

2022 Annual Report to the School Community

School Name: Berwick Chase Primary School (5503)



- 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 of the previous calendar year 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 03 April 2023 at 09:13 AM by Christopher Short (Principal)

- This 2022 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

Attested on 03 April 2023 at 04:15 PM by Karyn Wood (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Our school is situated in the rapid growth area of the South Eastern suburbs, just 50 kilometers outside of Melbourne. This location provides our students with access to a range of cultural and educational opportunities in the city, while also allowing them to experience the benefits of a tight-knit community.

As the area continues to grow, we are committed to adapting our programs and resources to meet the needs of our changing community. We are proud to be a part of this dynamic and diverse region, and we strive to provide our students with the skills and knowledge they need to succeed in an ever-changing world.

Despite our proximity to Melbourne, our school retains a unique sense of identity and community. We believe that this balance of urban and rural influences creates a special learning environment for our students, and we are proud to call this area our home.

As we look to the future, we remain committed to providing our students with a world-class education that is grounded in our school's core values of Respect, Responsibility, Creativity, and Resilience. We are excited to continue to serve our community and to help our students reach their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

As you may know, this year we had a strategic focus on improving our teachers' confidence and competence in teaching mathematics, with a particular focus on developing mathematical proficiencies.

To achieve this, our dedicated staff participated in regular professional learning sessions and curriculum days, and we partnered with 'Learner First' consultancy, working closely with Rob Proffitt-White as a critical friend. This has helped us to develop consistent practice and planning processes across the school.

However, we have identified a need to improve our numeracy results in teacher judgement and Naplan, as they are lower than both similar schools and state average. In response, we have decided to create a Numeracy Learning Specialist position in 2023 to support school-wide improvement.

On a positive note, our continued focus on explicit teaching and development on four instructional groups in each class has produced pleasing results in reading. Year Three students are performing better than similar schools and state, with our Year Five students performing at a similar level to similar schools and state averages.

Writing results are consistent with both state and similar schools. For the next academic year, we have included in our key improvement strategy more support for teachers to effectively use the 'Writers Workshop' model to further improve student capabilities in writing.

We are extremely proud of the achievements of our students and staff, and we look forward to working together to continue to improve our school in the coming years.

Wellbeing

Berwick Chase Primary School has continued to maintain its reputation for creating a warm and welcoming community that fosters a sense of belonging for all its students. The school places a strong emphasis on recognizing and celebrating the unique abilities and strengths of each student, enabling them to flourish in a supportive and inclusive environment.

The school has implemented a consistent and comprehensive approach to student wellbeing, incorporating the 'Zones of Regulation' and agreed school-wide processes that promote positive connections and self-regulated behavior. Led by an experienced welfare team comprising an assistant principal, welfare co-ordinator, and a newly appointed mental health and wellbeing specialist, the school's proactive support programs have received strong parental input.

Students at Berwick Chase Primary School also have access to a range of external resources, including Speech Pathologists, Occupational Therapists, and Psychologists, providing additional support and care to students when needed. This holistic approach to student welfare has had a positive impact on the school community, as evidenced by the greater 'sense of connection' experienced by our students compared to both State and similar schools.

The school's approach to 'Management of Bullying' is a particularly noteworthy success, with results indicating stronger outcomes than both State and Similar Schools. This achievement is a testament to the school's focus on fostering positive relationships and creating a safe and supportive learning environment that empowers students to speak out against bullying.

In conclusion, Berwick Chase Primary School has established itself as a model for creating a caring and inclusive learning community, prioritizing student wellbeing and ensuring that each student feels valued and supported. We commend the school's leadership, staff, and parents for their ongoing commitment to excellence in education and look forward to the continued success of Berwick Chase Primary School.

Engagement

Berwick Chase Primary School remains committed to being an inclusive school that caters to the learning and emotional needs of our student community. Our staff receive ongoing professional development to better cater for students with specific learning needs such as Attention Deficit Disorder, Autism, and Anxiety.

We recognize the important role parents play in their children's education and continue to engage with parents to utilize their knowledge and build a strong working partnership. When required, students are supported with Individual Education Plans and Student Behaviour plans, which are regularly reviewed and monitored throughout the year.

