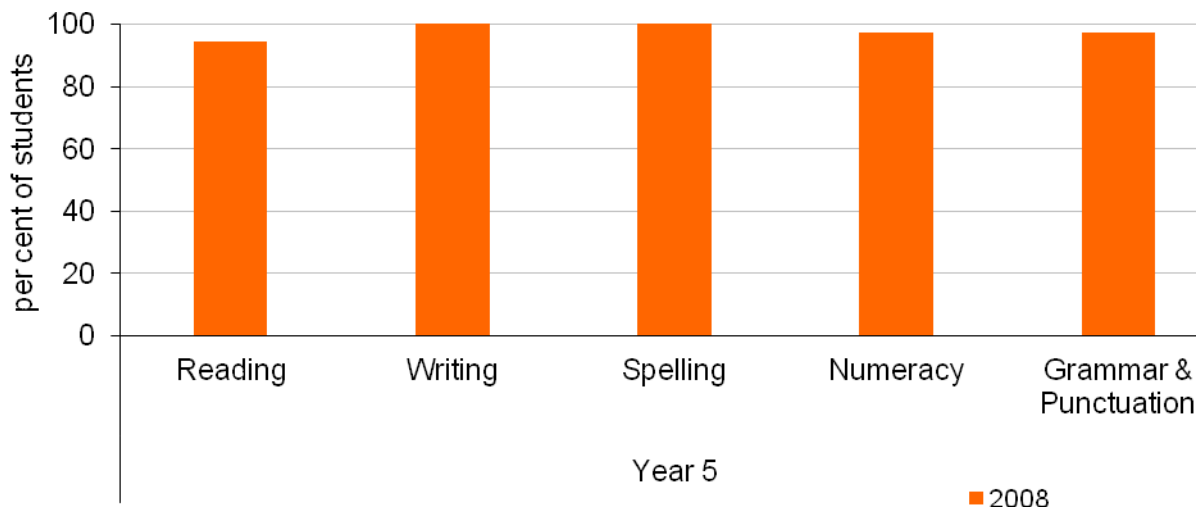
According to NAPLAN results all students at Year 3 achieved at or well above the National Minimum Standard.

Year 3 20 students	% at VELS Equivalent			
	1	2	3	4
Reading	0	25	55	20
Writing	0	10	55	35
Numeracy	10	30	60	0

Year 5 35 students	% at VELS Equivalent			
	2	3	4	5
Reading	5.7	45.7	37.1	11.4
Writing	2.8	14.2	34.2	48.5
Numeracy	5.7	54.2	34.2	5.7

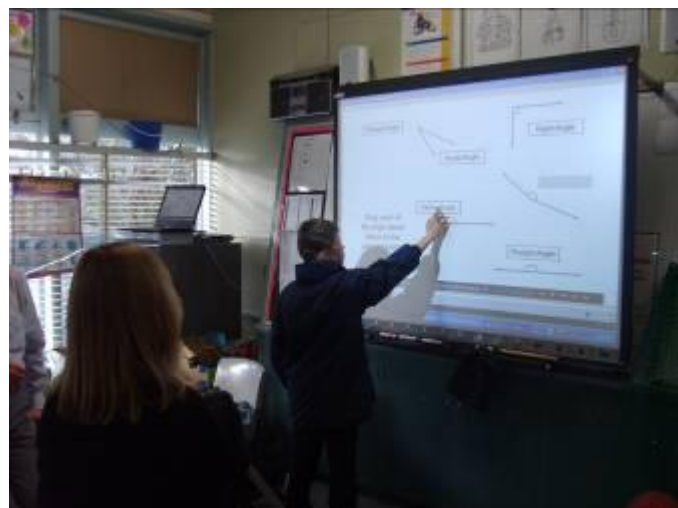
The VELS equivalent data indicates that according to NAPLAN results a percentage of students are falling below and above the expected level and that this range broadens at Year 5.

Writing results are particularly pleasing as this has been an improvement focus.

