

Bayswater Primary School
School Number: 2163

**2008 Annual Report to the
School Community**



Department of Education and
Early Childhood Development

School Overview

<p>Purpose</p>	<p>To provide an engaging curriculum that fosters a love of learning while developing personal, academic and physical growth in an atmosphere of mutual respect and cooperation enabling students to positively contribute to their community.</p>
<p>Values</p>	<p>The values that form the basis of the actions of the whole school community are:</p> <ul style="list-style-type: none"> • Respect – Respect for each other and our environment • Care – Commitment to each other and all we do • Integrity – In all our actions • Confidence – To approach the new and familiar • Courage – To take considered risks • Humour – To embrace all we do and all we face • Persistence – To do our best and never give up
<p>Environmental Context</p>	<p>Bayswater Primary School was founded in 1879 and has been an integral part of the Bayswater community for over 125 years. Bayswater is an outer eastern suburb of Melbourne nestled at the foot of the picturesque Dandenongs.</p> <p>The school has extensive grounds that provide students with a variety of passive and active play areas including a large oval, soccer field and two full sized outdoor basketball / netball courts. The school also has indoor sports facilities in the school hall including a full sized volleyball court, a half sized basketball court and bat tennis courts.</p> <p>Modern, fully air-conditioned, heated, permanent buildings provide rooms for generalist classes as well as Music, Literacy Intervention, LOTE (German), Additional Assistance, Buddies and venues for community meetings. The school also has an Art / Craft room, Library, Canteen and Hall. All classrooms including the Library are fully networked with an interactive whiteboard and at least five computers providing extensive access to Information and Communication Technology. All teaching staff have laptop computers for classroom planning and teaching.</p> <p>The school is committed to providing a comprehensive curriculum based on the Victorian Essential Learning Standards and classes are organised into VELs levels. The school has embraced new assessment and reporting processes through the QuickVic Reporting System and Student Assessment Portfolios.</p> <p>Bayswater Primary School has a blend of highly experienced staff as well as enthusiastic graduate teachers providing:</p> <ul style="list-style-type: none"> • excellent teaching and learning programs • excellent student welfare and discipline programs <p>The School successfully gained accreditation as a Performance and Development Culture School during the 2008 school year.</p> <p>Bayswater has been an ageing area with a reducing student population and the school enrolment has reduced in recent years to a current enrolment of approximately 170. The nearest Council Pre-school, Koolyangarra, has closed however the school is close to a number of private pre-school providers with whom it has established close links.</p> <p>Approximately 50% of families receive the Education Maintenance Allowance and</p>

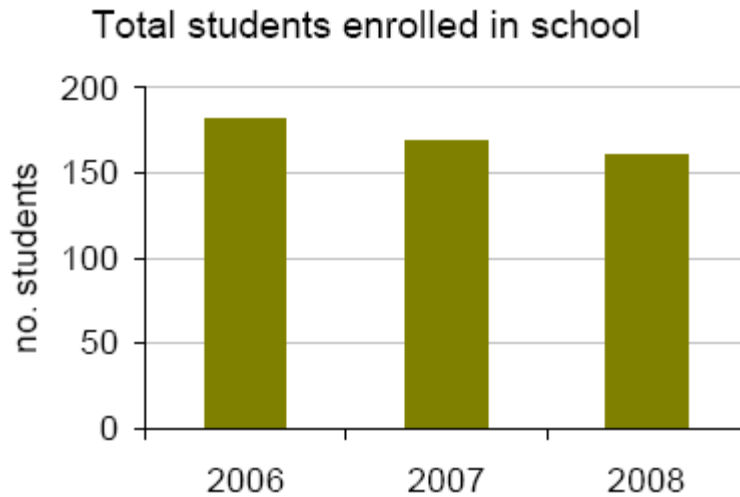
	there is a small but increasing number of students for whom English is a second language.
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Strategic Intent

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	To improve student achievement for all students in all areas of the curriculum with the particular focus on English and Mathematics.	To improve levels of student engagement in learning and feelings of wellbeing.	To improve effective school transition processes for all students at key points in their schooling.

