

2018 Annual Report to The School Community



School Name: Banyan Fields Primary School (3613)



- 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 Regulation 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 2018 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 20 March 2019 at 01:23 PM by Bethany Jackson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 04 April 2019 at 11:54 AM by Jacqui Allan (School
Council President)

About Our School

School context

Banyan Fields Primary School is located in Carrum Downs, 6km north of Frankston. Our school values are Belonging, Resilience, Ambition and Integrity and these concepts are promoted amongst staff, students and the broader school community. In 2018 the School Council oversaw improvements and upgrades to the outdoor learning spaces on offer with additional turf laid to facilitate more open play space for students as well as the replacement and upgrade of the playground allocated to Foundation students. Carpet replacement and fresh painting through the corridor of the main building formed the second stage of rolling refurbishment works being undertaken in the main building. These facilities upgrades have been well received by the school and broader community. 2018 at Banyan Fields Primary School was a significant year of change. At the beginning of Term 1 in 2018 an Acting Principal was appointed and by the beginning of Term 2 the Acting Principal was appointed to the Principal position substantively. The leadership team was further expanded with the appointment of an additional leading teacher (Wellbeing Support) therefore bringing the leadership team to consist of Principal, Assistant Principal (Curriculum/Facilities), Leading Teacher (Data), Leading Teacher (Wellbeing Officer) and Acting Leading Teacher (Wellbeing Support). The work of this leadership team focused upon implementing the Key Improvement Strategies for the 2018 Annual Implementation Plan. In March 2018, a new School Council President was elected and the Banyan Fields School Council continued to play an active role in providing effective school governance.

A total of 741 students were enrolled at Banyan Fields Primary School in 2018 with 371 female and 370 male. Again a high number of Prep enrolments were received with 126 students placed into 6 class groups and average class size of 21 students. Upon entry to school student needs were identified from screening programs undertaken by teachers and allied health staff as well as information gathered from local childcare and kindergarten services. In 2018 25% of students were EAL (English as an Additional Language) students 3% of students were ATSI (Aboriginal and Torres Strait Islander). Across the school there were 31 classes in total from Prep to Year 6 with Year 3 and 4 classes combined together.

During 2018 there were 24 students funded under the Program for Students with Disabilities. Individual Education Plans were established and monitored by staff, students and families to best support the needs of these students as well as other students who were not funded but required additional support across the school. When appropriate additional services were accessed including; KESO's (Koori Engagement Support Officers), SSSO's Student Support Officers, Occupational Therapists, Speech Pathologists as well as other relevant community services to support the needs of students and the school community.

The staff profile for Banyan Fields Primary School in 2018 consisted of 2 Principal Class, 38 FTE teachers, 18 Integration Aide staff (Mix of Integration Aide and Language Support, EAL Support) and a further 7 administration, first aid and maintenance staff. During 2018 two Acting Learning Specialists were appointed to support some of the key work related to the 2018 AIP. School Staff Survey results for 2018 for Banyan Fields Primary School have shown a decline in comparisons to the 2017 results. Staff collaboration and reciprocal trust were key focus areas for 2018.

A strong focus was established around consistently implementing quality teaching and learning using High Impact Teaching Strategies with specific emphasis upon Goal Setting. As the year progressed this became a visible part of teaching and learning across the school and promoted students to have more of a voice as part of the learning process. Reading was selected as a whole school curriculum priority area and this was supported by the introduction of the workshop model as a consistent framework for teaching reading across the school. With one of the Leading Teachers accredited as a Leading Literacy for networks Master Trainer as well as a team of staff trained in Leading Literacy from Prep - Year 6 across, staff were supported whilst building capacity to implement this work with fidelity.

A comprehensive education program, in line with Victorian Curriculum requirements was implemented across the school with fluid grouping strategies used by class teachers to maximise student learning outcomes. Specialist

programs on offer in 2018 were Health and PE, Expression (Dance and Drama), Digital Technology, STEM and Visual Arts.

