

2023 Annual Report to the School Community

School Name: Bentleigh West Primary School (4318)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 07 March 2024 at 04:49 PM by Sarah Asome (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

To be attested by School Council President

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Bentleigh West Primary School is located in a well-established residential area (15km from the CBD), with the local community attracting young families with high educational aspirations for their children. The school is considered highly within the community, experiencing continued growth with a current population of 722. School staff is comprised of 3 Principal Class, 43 Teaching staff and 29 Education Support Staff. Of the 75 staff members 40 are full-time and 35 are part-time.

The school has a deep commitment to:

- o fostering knowledgeable, respectful and caring young people who contribute positively and responsibly to their local and global community.
- o be recognised as a high performing school with a reputation of evidence based best practice that is visible in each classroom.

The school is well regarded for its focus on an evidence-based approach to teaching and learning. It is renowned for its evidence informed, explicit, systematic approach to teaching fundamental concepts and skills, allowing students to have the best foundation to extend complex thought and learning in the later years. These approaches are known as best practice for inclusion and the tier one aspect of the school wide Response to Intervention system. Students accessing Disability Inclusion Profile support are individually catered for by our well resourced learning enhancement team. They liaise with teachers to create IEP's for all students, attend SSG's and support accommodations and adjustments. Students that are identified as High Ability and Gifted are also catered for through learning enhancement.

Bentleigh West Primary School is also committed to the Arts and runs a bi-annual Performing Arts concert, alternated with the art walk. The Art Centre facilitates high level Visual, Media Arts and 3D Art learning that complements an outstanding sport and performing arts program. The extension art program 'Create' has been established for high ability students. The school offers the language of Italian across the school. The school is also committed to ensuring students are familiar with Information and Communication Technology and is developing the implementation of STEM into the curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continues to be recognised for its systematic and explicit teaching model which places us above like and state schools in all areas of NAPLAN. Once again, we were exceptionally pleased with our numeracy results being first in the state for Department schools. We also had a record number of students complete the Australian Maths competition and be selected for both English and Maths in the Victorian High Ability Program (VHAP). Our 2023 writing results were also exceptional in both Grade 3 and 5.

The state rollout of the Disability Inclusion funding continued to allow the school to further support students with additional needs in line with their Individual Education Plan (IEP) and expand the Learning Enhancement team to support students below and above the expected level.

Teacher judgement is significantly positive in both English at 96.5% and Maths at 97.3% working at or above the expected level.

This is exceptionally pleasing with 27% of our students considered as having been identified as having additional learning needs.

We continue to be on track to achieve our School Strategic Plan goals leading into our final year of our strategic plan with a continued focus on Student Voice and Agency in 2024 before our school review in Term 4.

We continue to further enhance community connections, particularly with the parents, with forums sharing our knowledge surrounding evidence informed practice.

Wellbeing

The school prioritised the rollout of the Disability Inclusion funding and was successful in securing funding for 23 additional students. This allows us to continue to expand the Education Support team to support students and teachers. With this new model, additional staff training occurred to ensure clear and consistent structures were in place for this to be successfully implemented.

Master of counseling students are a continued support in our multi disciplinary approach supporting students at Tier 2 who require additional assistance. The use of the Department Of Education check in / check out document assists with tracking well-being across the school and allows for strategies to be implemented to assist students with self regulation, such as the red card system for taking a break from class. Social skill programs were offered from Prep to Grade 2 by teachers and the counseling students. The school ran two 10 week programs of the 'I Can' imagination program to assist students in the upper years. In 2024 this will be added to with a mental health practitioner on staff.

The school employed a second Assistant Principal for Well-being and Inclusion to add to the leadership team and support the existing Assistant Principal for Curriculum. This is due to an increase in enrolments and students at the school who reside within our catchment.

Engagement

The school has had a continued focus on well-being, student engagement and attendance. We formed part of a pilot program at Melbourne University on a Multi Tiered System of Support for attendance which allowed for the development of an action plan. Working with teams we instigated absence learning plans for extended absences and follow up for students who are consistently late. This has been launched in 2024.

Connectedness to school continues to improve and is positively sitting at 86%, above the four year average. Student voice and Agency significantly increased to 73% meeting our school targets for 2024.

The school focused on the transitions between kinder and school and Grade 6 and secondary school, working closely with these settings to ensure successful transitions.