Key Improvement Strategies

Teaching and Learning	Implement the Victorian Essential Learning Standards and the Principles of Learning and Teaching, to enhance learning and teaching practices in the school and develop classroom programs that promote high level student outcomes.
Student Assessment	Implement curriculum planning based on regular ongoing student assessment.
Student Assistance and Extension Programs	Review the current provision of assistance strategies and programs for students at all levels of achievement and develop/extend programs to better meet the diverse needs of students. These should include enrichment, enhancement and intervention activities.
Assessment and Reporting	Provide professional development and training to promote consistency of assessments by teachers.
Performance and Development	Evaluate the performance and development culture of the school and implement improvements in the relevant elements of the organisational climate of the school.
Student Welfare	Implement a broad range of programs and proactive strategies to promote improvement in student engagement, welfare and management.
Student Pathways and Transition	Enhance levels of involvement with the kindergartens in the area and strengthen the relationships and working links with nearby secondary colleges. Expand the school's involvement as an education provider from new born to year 6. Strengthen the in-school transition processes to track students' progress and develop pathways to meet the particular learning needs of students with special needs.



2008 saw a slight decrease in enrolments however Prep enrolments increased from 17 in 2007 to 26 in 2008. The final school enrolment was 161.



It is pleasing to see the parent satisfaction measure improve from 5.36 (2007) to 5.85 (2008) on a scale from 1 to 7

Staff Satisfaction - The average score for staff satisfaction (morale) at this school improved from 62.9 (2007) to 70.1 (2008) on a scale from 0 to 100 where 100 is the best possible score.”

Teacher Retention - Of the 15 teaching staff at Bayswater Primary School (including those on family leave), 15 or 100% were still at the school at June 2008.

Teacher participation in professional learning – As a part of the Professional Review Program all teachers meet with the Principal at the beginning of each year to determine personal Professional Learning needs that are supported within school goals and priorities. Examples of Personal Learning undertaken as part of the established Performance and Development Culture in 2008 include:

- Performance and Development Culture. Accredited 2008.
- Cluster math and science, ‘Canstruction’ project
- Principles of Learning and Teaching
- Victorian Essential Learning Standards
- Self assessment and data analysis
- Team board and Easy Teach
- Effective Mathematics teaching skills
- Effective Literacy teaching skills
- Assessment moderation
- Assessment of learning, as learning, for learning
- Mathematics network meetings
- Knox Council: ‘Strengthening Links- Supporting Transition to School
- EPotential Survey and associated PD
- Training for teacher mentors
- Induction / Mentoring for Beginning teachers
- Students with Disabilities and Impairments
- Curriculum network meetings

Teacher Qualifications – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at <http://www.vit.vic.edu.au>

Principal's Report

We, the Staff of Bayswater Primary School, have been given the privilege and the responsibility of working in partnership with families to equip our students with the skills and understandings they need to live happy and fulfilling lives. We enable our students to make significant contributions to society by facilitating their academic, physical, inter-personal and personal growth; laying foundations for successful ongoing learning across all strands of the Victorian Essential Learning Standards.

Our work can be complex as we seek to promote the learning of all students. There are however important principles that have been demonstrated to make a positive difference to student learning. These principles include:

- Good relationships
We aim to greet every student every day and to make time regularly for a chat to each student. We want to make sure that each student understands that she / he is important. We seek to develop partnerships with parents so that we can work together to help their child learn and grow.
- High expectations
We have high but achievable expectations for all of our students.
- Time on task
We aim to ensure that students spend a high proportion of class time on appropriate learning tasks
- Engaging Curriculum
We embed learning and teaching in themes that generate interest and capture the imagination. We aim to have students engaged in their own learning: setting goals and self assessing.
- Differentiated curriculum
We aim to differentiate learning tasks to meet the learning needs of all students.
- Explicit teaching of important skills and understandings
We ensure that students are developing essential skills and understandings. Sometimes the best way to do this is through explicit teaching.
- Ongoing student assessment
Our curriculum planning must be informed by an understanding of how our students are progressing enabling us to effectively target our efforts to meet student learning needs.