In 2018 Banyan Fields Primary School continued to participate in Network and Community of Practice activities. This included involvement in Carrum Downs cluster work on Literacy, Numeracy, Science and Data Literacy as well as implementation of the Network Oral Language program - Let's Chat.

Framework for Improving Student Outcomes (FISO)

In 2018 the following FISO priorities were identified:

Excellence in Teaching and Learning - Building Practice Excellence: Our specific goal was:
Implement a range of whole school high impact teaching strategies to maximise student learning outcomes and progress.

Excellence in Teaching and Learning - Curriculum planning and assessment: Our specific goal was:
Use student assessment data to help teachers plan for learning opportunities that meet the needs of all students.

Community Engagement in Learning - Networks with school services and agencies: Our specific goal was:
Enhance the capacity of leaders throughout the school to utilise and build upon strategic partnerships/relationships to improve outcomes for all students.

Strategies used to address these goals included:

- *A whole school focus on implementing the High Impact Strategy (HITS) #1 Goal Setting
- *Use of fluid groupings to continue the work undertaken around HITS #10 Differentiated Teaching from 2017
- *Professional Learning sessions in response to staff feedback, observations and monitoring against HITS self assessment continua
- *Whole school focus on Reading and introduction of the workshop model to support consistent best practice teaching across the school
- *Intervention programs brought into the classroom to support targeted students
- *Recruitment of 2 Acting Learning Specialists to implement best practice, lead professional learning and provide coaching to staff
- *Implementation of a professional learning program targeted at building the capacity of Middle Leaders across the school
- *Data Literacy Training for all teachers
- *Refinement of data analysis and teacher planning processes to improve the precision of teaching and impact upon student learning outcomes

Achievement

During 2018 a strong focus was maintained upon building on what was achieved in 2017 and building upon this to continue the work and priorities of the 2018 Annual Implementation Plan (AIP). With many new staff joining the school in 2018 it was a priority to implement a strong induction program and provide ongoing professional learning around the work undertaken so far and the ongoing focus and priorities.

There was a strong emphasis upon collaborative planning and teaching practices that supported the implementation of our fluid grouping programs. The fluid grouping programs focused upon teams of teachers sharing the responsibility for teaching students to their point of need. This way of working increased the precision of teaching programs in response to student learning needs and supported effective differentiated teaching. As a school we continued with the focus upon reading that had been established in 2017. With an overall teaching model already established the next step for our school was to build consistency around how reading was taught across the school. The workshop model was introduced and this was supported our Leading Teacher being trained as a Master Trainer as well as staff team then being trained the Leading Literacy P-6. The workshop model formed a large part of the

professional learning program that staff engaged in during the second semester of 2018.

During Term 1 and 2 the professional learning focus around the High Impact Teaching Strategies (HITS) continued from 2017 with a whole school focus on Goal Setting. Staff monitored their growth in the implementation of the HITS against a continua scale and throughout the year there was an increase in the number of staff demonstrating practice towards the excelling range for HITS #1 Goal Setting. Evidence of the High Impact Teaching Strategies in action at our school was displayed in the corridor of the main building and we celebrated this during school assemblies and in school newsletters.

By Term 3 of 2018, two Acting Learning Specialists had been appointed. This was one of the key actions outlined in the 2018 AIP with the intention being to develop exemplars of best practice within our setting. The Acting Learning Specialists supported the key work of the 2018 AIP by developing best practice for teaching reading using the workshop model with their own classes, presenting professional learning workshops to staff, developing curriculum support and guidance documents, coaching staff and being available for lesson observations and other ad hoc support for staff across the school.

In addition to the targeted teaching and learning programs in place as part of the core teaching and fluid grouping programs additional intervention programs were implemented. These included Reading Recovery in Year 1, Language Support at all year levels and additional skilled staff targeting student learning growth in Year 4 and Year 5.