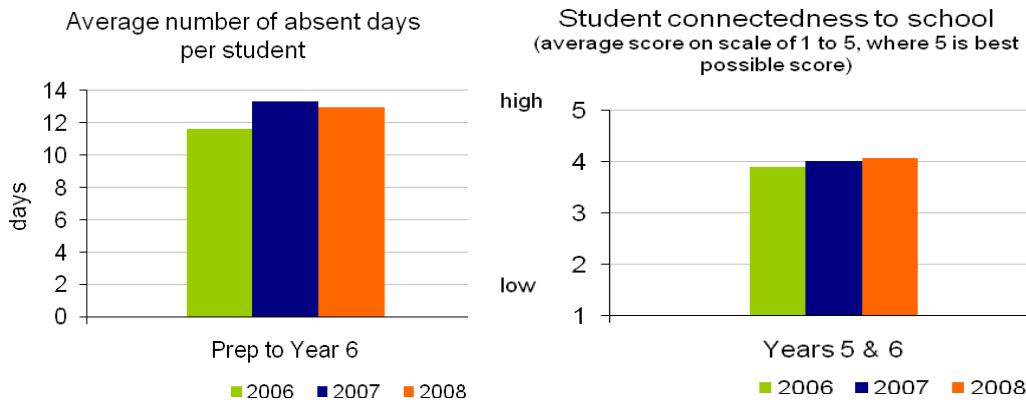


Year 5 2008	% of Students by NAP Band						Mean Scaled Score	
	B3	B4	B5	B6	B7	B8	School	State
Reading	6	9	26	26	23	11	504.2	492.1
Writing	0	3	14	34	17	31	534.3	496.0
Numeracy	3	6	23	37	20	11	509.6	487.8

According to NAPLAN results a large percentage of students in Year 5 scored well above the expected standard in all three areas, whilst a small percentage of students were below the expected standard in all three areas. Reading comprehension has been noted as an area for future improvement. The School Mean Scaled Score was considerably higher than the State in reading, Writing and Numeracy.



Student Engagement and Wellbeing



Average number of absent days per student

The average number of absent days per student in 2008 was 12.9 (State Mean 13.4) which was down from 13.3 in 2007. The school strongly stresses the belief that “It’s Not OK to Be Away” .

Students' Connectedness to School

This data is obtained from the Attitude to School Survey which is completed by year 5/6 students each year. For all factors, *the higher the school mean, the more positive the outcome.*

Variable	2005 Mean	2006 Mean	2007 Mean	2008 Mean
School Connectedness		77.8	80.2	81.2
Connectedness to Peers	69.0	81.8	85.6	85.8
Student Motivation		83.0	85.2	91.2

Results indicate a steady improvement in each of the variables. Students are highly motivated to learn and are very well connected to their peers and to the school. The first Pupil Free Day in 2008 was dedicated to “Student Wellbeing Support” to gain a greater level of consistency amongst teachers throughout the school. The Strategic Plan developed in 2008 has a strong focus on better student engagement through further improvement to teaching practice. All staff are strongly committed to this goal.



Student Pathways and Transitions

In 2008, we developed an effective transition program to accommodate all students entering and leaving primary school, including students who attend specialist settings. We also supported students in their transition through the different stages of learning within the school.

Pre-School / Prep Transition

Some features of our successful program were:

- Developed and strengthened the relationship with local Pre-Schools and Childcare Centres and joined the Kinder Network
- Implemented a comprehensive and successful transition program for all pre-school students entering primary school, with the following components – A five day Prep Orientation program; Two Parent Information evenings – one in April, covering the curriculum and a “Readiness for School” evening in November; Open Day; A kinder art program;
- Developed a more interactive program during which children experienced all aspects of school life and became familiar with the whole school environment.
- Held informal teacher/parent interviews two days prior to children commencing school.
- Implemented a transition program for Year 1 and 2 students in conjunction with Prep Transition.
- Provided leadership opportunities for School Captains and Junior School Councillors.

Parents reported great satisfaction with their children’s supportive, happy and smooth transition into Banyule PS and Prep enrolments again increased.

Year 6 / Year 7 transition

The school has implemented a comprehensive and successful transition program for students moving to secondary school. Since the majority of our Year 6 students enrolled at Viewbank College, we implemented the following transition activities:

- Information sessions for students during Term 2.
- Secondary School Orientation Day later in the year
- Secondary school teacher visits
- Preparation of and participation in “Wild About Maths” and “Wild About Technology” days held at Viewbank College and run in conjunction with College staff
- Implementation of the “Year 7 Passports” which consist of eight written pieces demonstrating the students’ thoughts and feelings regarding this important stage in their lives.
- Achievement of a high success rate in students gaining entry into the Accelerated Learning Program at Viewbank College.

All of these aspects combined have helped to provide the Year 6 students with a positive and beneficial transition experience.

The Parent Opinion Survey indicates that parent perception of the quality of support for student transition at Banyule PS is high - 5.89 (2008). Further parent feedback indicates that the transition for children with extra needs has also been a seamless process.

Children with special transition needs have been catered for through the provision of an additional Pre Prep transition program.