Features of the 2008 school year include:

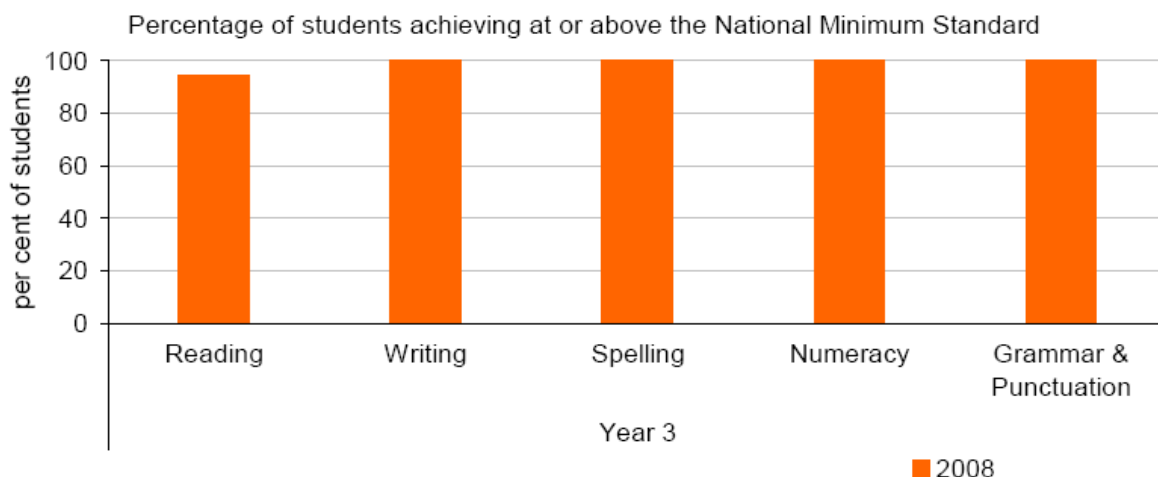
- Accreditation as a Performance and Development Culture school for effective Staff Professional Development and Staff Induction programs
- A whole school focus on ensuring that all students develop essential English, Mathematics and Social skills
- Our Knox North / West network Mathematics and Science Construction competition. This project involved students from years 3 to 6 using mathematics, science, engineering and computer skills to design and build a construction out of full food cans. The school took out a number of prizes at the final with students happy to receive awards from the State Minister for Education.

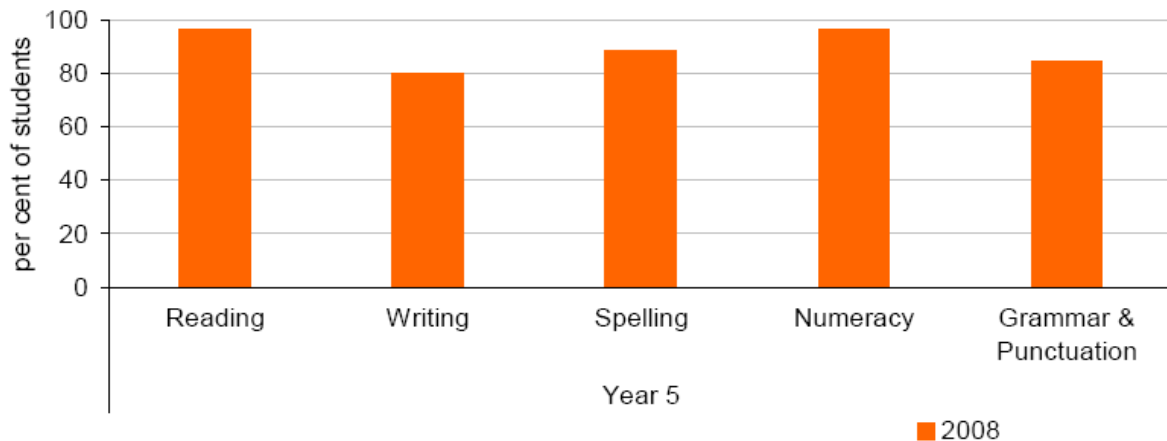
- Broad parent / community participation in school programs providing programs such as Additional Assistance programs, Classroom Assistance programs, the Kids Hope program, as well as help with excursions, working bees, School Council membership, School Discos etc ..
- Our excellent FUNdraising Committee providing valued resources for our school community and lots of FUN along the way
- The school Performing Arts program including instrumental music lessons, our excellent school choir, and our end of year concert
- Demonstrable improvement in student participation in Physical Education and Sport programs with related improvements in student skills and fitness
- Our Computer / ICT program providing students with important skills
- Successful Prep transition and pre-prep programs
- Successful playgroups for parents with children from 0 to 4 years old
- Successful Brain Food and Free Fruit Friday programs encouraging students to eat healthy food through the day
- Provision of Interactive Whiteboards in every classroom
- Happy, safe students enjoying their time at school

2008 was a year of growth with a clear focus on improved student learning outcomes. We look forward to building on this growth during the 2009 school year as we continue to build a happy, safe and engaged learning community.