It is gratifying to see that our supportive measures have had a positive impact on student attendance, with our school reporting lower absence rates compared to both state and similar schools. Our Preps and Year Two students have also maintained a strong attendance record of 90%.

These results are particularly noteworthy in the wake of the COVID-19 lockdown period, where the school and parent community took a conservative approach to managing student illness. This outcome is a testament to the trust and support that the school has within our parent community.

In conclusion, Berwick Chase Primary School continues to prioritize student engagement, recognizing that each student has unique learning and emotional needs. We are proud of our ongoing commitment to inclusive education and appreciate the continued support of our school community in achieving these positive outcomes.

Other highlights from the school year

In the past year, the school community faced a significant challenge as we returned to face-to-face learning amidst great uncertainty. However, with a shared commitment to our key driving principles, we were able to successfully navigate this transition and create a safe and welcoming environment for all stakeholders.

At the heart of our approach were four key principles: ensuring that school was a safe and welcoming place for all, focusing on the foundational learning areas of reading, writing, and mathematics, prioritizing student welfare activities to help students reconnect with friends and teachers and express gratitude, and providing extra support for students with anxieties about returning to school. To measure our progress and identify areas for improvement, we regularly conduct the 'Tell Them from Me' survey, which provides invaluable feedback from students in years 3-6 on their attitudes towards school life and learning. This data is used to drive conversations and inform decision-making in our 'Chasers' group, which includes students from years 2-6 who are charged with making suggestions to improve the school community for all students.

Through our commitment to these principles and our ongoing efforts to gather feedback and involve students in the decision-making process, we are proud to have created a supportive and engaging learning environment that fosters both academic achievement and student well-being. We look forward to continuing to build on these successes in the years ahead.

Financial performance

We are pleased to report that the school's financial position for 2022 was strong despite the challenges presented by the pandemic. The decision to employ additional educational support staff was instrumental in creating a supportive learning environment for students as they returned to face-to-face learning. This proved to be a wise investment, as our students were able to re-engage in their studies with renewed enthusiasm and support.

Furthermore, the school responded effectively to the isolation requirements by allocating additional resources to the Casual Relief Teacher budget, ensuring that our students received the best possible education even in the absence of their regular teachers. Despite these unexpected expenses, we are delighted to report that the school finished the year with a credit surplus of \$52,694. This surplus, along with appropriate cash reserves, positions the school well to adequately resource all our projected budgets for 2023.

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

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 766 students were enrolled at this school in 2022, 379 female and 387 male.

30 percent of students had English as an additional language and 1 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).

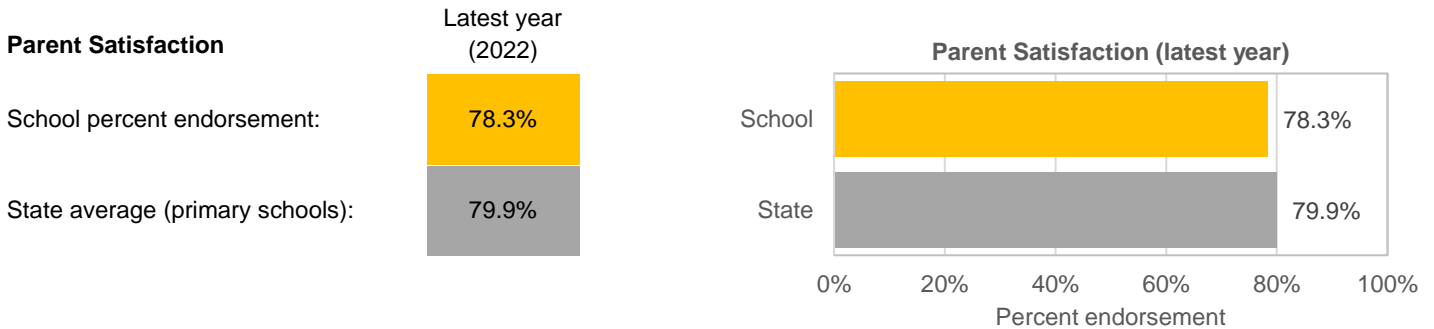
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