The work on attendance and wellbeing will continue in 2024.

Other highlights from the school year

Highlights for 2023

- The school carried out an extremely successful performances at all grade levels
- The school had an extremely successful year in terms of sporting achievements in 2023.
 - District Champions - Circleball, Basketball Girls, Teeball Girls, T20 Blast Girls, T20 Blast Boys
 - Division champions/ Regional Runners up - Softball Girls
 - State Champions - Hockey Girls
 - Hooptime Regional Champions - Future Stars
 - Hooptime District Champions - All Star Girls
 - State Netball Champions - Senior Boys
 - State Netball - Senior girls reached finals day
- The P & F were extremely successful in their events and fundraising.
- The school secured a new two storey mod, air conditioning for the learning houses and the running track is nearing completion.
- BWPS performance in terms of NAPLAN was exceptionally high
- BWPS won the VEEA team aware for Inclusive Practice
- We carried out our biannual ART walk

Financial performance

The school performed well financially in 2023 and we remained in a sound financial position. Significant time and energy was invested into our financial management and careful budgeting which has allowed students to continue to be offered the best educational experiences. It has also allowed continued improvements and maintenance of our buildings and grounds.

Our student voluntary contributions were an integral component of our funding and allows our students to receive the best experiences and opportunities that Bentleigh West PS offers.

The increase in funding received from Disability Inclusion allowed for expansion of programs and staffing to support students with additional needs.

The P & F were able to run a full schedule of events to support the school's financial position. The school is in a healthy financial position and the SRP remained in surplus due to extra funding initiatives.

For more detailed information regarding our school please visit our website at
<https://www.bentleighwestps.vic.edu.au>

Draft

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 680 students were enrolled at this school in 2023, 322 female and 358 male.

14 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

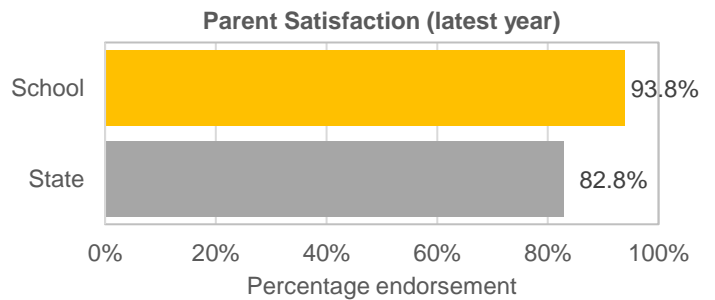
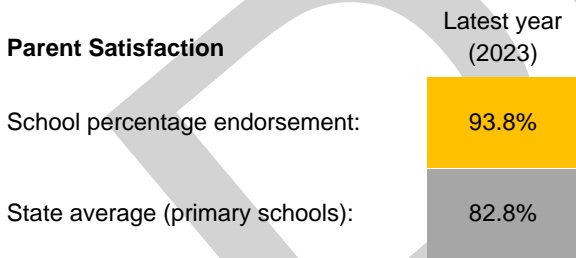
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

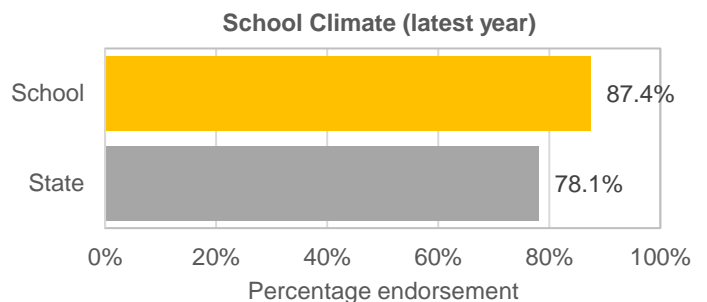
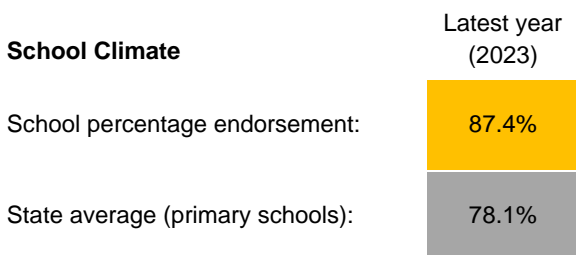