Student Progress & Achievements

Student Learning





Prep

100% of students deemed capable achieved at or above the expected level in English (Reading)
 92% of students deemed capable achieved at or above the expected level in English (Writing)
 100% of students deemed capable achieved at or above the expected level in Mathematics (Number)

Year 1

82% of students deemed capable achieved at or above the expected level in English (Reading)
 94% of students deemed capable achieved at or above the expected level in English (Writing)
 94% of students deemed capable achieved at or above the expected level in Mathematics (Number)

Year 2

92% of students deemed capable achieved at or above the expected level in English (Reading)
 82% of students deemed capable achieved at or above the expected level in English (Writing)
 91% of students deemed capable achieved at or above the expected level in Mathematics (Number)

Year 3

75% of students deemed capable achieved at or above the expected level in English (Reading)
 78% of students deemed capable achieved at or above the expected level in English (Writing)
 71% of students deemed capable achieved at or above the expected level in Mathematics (Number)

Year 4

79% of students deemed capable achieved at or above the expected level in English (Reading)
 83% of students deemed capable achieved at or above the expected level in English (Writing)
 91% of students deemed capable achieved at or above the expected level in Mathematics (Number)

Year 5

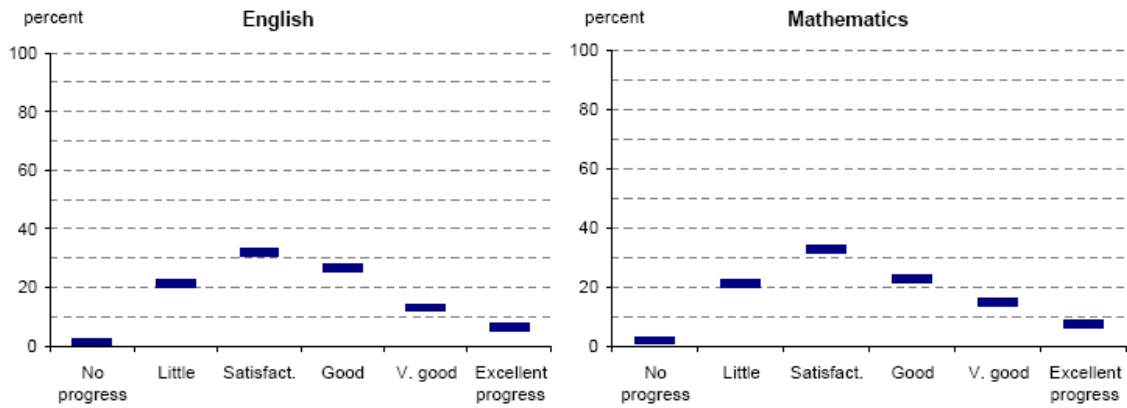
85% of students deemed capable achieved at or above the expected level in English (Reading)
 68% of students deemed capable achieved at or above the expected level in English (Writing)
 72% of students deemed capable achieved at or above the expected level in Mathematics (Number)

Year 6

90% of students deemed capable achieved at or above the expected level in English (Reading)
 78% of students deemed capable achieved at or above the expected level in English (Writing)
 79% of students deemed capable achieved at or above the expected level in Mathematics (Number)