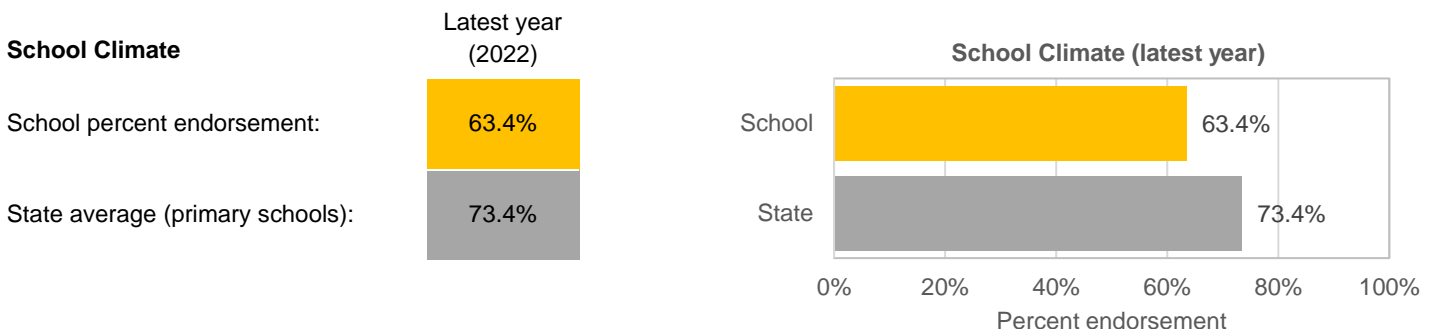


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

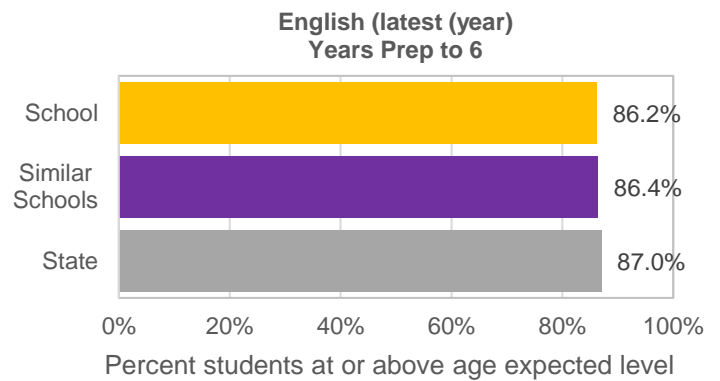
86.2%

Similar Schools average:

86.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

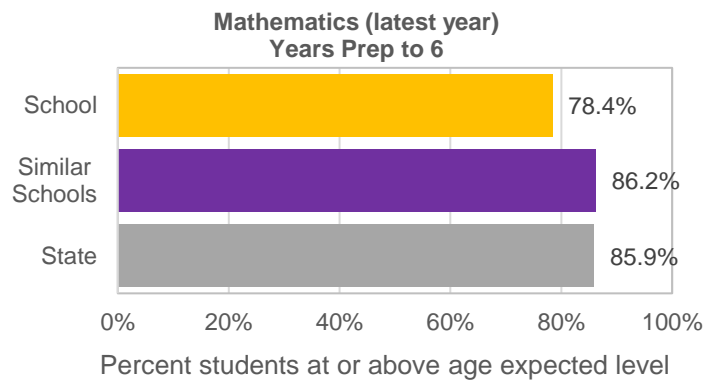
78.4%

Similar Schools average:

86.2%

State average:

85.9%



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.

