

2019 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 Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 27 April 2020 at 11:27 AM by Bethany Jackson (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 08 May 2020 at 10:28 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 2019, the School Council oversaw concreting works around the front of the school to prevent reoccurring flooding issues as well as roofing and guttering replacement. A detailed facilities audit was undertaken across the whole school site by Macutex and this identified areas for future focus in regards to upgrading and maintaining our facilities. A significant capital works project was also approved to refurbish the school library in line with the strong school focus on reading and to create an additional space that could be used as a classroom space or STEM/Specialist space. This refurbishment also provided for an upgraded ICT technician space as well as convenient storage for shared literacy and numeracy resources.

2019 at Banyan Fields Primary School was a productive year. The senior leadership team consisted of the Principal, Assistant Principal (Facilities and Curriculum), Assistant Principal (Pedagogy), Leading Teacher (Wellbeing) and Leading Teacher (Transitions and Wellbeing Support). Two Learning Specialists were appointed to enact as exemplars of best practice in the area of Literacy and directly supported the school targets around improving how reading is taught and the reading outcomes for students. A third learning specialist was appointed at the beginning of Term 4 to focus on improving the teaching of numeracy across the school. An additional teacher was recruited to provide wellbeing support specifically in the Year 5 / 6 area of the school and oversee attendance promotion and strategies across the school. In March, a new School Council President was elected and the Banyan Fields School Council continued to play an active role in providing active school governance.

A total of 721 students were enrolled at Banyan Fields Primary School in 2019 with 361 female and 360 male. 117 Foundation students began their schooling at Banyan Fields at the beginning of 2019 and these students were placed into 5 class groups with 6 teachers allocated to them. In 2019 24% of students across the school were EAL (English as an Additional Language) students, 3% of students were ATSI (Aboriginal and Torres Strait Islander). Across the school there were 32 classes in total from Foundation to Year 6 with additional teachers also working in Year 1, 2, 4 and 5 to support improved learning outcomes for students.

During 2019 there were 30 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 Service Officers, Occupational Therapists, Speech Pathologists as well as other relevant community services to support the needs of students and the school community. A paediatrician service that was run by Peninsula Health Outreach Service and located at the nearby Banyan Fields Kinder was accessed regularly by students and their families.

The staff profile for Banyan Fields Primary School in 2019 consisted of 3 Principal Class, 40 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. A consistent whole school instructional model was introduced with the area of reading as the first priority for whole school improvement in teaching and student learning outcomes. 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 2019 were Health and PE, Science, Visual Arts and Auslan was introduced across the school.

In 2019, Banyan Fields Primary School continued to participate in Network and Community of Practice activities. This included involvement in Carrum Downs cluster work on Literacy and Positive School Wide Behaviour well as implementation of the Network Oral Language Program - Let's Chat.

Framework for Improving Student Outcomes (FISO)

In 2019 the following FISO priorities were identified:

Excellence in Teaching and Learning - Building Practice Excellence: Our specific goal was:
To improve the achievement outcomes for all students in literacy and numeracy

Positive Climate for Learning - Empowering students and building school pride: Our specific goal was:
To improve engagement for all students

Professional Leadership - Instructional and shared leadership: Our specific goal was:
To strengthen the schools leadership capacity

Strategies used to address these goals included:

- *Development of Literacy Scope and Sequence documents
- *Introduction of workshop model with guidelines to monitor consistency across the school
- *Recruitment of additional teachers to increase intervention and learning support provided to students
- *Formalised classroom observations and feedback on the implementation of the workshop model across the school
- *Recruitment of a Leadership Coach
- *Introduction of Positive School Wide Behaviour across the school
- *Work with Positive School Wide Behaviour coach
- *Recruitment of wellbeing support teacher

Achievement

During 2019, a major focus was around the formal introduction of the workshop model as a consistent whole school approach for the way we teach reading. To support this work, a significant amount of professional learning was undertaken by staff to develop consistency and precision in the application of the workshop model elements across the school. Classroom observation processes provided an opportunity for this work to be monitored and for feedback to be shared. The display boards in our main corridor proudly demonstrated our growth as a school in adopting this consistent approach with photos, student work samples and anecdotes for each of the workshop elements on display. The Learning Specialists who were overseen by one of the Assistant Principals provided targeted coaching to a selection of staff to further support the quality of teaching using the workshop model.

NAPLAN Performance for Banyan Fields Primary School in comparison to similar schools was reasonably strong and is something that the school worked hard to achieve. When comparing performance of our students in the top 3 bands, students from Banyan Fields Primary School generally performed at a similar level or in some cases above students in similar schools. When comparing NAPLAN relative growth for our students to the performance of students across the state of Victoria indicates that we have a similar level of students making medium level growth however reducing the number of students, making low growth as well as increasing the number of students making high growth will be areas for further school improvement.

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 and literacy support across the school. Additional teachers were placed in year Foundation, 1, 2, 4 and 5 to provide further learning support to students.

In 2019 there were 30 students funded under the Program for students with a Disability (PSD) at Banyan Fields Primary School. Additional support was provided to these students in a variety of ways including; termly Individual Education Plans and Behaviour Support Plans where needed that were reviewed during Student Support Group Meetings. Many of these students utilised the allied services available within the school (OT, speech, psychologist, chaplain, kinesiologist) and others had external providers. Some of these external providers visited the school to work with the individual children and upskill staff.