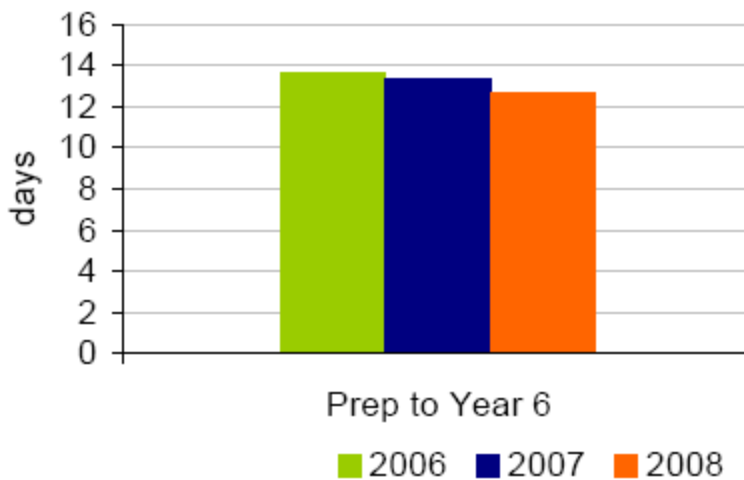
Teacher Assessment of Student Progress (PSD students)

School no: 2163
 School name: Bayswater Primary School

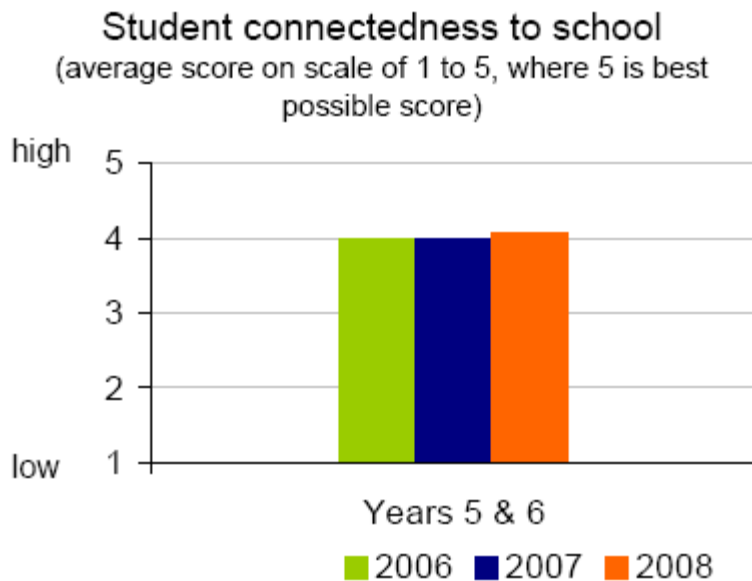


Student Engagement and Wellbeing

Average number of absent days per student



It is pleasing to see that the average number of absence days per student has trended down over the past 3 years. This statistic is consistent with improvements in the Student Attitudes to School Survey results. The school will aim to further reduce this statistic in 2009.



It is pleasing to note that student connectedness to school data has improved from 2007 to 2008. This reflects an improvement trend across the Student Attitudes to School survey.

Student Pathways and Transitions

Student Pathways

Bayswater Primary School aimed to enhance student pathways from pre-school to prep and from year 6 to year 7 through:

- The development of Out Of School Hours Care programs, Holiday Care programs and Playgroups during the 2008 school year
- Provision of a Pre-prep Program available to any pre-school aged child
- Provision of a Prep Transition program for pre-school aged children enrolled at Bayswater PS for the 2009 school year
- Establishment of closer working relationship with local childcare providers
- Provision of a range of opportunities for pre-school students to visit Bayswater Primary School
- Establishment of a close working relationship with Bayswater Secondary College
- Provision of transition information to year 6 students including information about a range of secondary schools
- Provision of meaningful student data to secondary schools
- Provision of a range of opportunities for year 6 students to visit Bayswater Secondary College

Achievement areas

- The school has allocated one room as a local area Playgroup room. Playgroups have been established and have used this room on a weekly basis. The school also allocated funds to assist these groups with some equipment and other fittings.
- The school provided a successful Pre-prep program for any preschool aged child during term 3. This program consisted of 8 * 45 minute sessions based on dance, games, art/craft, music, literacy and numeracy. The emphasis was enjoyment and the aim was to develop familiarity and confidence for preschool children in a school environment.
- Our Junior School Coordinator regularly visited pre-schools and crèches to introduce activities that they would do at school.
- The school provided a successful Prep Transition program during term 4 for students enrolled at Bayswater PS for the 2009 school year. This program consisted of 6 * 45 minute sessions

based on dance, games, art/craft, music, literacy and numeracy. The emphasis was enjoyment and the aim was to develop familiarity and confidence for future students.