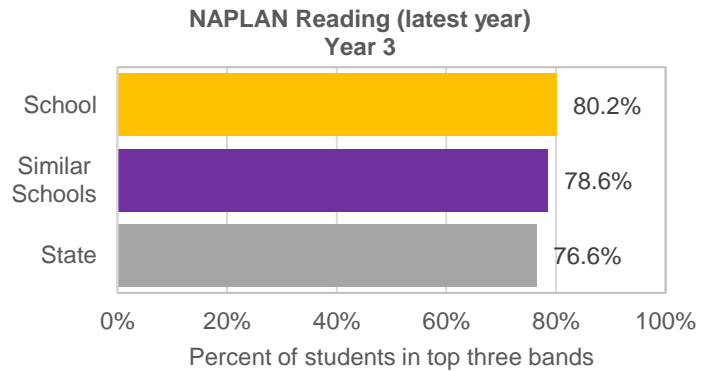
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

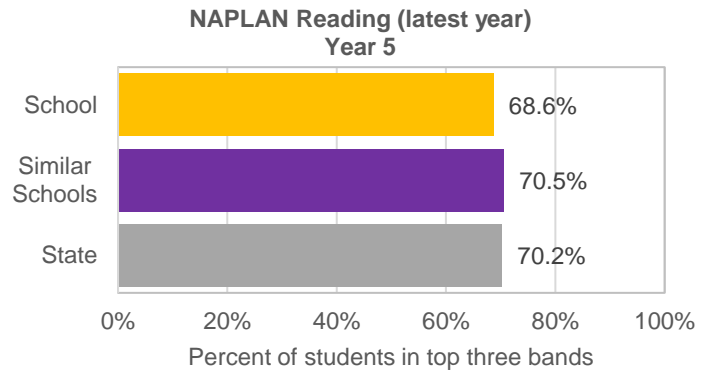
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.2%	77.6%
Similar Schools average:	78.6%	78.2%
State average:	76.6%	76.6%



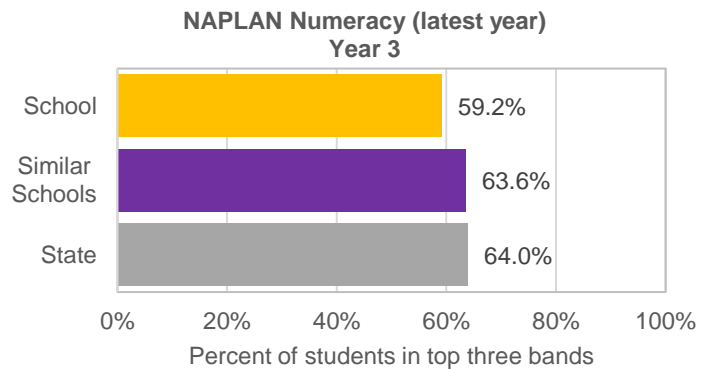
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.6%	65.8%
Similar Schools average:	70.5%	68.4%
State average:	70.2%	69.5%



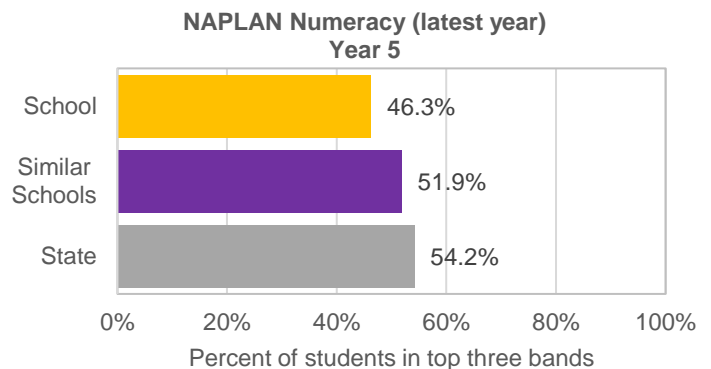
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.2%	65.9%
Similar Schools average:	63.6%	65.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.3%	49.3%
Similar Schools average:	51.9%	57.0%
State average:	54.2%	58.8%



WELLBEING

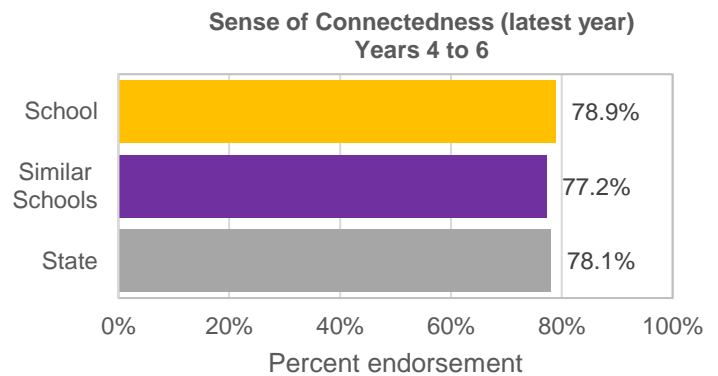
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	78.9%	76.0%
Similar Schools average:	77.2%	78.4%
State average:	78.1%	79.5%