During 2008, special attention was also given to the transition needs of children moving from the Junior to the Middle School and from the Middle to the Senior School.

Future Directions

The following Key Improvement strategies will be implemented in 2009, in line with the Annual Implementation Plan.

Student Learning

Key Improvement Strategies

- Consider exemplar models of pedagogy from comparable schools for inclusion in school practice.
- Consider, evaluate and implement processes designed to improve the teaching of Writing
- Consider, evaluate and implement processes designed to provide consistency in teacher judgments, assessment and moderation.

Professional development for teachers this year will focus on improving literacy and numeracy across the school with a specific emphasis on writing. Strategies for achieving these goals include: sharing best practice with neighbouring schools, using the expertise of teachers to facilitate professional development sessions and visiting each other's classrooms with a view of focussing on specific teaching skills. Moderation of student work for the purpose of making consistent judgements and the development of an assessment schedule across the school will also be a focus for 2009.

Student engagement and well-being

Key Improvement Strategies

- Investigate, evaluate and implement strategies designed to improve student attendance and engagement
- Investigate, evaluate and implement strategies designed to improve staff capacity to analyse and interpret data

The staff will be using data on a regular basis to identify students with needs and ensure individual plans are produced to support further learning. Data will also be used for self and school reflection purposes as another means of improving teaching and learning. Student attendance will be monitored closely, as will late arrivals and processes will be put in place to ensure absences and lateness is kept to a minimum. The school values will be revised with contributions from the staff, students and the parent community. This will form the basis for student well-being and behaviour expectations

Sustainability

The school will investigate ways to achieve greater 'Sustainability' with the view of engaging students in relevant and significant issues such as waste management, energy and water conservation and biodiversity.

Ultranet

When it is up and running, the Ultranet Project will enhance teacher capabilities and student learning by focussing on technology for professional development and improved curriculum delivery.

Student Pathways and Transition

Key Improvement Strategies

- Consider, evaluate and implement exemplar transition programs designed for transition from Years 3/4 to Years 5/6.

The K-P Transition program has received very positive feedback over the past few years. This program plays a large part in ensuring children start their first school year without anxiety or confusion. During 2009, the staff will refine and develop a transition program throughout the rest of the school so that all children enter their new classes with enthusiasm and confidence.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008		Financial Position as at 31st December, 2008	
Revenue	2008 Actual	Funds Available	2008 Actual
DE&T Grants	117,743	High Yield Investment Account	287,375
Commonwealth Government Grants	58,110	Official Account	6,545
State Government Grants	0	Other Bank Accounts(listed individually)	Nil
Other	33,125	Total Funds Available	
Locally Raised Funds	154,451	Financial Commitments	2008 Actual
Total Operating Revenue	363,429	School Operating Reserve	43,934
Expenditure		Co-operative Bank Account	0
Salaries and Allowances	27,026	Assets or Equipment Replacement < 12 months	58,682
Bank Charges	633	Revenue Received in Advance	1,000
Consumables	33,834	Building/Grounds including SMS < 12 months	84,000
Books and Publications	7,816	Region /Clusters Funds/School Based Programs < 12 months	10,000
Communication Costs	7,750	Provision Accounts < 12 months	3,000
Furniture and Equipment	31,726	Repayable to DEECD	35,000
Utilities	10,925	Other Recurrent Expenditure (Accounts Payable)	6,000
Property Services	204,630	Assets or Equipment Replacement > 12 months	33,884
Travel and Subsistence	0	Building/Grounds including SMS > 12 months	18,420
Motor Vehicle Expenses	0	Region /Clusters Funds/School Based Programs > 12 months	0
Administration	1,322	Provision Accounts > 12 months	0
Health and Personal Development	517	Co-operative loan >12 months	0
Professional Development	5347	Beneficiary/Memorial Accounts	0
Trading and Fundraising	29,664	Total Financial Commitments	293,920
Support/Service	30,018		
Miscellaneous	41,727		
Total Operating Expenditure	432,935		
Net Operating Surplus/- Deficit	-69,506		
Capital Expenditure	25,918		
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package			

During 2008, Banyule PS maximised its financial potential to achieve further school improvements including a toilet upgrade and new First Aid room. Priority Maintenance Grant funds were invested awaiting decisions re heating and fire service and \$12,000 of locally raised funds have been targeted to convert excess student toilets into a science room. Working Bees have again resulted in considerable savings in maintenance and gardening costs. The Finance Sub Committee of School Council closely monitored finances and ratified reports for each month.

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school on the above number.