As part of the work undertaken within the Carrum Downs cluster of schools, staff from Banyan Fields Primary School participated in Data Literacy training. This supported the AIP focus around effectively using student assessment data to help teachers plan for learning opportunities that meet the needs of all students. The NAPLAN results for grade 3 and 5 indicate our school is generally achieving at a similar level when compared to the average range of all Victorian Government Schools.

Engagement

Student engagement in learning was identified as a priority for 2018. One of the key actions undertaken for improvement in this area was the whole school focus upon goal setting. As this work progresses, what became visible across the school were students who could articulate the difference between what they were doing and what they were learning, students who could discuss or show their current learning goals, next steps for future learning as well as reflect upon what they did to achieve so far. The evidence of this work became apparent from speaking with students and by walking into classrooms to see the goal setting focus and progress for students on display or in their goal books.

During 2018 student attendance was promoted across the school as a priority. This was addressed at the classroom teacher level and when necessary further supports and interventions were put in place and these included individual attendance plans, support from the school Chaplain and referrals to the School Attendance Officer. During Term 3 of 2018 an Acting Leading Teacher was appointed with responsibility for promoting and educating our school community around the importance of school attendance as well as closely monitoring and supporting students with low levels of school attendance. At the end of 2018 students with the highest attendance rate in the school were invited to attend an excursion at the movies to celebrate and recognise their excellent attendance record. Overall student attendance for Banyan Fields Primary School in 2018 was rated similar when compared to other schools within the average range.

Student school leaders, SRC representatives and House Captains were elected and had a positive impact upon our school community. Throughout the year these students were involved in organising, promoting and hosting formal events as a school community we are proud of their achievements and representation of our school. Student voice was incorporated in to the design of the new Foundation playground and this is something that is highly valued by our school and broader community.

In 2018 Breakfast Club and Food For Everyone again attracted high participation rates. The school values the support from the volunteers and community organisation that made these programs possible.

Wellbeing

Banyan Fields Primary School is strongly committed to ensuring the wellbeing of our students. We proudly promote ourselves as the heart and spirit of the community and this is demonstrated in the relationships formed between staff and students and the additional and personalised supports in place to cater for diverse student needs. During 2018 a number of Allied staff provided service to the school, these services included a speech pathologist, kinesiologist, two occupational therapists, a provisional counsellor and a psychologist.

Student attitudes to school survey results for 2018 for Banyan Fields Primary School rated similarly to other schools with 2018 results showing a modest improvement from the 2017/2018 two year average.

At the beginning of 2018 staff undertook training with the Resilience Project and developed skills in promoting student ability to understand gratitude, empathy and mindfulness. Many classrooms across the school demonstrated the use of gratitude walls or gratitude journals as part of proactive wellbeing promotion.

During 2018 there was a strong focus on supporting student transitions across the school. A key aspect of this work was continuing the development around the partnerships formed with local secondary schools, child care services and kindergartens. At Banyan Fields Primary School, transition programs were in place to support students at all year levels settle in to their new class and additional interventions were implemented to support the needs of identified students. With the year 3 /4 combined classes being something that was new for Banyan Fields, additional support and communication to students and families was in place. At the beginning of the year students and staff worked together to develop classroom expectations based upon our school values of Belonging, Resilience, Ambition and Integrity. These agreed expectations became the foundation for establishing positive classroom learning environments throughout the year.

Banyan Fields Primary School is effective in its implementation of the Child Safe Standards. During 2018 Banyan Fields Primary School was selected for a Child Safe Standards Pulse Check and was able to evidence the processes, policies and strategies in place to meet requirements. During 2018 additional training was provided to selected staff around respectful relationships, trauma informed practice and safe minds and this provided upskilling to staff around better supporting the needs of our students and broader school community.

Financial performance and position




During 2018 Banyan Fields Primary School has carried forward a significant surplus and this is largely due to careful financial management undertaken by previous principals. Appropriate spending of these funds to target student learning outcomes is a priority for this school. Spending of funds during 2018 was consistent with department policies and school council approvals.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 741 students were enrolled at this school in 2018, 371 female and 370 male.