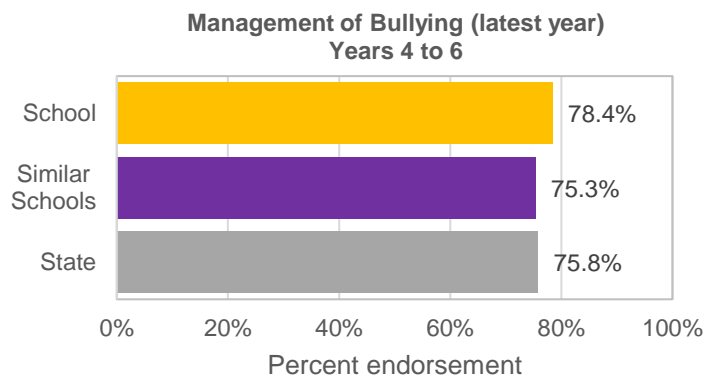


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	78.4%	76.5%
Similar Schools average:	75.3%	77.2%
State average:	75.8%	78.3%



ENGAGEMENT

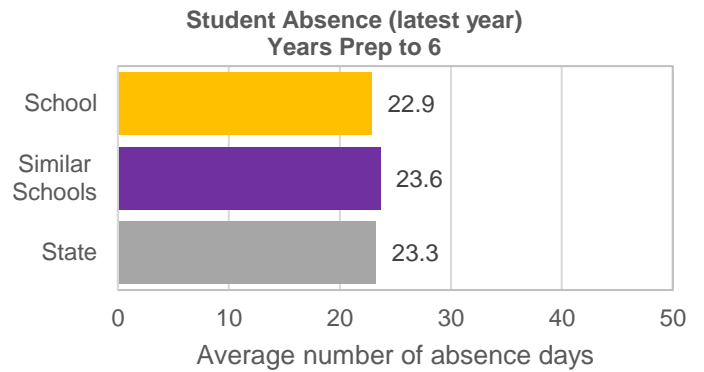
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	22.9	17.7
Similar Schools average:	23.6	17.0
State average:	23.3	17.0



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 (2022):	90%	88%	90%	89%	87%	88%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$6,627,393
Government Provided DET Grants	\$769,545
Government Grants Commonwealth	\$13,530
Government Grants State	\$0
Revenue Other	\$42,889
Locally Raised Funds	\$365,180
Capital Grants	\$25,000
Total Operating Revenue	\$7,843,536

Equity ¹	Actual
Equity (Social Disadvantage)	\$78,530
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$78,530

Expenditure	Actual
Student Resource Package ²	\$6,557,871
Adjustments	\$0
Books & Publications	\$3,437
Camps/Excursions/Activities	\$206,312
Communication Costs	\$10,678
Consumables	\$110,153
Miscellaneous Expense ³	\$37,191
Professional Development	\$20,111
Equipment/Maintenance/Hire	\$78,633
Property Services	\$128,007
Salaries & Allowances ⁴	\$346,590
Support Services	\$175,318
Trading & Fundraising	\$31,711
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,829
Total Operating Expenditure	\$7,765,842
Net Operating Surplus/-Deficit	\$52,694
Asset Acquisitions	\$114,523

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$649,082
Official Account	\$47,705
Other Accounts	\$5,277
Total Funds Available	\$702,065

Financial Commitments	Actual
Operating Reserve	\$185,443
Other Recurrent Expenditure	\$7,894
Provision Accounts	\$0
Funds Received in Advance	\$63,615
School Based Programs	\$318,015
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$40,589
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	\$71,000
Maintenance - Buildings/Grounds < 12 months	\$200,847
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$899,403

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.