- The school established a good working relationship with local childcare providers providing a number of opportunities for pre-school students to visit the school as part of their pre-school program.
- Our Physical Education teacher ran a PMP program that included the children from the local crèche
- Transition program from grade two to three and four to five in Term 4. These are important milestones for students. Staff worked closely together towards the end of the year to enable students to visit their new level and become accustomed to the setting. In 2009, we will extend this program still further.
- The school worked closely with Bayswater SC throughout 2008, particularly through the implementation of the cluster Innovations and Excellence project. Bayswater SC provided transition information sessions to our year 6 students. Meaningful data was provided to destination secondary colleges, particularly in the case of students who had experienced learning difficulties through their primary education.
- A number of visits to Bayswater SC by year 6 students including involvement in programs led / run by secondary college students.

Future Directions

Our School Strategic Plan (2009 -2012) details future directions for school development. The three key focus areas are:

- To improve student achievement in Literacy and Numeracy.
- To ensure students are engaged in their learning, and feel safe and connected to school, thus promoting student attitudes and behaviours that support academic excellence.
- To ensure informed and effective transitions for all students at all stages of schooling.

There are a number of strategies the school will use to enhance student learning. Future strategies include:

- Continued Staff focus on and professional development in effective teaching of English and mathematics skills.
- Development of extension programs for high achievers.
- Establish “three-way” student-led reporting conferences involving student, teacher and parents.
- Discuss the responses to the Attitudes to School Survey with students, exploring the reasons for positive and less positive responses.
- Provide opportunities for the school community to revisit the Values program to ensure the views of the current school community are reflected in the program.
- Identify and use strategies for improving the relationships between all school stakeholders, eg effective feedback from parents, and to increase the effectiveness of all staff, parents and students, in handling interactions in a positive and constructive way.

- Establishment of an Early Learning Centre incorporating playgroups, pre-school and Prep. This centre will be based on a developmental curriculum flowing from Playgroup to Pre-school to Prep.
- Increase the range of opportunities for parents to be actively involved in their children's learning.
- Use the ePotential survey to provide ICT learning outcomes for teachers wthat will directly affect their ability to engage and improve student learning.
- Develop a Cyber Bullying Policy to promote the responsible use of technologies.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$165,189
Commonwealth Government Grants	\$1,361
State Government Grants	\$0
Other	\$30,495
Locally Raised Funds	\$68,314
Total Operating Revenue	\$265,360
Expenditure	
Salaries and Allowances	\$56,749
Bank Charges	\$637
Consumables	\$35,585
Books and Publications	\$1,346
Communication Costs	\$7,867
Furniture and Equipment	\$14,949
Utilities	\$15,536
Property Services	\$55,117
Travel and Subsistence	\$37
Motor Vehicle Expenses	\$0
Administration	\$15,632
Health and Personal Development	\$647
Professional Development	\$10,777
Trading and Fundraising	\$18,247
Support/Service	\$23,686
Miscellaneous	\$33,765
Total Operating Expenditure	\$290,576
Net Operating Surplus/-Deficit	-\$25,216
Capital Expenditure	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$71,367.43
Official Account	\$20,973.34
Other Bank Accounts(listed individually)	\$78,142.48
(insert)	
(insert)	
Total Funds Available	170,483.25
Financial Commitments	2008 Actual
School Operating Reserve	\$42,732.08
Co-operative Bank Account	\$0
Assets or Equipment Replacement < 12 months	\$50,000.00
Revenue Received in Advance	\$11,000.00
Building/Grounds including SMS < 12 months	\$31,500.00
Region /Clusters Funds/School Based Programs < 12 months	\$8,000.00
Provision Accounts < 12 months	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$0
Assets or Equipment Replacement > 12 months	\$0
Building/Grounds including SMS > 12 months	\$27,251.17
Region /Clusters Funds/School Based Programs > 12 months	\$0
Provision Accounts > 12 months	\$0
Co-operative loan >12 months	\$0
Beneficiary/Memorial Accounts	\$0
Total Financial Commitments	\$127,751.17

School Contact Information

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