25 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






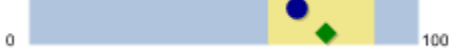








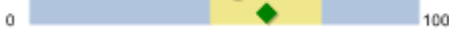






Performance Summary

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> Higher</p> <p> Similar</p>

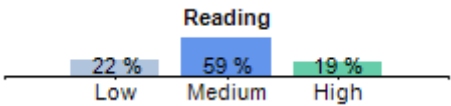
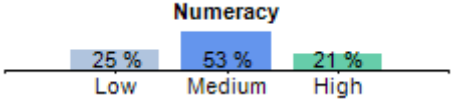
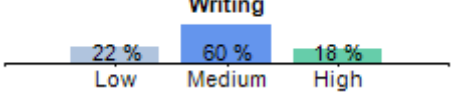
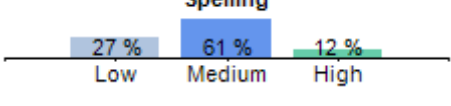
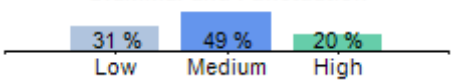
Performance Summary

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> Similar</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> Similar</p> <p> Similar</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 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>	<p>Reading</p>  <p>22 % 59 % 19 % Low Medium High</p> <p>Numeracy</p>  <p>25 % 53 % 21 % Low Medium High</p> <p>Writing</p>  <p>22 % 60 % 18 % Low Medium High</p> <p>Spelling</p>  <p>27 % 61 % 12 % Low Medium High</p> <p>Grammar and Punctuation</p>  <p>31 % 49 % 20 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>






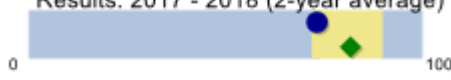


Performance Summary

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

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</p> <p>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 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>94 %</td><td>93 %</td><td>92 %</td><td>92 %</td><td>92 %</td><td>92 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	92 %	92 %	92 %	92 %	92 %	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	92 %	92 %	92 %	92 %	92 %										

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$6,638,635
Government Provided DET Grants	\$1,208,406
Revenue Other	\$25,827
Locally Raised Funds	\$317,643
Total Operating Revenue	\$8,190,510

Equity ¹	
Equity (Social Disadvantage)	\$449,195
Equity Total	\$449,195

Expenditure	
Student Resource Package ²	\$5,369,438
Books & Publications	\$3,160
Communication Costs	\$7,567
Consumables	\$140,502
Miscellaneous Expense ³	\$604,045
Professional Development	\$21,331
Property and Equipment Services	\$480,058
Salaries & Allowances ⁴	\$33,375
Trading & Fundraising	\$13,219
Utilities	\$58,234

Total Operating Expenditure	\$6,730,930
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Net Operating Surplus/-Deficit	\$1,459,581
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Asset Acquisitions	\$76,890
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$591,404
Official Account	\$44,490
Total Funds Available	\$635,893

Financial Commitments	
Operating Reserve	\$168,515
Funds Received in Advance	\$80,207
Asset/Equipment Replacement < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$310,000
Total Financial Commitments	\$578,722

- (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 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

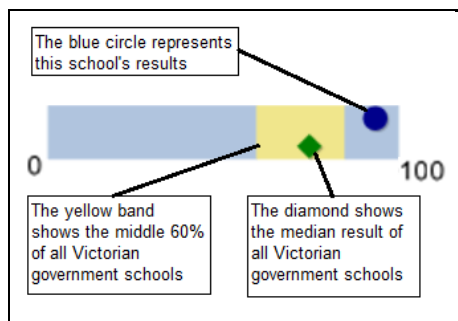
Engagement

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

Wellbeing

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

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

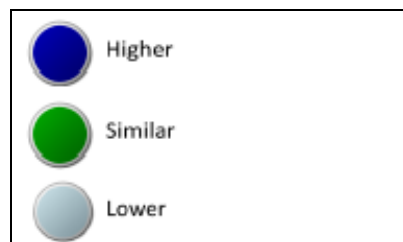


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's 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*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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