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

95.9%

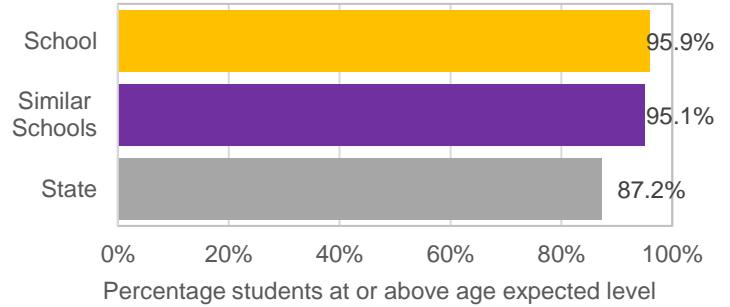
Similar Schools average:

95.1%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

97.1%

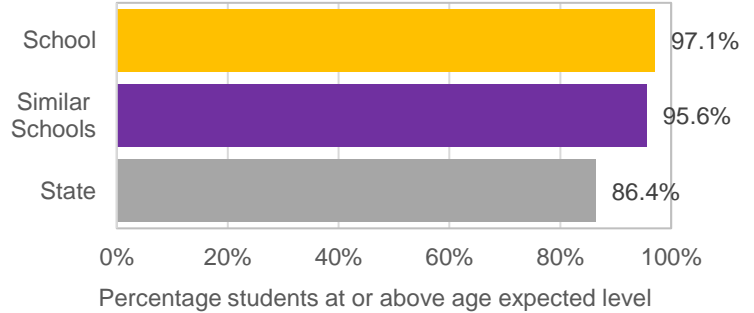
Similar Schools average:

95.6%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

89.3%

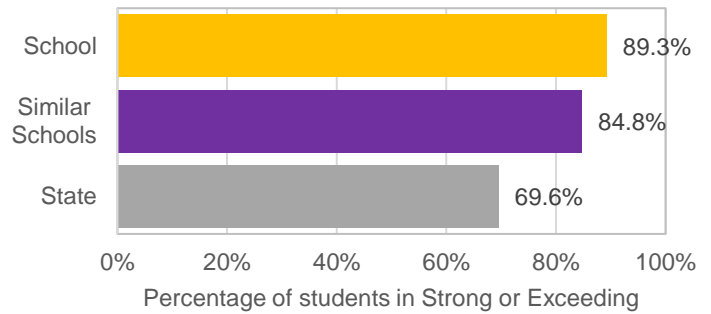
Similar Schools average:

84.8%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

95.0%

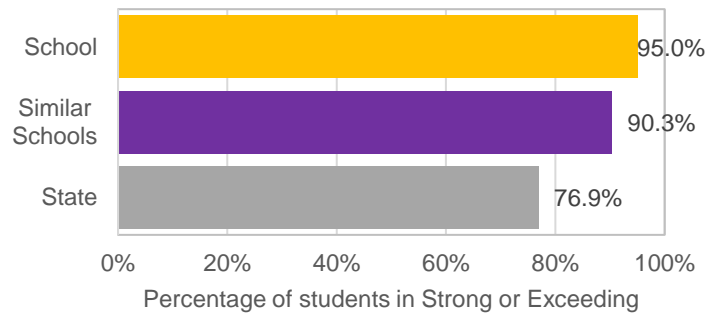
Similar Schools average:

90.3%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

92.9%

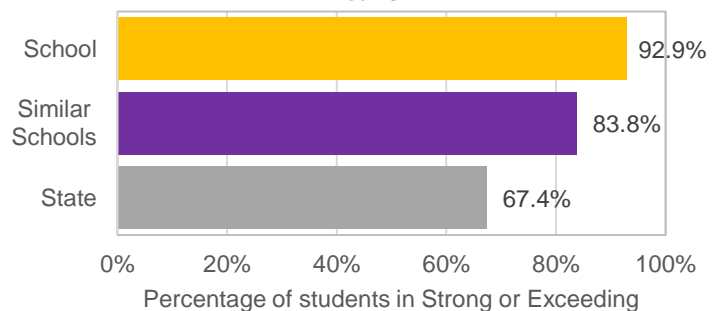
Similar Schools average:

83.8%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

98.0%

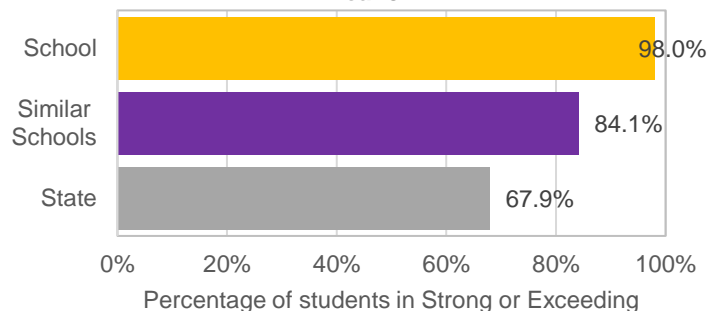
Similar Schools average:

84.1%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

90.1%

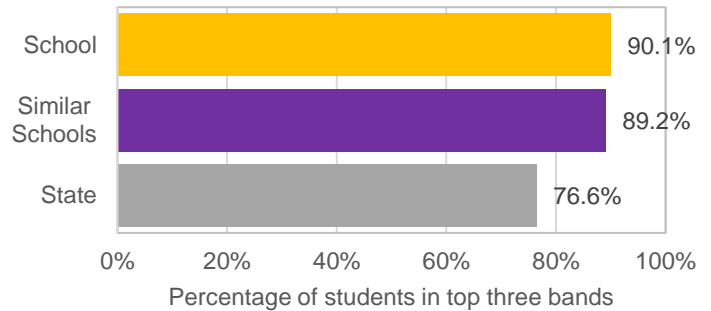
Similar Schools average:

89.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

88.8%

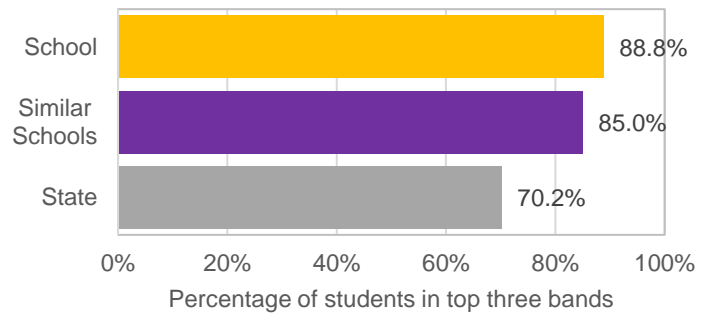
Similar Schools average:

85.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

91.1%

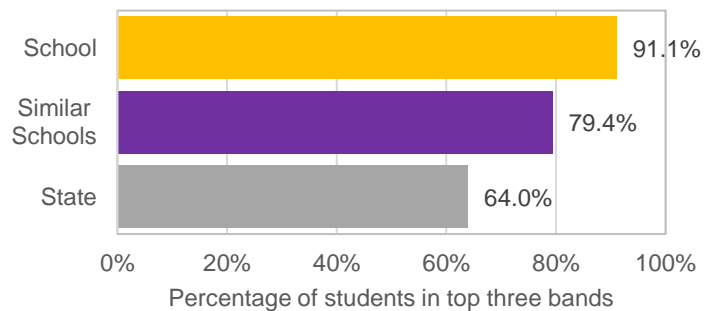
Similar Schools average:

79.4%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

89.9%

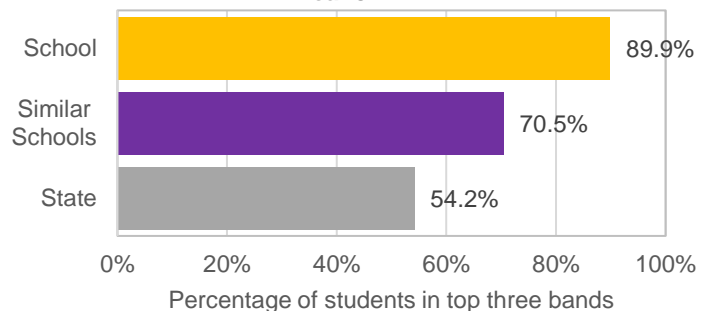
Similar Schools average:

70.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

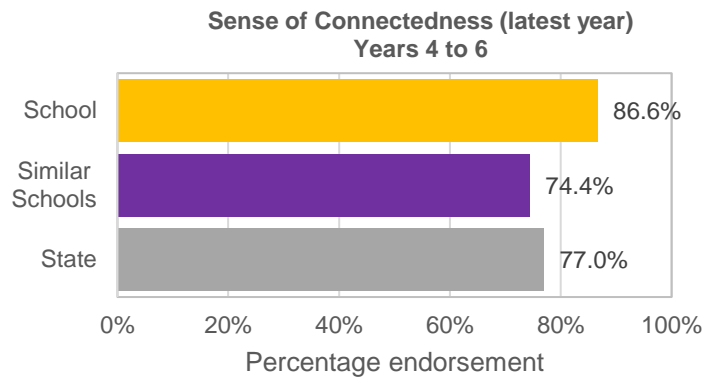
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	86.6%	81.4%
Similar Schools average:	74.4%	76.5%
State average:	77.0%	78.5%

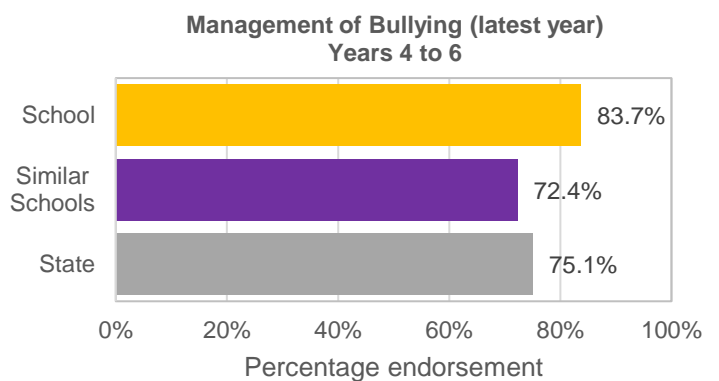


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	83.7%	80.9%
Similar Schools average:	72.4%	74.4%
State average:	75.1%	76.9%



ENGAGEMENT

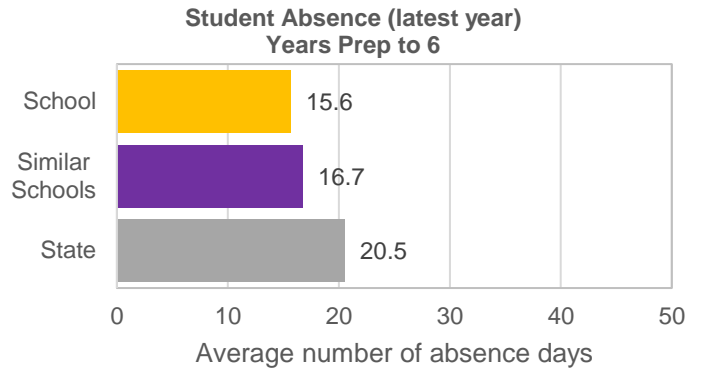
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	15.6	12.2
Similar Schools average:	16.7	13.6
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	93%	93%	92%	92%	91%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$6,677,405
Government Provided DET Grants	\$729,660
Government Grants Commonwealth	\$22,299
Government Grants State	\$0
Revenue Other	\$41,745
Locally Raised Funds	\$908,649
Capital Grants	\$0
Total Operating Revenue	\$8,379,759

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,476
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,476

Expenditure	Actual
Student Resource Package ²	\$6,287,791
Adjustments	\$0
Books & Publications	\$2,882
Camps/Excursions/Activities	\$344,984
Communication Costs	\$7,726
Consumables	\$150,862
Miscellaneous Expense ³	\$77,306
Professional Development	\$25,336
Equipment/Maintenance/Hire	\$129,825
Property Services	\$378,875
Salaries & Allowances ⁴	\$23,633
Support Services	\$412,653
Trading & Fundraising	\$83,996
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,097
Total Operating Expenditure	\$7,973,965
Net Operating Surplus/-Deficit	\$405,793
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$332,253
Official Account	\$32,370
Other Accounts	\$0
Total Funds Available	\$364,623

Financial Commitments	Actual
Operating Reserve	\$227,479
Other Recurrent Expenditure	\$42
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$44,984
Capital - Buildings/Grounds < 12 months	\$160,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$432,505

All funds received from the Department of Education, 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.