All of our students supported by the PSD received additional support from Education Support staff. This occurred in the form of individual or small group support in the classroom, under the direction of the teacher. These students demonstrated satisfactory progress against their goals as identified in their Individual Education Plans.

Engagement

In 2019 student engagement in learning was a focus with the FISO priority of building a positive climate for learning and our specific goal around improving engagement for all students featuring as key pieces of work outlined in the schools Annual Implementation Plan. As part of the introduction of the workshop model, the school introduced conferencing to provide more personalised guidance, feedback and monitoring to students around their learning strategies and goals. This built upon the work that the school embedded during 2018 on Goal Setting and had a positive impact upon student engagement in their learning across the school.

A number of strategies were used to promote student attendance at school as well as to manage issues involving student non attendance. This included each year level having rewards and acknowledgements on offer for high attendance, visible attendance charts and graphs to highlight student attendance trends and celebrate or support where needed, weekly class level emails sent to families to inform of the attendance rate of the class for the week and to reiterate the school attendance targets, information about why attendance at school is so important as well as strategies for supporting students to attend school. At the end of the year, there was an excursion reward for students who had achieved 100% attendance throughout the year.

When attendance concerns were identified, teachers and school wellbeing staff contacted families individually to address these concerns and provide support. For some students an individual attendance plan was developed and some cases referrals were made to the Regional Attendance Officer for more intensive follow up and support.

Student school leaders, SRC representatives, Community Leaders 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 and as a school community we are proud of their achievements and representation of our school.

In 2019 Breakfast Club and Food for Everyone again attracted high participation rates. The school values the support from the volunteers and community organisations that made these programs possible.

Wellbeing

The introduction of Positive School Wide Behaviour to Banyan Fields Primary School was a significant piece of work undertaken by the school in 2019. The school was supported with access to a Positive School Wide Behaviour coach and this allowed for staff to undertake professional learning programs and resources. The school made progress towards each class establishing classroom expectations, displaying an acknowledgement tree with the names of students recognised for demonstrating school expectations and developing school behaviour expectation documents. Implementation of Positive School Wide Behaviour will remain an ongoing focus of the school into 2020 and beyond.

Student attitudes to school survey results for 2019 for Banyan Fields Primary School rated similarly to other similar schools with 2019 results showing an improvement from the 2018/2019 two year average in the key areas of Connectedness to School and Managing Bullying. During 2019 there was a strong focus on supporting student transitions across the school. A key aspect of this work was continuing to extend 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 into their new class and additional interventions were implemented to support the needs of identified students.

In addition to the school wellbeing team, an extra wellbeing support teacher was recruited to provide additional

wellbeing support to students in Year 5 and 6.

Banyan Fields Primary School maintained thorough practices in ensuring implementation of the Child Safe Standards in 2019.

Financial performance and position

During 2019 Banyan Fields Primary School has carried forward a significant surplus and this is largely due to careful financial management undertaken by previous Principals and the current Principal. Appropriate spending of these funds to target student learning outcomes is a priority for this school. Spending of funds during 2019 was consistent with department policies and School Council approvals. The 2019 Annual Implementation Plan provided the framework for how school spending was allocated.

Some of the funds sitting in the surplus to be brought forward into 2020 are tagged to the library refurbishment capital works project and the furnishing of this space. This work was completed in the 2019/2020 school holiday break however the remaining balance to be paid for this work will not be paid until the handover of the project in 2020.

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 721 students were enrolled at this school in 2019, 361 female and 360 male.</p> <p>24 percent were EAL (English as an Additional Language) students and 3 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</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>Above ●</p> <p>Similar ●</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	92 %	93 %	92 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	92 %	93 %	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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>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>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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,039,412	High Yield Investment Account	\$866,558
Government Provided DET Grants	\$1,110,528	Official Account	\$47,411
Government Grants Commonwealth	\$1,741	Total Funds Available	\$913,969
Revenue Other	\$17,039		
Locally Raised Funds	\$378,415		
Total Operating Revenue	\$8,547,135		
Equity¹			
Equity (Social Disadvantage)	\$472,323		
Equity Total	\$472,323		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,918,496	Operating Reserve	\$183,319
Books & Publications	\$2,686	Funds Received in Advance	\$78,000
Communication Costs	\$8,267	School Based Programs	\$100,000
Consumables	\$129,614	Asset/Equipment Replacement < 12 months	\$60,000
Miscellaneous Expense ³	\$725,878	Capital - Buildings/Grounds < 12 months	\$300,000
Professional Development	\$19,811	Maintenance - Buildings/Grounds < 12 months	\$52,650
Property and Equipment Services	\$251,369	Total Financial Commitments	\$773,969
Salaries & Allowances ⁴	\$39,762		
Trading & Fundraising	\$27,995		
Utilities	\$65,645		
Total Operating Expenditure	\$7,189,523		
Net Operating Surplus/-Deficit	\$1,357,612		
Asset Acquisitions	\$0		

- (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 26 February 2020 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)

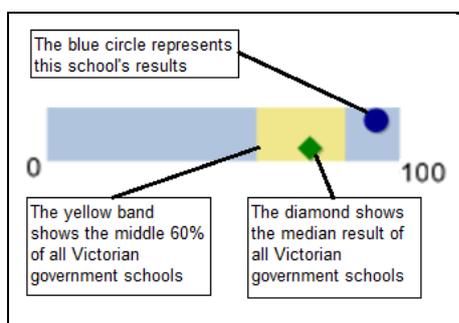
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').