

2018 Annual Report to The School Community



School Name: Benton Junior College (5488)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 27 March 2019 at 08:03 AM by Kerry Griffin
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 04:39 PM by Lisa Michod (School
Council President)

About Our School

School context

Benton Junior College is a Victorian Government primary school located east of the Mornington township. Our College has an enrolment of 898 students. We have 63.47 equivalent full time staff comprised of 2.6 Principal class, 53.3 teaching and specialist staff, 11.4 Education Support staff.

The College is authorised with the International Baccalaureate Organisation - Primary Years Programme (PYP). Opportunities for children to achieve their academic and social potential are developed through a meaningful curriculum that connects with local and global communities. This is encapsulated in our mission statement: 'to motivate to learn; to teach to think; to encourage to imagine; and to show the compassion to care globally'. Through the PYP, our students are immersed in 6 units of inquiry which offer a transdisciplinary approach to their learning. Knowledge, concepts, skills and action together with the Learner Profile form the structure of the PYP where we aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world. As a school, we are committed to meeting the needs of all students by catering for their large range of interests and capabilities with differentiated approaches. To achieve these goals we encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional wellbeing of students.

As a Professional Learning Community (PLC), we aim to provide children with a comprehensive, inquiry approach to learning, tailored to their individual needs. The explicit teaching of literacy and numeracy skills is embedded in the curriculum. Our College has a clear focus to improve student achievement in English and Mathematics. Building from our introduction of an Instructional Model in Mathematics, we embedded an Instructional Model for the teaching of Literacy across the College. Throughout 2018 the College went through a DET review process, which included an extensive self-evaluation and the writing of our new Strategic Plan 2018 – 22.

Teachers work in Professional Learning Teams (PLT) to ensure there is a strong focus on students learning essential skills in English and Mathematics. Teachers plan collaboratively and use Common Formative Assessments to identify students' learning needs and to personalise learning. There is a strong emphasis on explicit teaching, PLT's and students working in collaboration with their teachers to create individual learning goals in literacy and numeracy.

Our College offers a welcoming, safe and stimulating learning environment for all children. Student enrolments have remained consistent with our largest cohort of student in year 6 exiting at the end of 2018. We work to create a College that nurtures and has a calm, purposeful, friendly and respectful environment. Classrooms are well equipped, pleasant and welcoming. Benton is recognised as a caring learning community, committed to personal learning and agreed values. Our excellent classroom Music and extensive Instrumental Music Program, comprehensive Physical Education and Visual Arts programs, Japanese Language and Culture program and the growing 1:1 iPad program support the individual interests and needs of students.

Students are also provided the opportunity to participate in a wide range of extra-curricular activities which enhance and support our classroom programs. Peninsula Accelerated Learning Program, school band and ensembles, junior and senior choir, school productions, Arts Week, Athletics, Swimming, Team Sports and Camping programs extend student learning opportunities.

The College is architecturally designed featuring inter-connected open classrooms which all have air conditioning. The gymnasium provides a wonderful facility for Physical Education and compliments our extensive sports grounds, basketball courts, playgrounds and landscaped gardens. Specialist classrooms for Japanese, Information and Communication Technology (ICT), Visual Arts and Performing Arts also enrich students' experiences. Resource Hubs are attached to each Year level and additionally the Lexile library caters for individual reading levels. We run our own outstanding Before and After School Care Program that is widely utilised and greatly appreciated by many families in our community.

Our Student Family Occupation & Education (SFOE) of 0.3499 has changed little over the past 3 years and indicates a medium to high socio-economic demographic.

Parent and community interaction is actively encouraged on many levels including involvement through School Council, fundraising events, Parent Information sessions, Benton Voice, Human Powered Vehicle, social service initiatives, parent classroom representatives with a myriad of other volunteer support in grounds and resource maintenance, sports coaching, excursions and camps.

Framework for Improving Student Outcomes (FISO)

At Benton Junior College in 2018 we continued to focus on improving student learning outcomes in Mathematics and English by further refining our curriculum planning and assessment, with the goal of providing a comprehensive rigorous, high quality differentiated program. A comprehensive whole school data wall was created to support teaching teams to maintain a collaborative approach to planning, teaching, learning and assessment.

As a part of the Teacher Professional Conversation Cycle (TPCC), peer observations were introduced to assist teachers when embedding the use of high impact teaching strategies in their practice. Providing targeted feedback to students continued to be a focus, with many teaching teams trialling individualised goal setting techniques to enhance student engagement and outcomes.

The adoption of the reading lesson structure and implementation of the Reader's Notebook has provided the school with consistency in the teaching of reading based upon evidenced best practice. During 2019 we plan to further develop reading instruction by introducing the Partner Reading program. We will also be working on introducing the Victorian Pedagogical Model across the school and adding Learning Walks to our TPCC practice. Strengthening teacher feedback to students, student feedback to teachers and goal setting to enhance student voice and choice in their learning will also be a priority.

Achievement

Student performance data for 2018 indicated student achievement above that of students in similar schools in all areas of English, Number and Algebra. 95% of students achieved at or above the age expected for Reading and Viewing, 93% for Writing, 98% for Speaking and Listening and 94% for Number and Algebra.

Naplan data showed that in 2018, 62% of year 3 and 35% of year 5 students achieved in the top two bands for Reading. This demonstrated the year 3 cohort was achieving above students in similar schools and the year 5 cohort below similar schools.

Naplan Writing data indicated that 68% of year 3 and 23% of year 5 students achieved in the top two bands. Both cohorts performed significantly higher than students in similar schools.

Mathematics Naplan data showed that 57% of students in year 3 achieved in the top two bands which was higher than similar schools at 46%. Year 5 Mathematics Naplan data showed that 30% of students achieved in the top two bands compared to 33% of students in similar schools.

Future achievement goals were set in the 2019 AIP.

By the end of 2019 improve the percentage of students in the top two bands of NAPLAN at Year 3 (bands 5 & 6) as follows:

Benchmark	2018	2019 Target
Reading	61%	63%
Writing	68%	69%
Numeracy	56%	58%

By the end of 2019 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:

Benchmark	2018	2019 Target
Reading	35%	36%

Writing	23%	24%
Numeracy	30%	32%

Engagement

Our school continues to nurture an inclusive, purposeful and respectful environment where cooperation, positive behaviour and effective communication between teachers, students and peers is promoted. Students are given the opportunity to grow and develop a love of learning in well-equipped inviting classrooms.

Teachers work collaboratively in professional learning teams and plan detailed curriculum programs while following a structured inquiry approach encompassing the five elements of the Primary Years Program (PYP). Teachers work together to ensure the needs of all students are met. Staff collectively maintain high achievement expectations for all students, and provide resources and opportunities for all students to succeed. Benton Junior College provides a range of opportunities to celebrate success and achievements.

The extensive Specialist programs support the individual interests and needs of our students. Students also participate in a range of extra-curricular activities which enhance and extend the classroom programs while providing opportunities for all students to engage in a range of learning activities. Benton Voice, Foundation through to Year 5 buddy programs and the Year 6 Leadership program enable students to become actively involved in their school.

The percentage of student absences was lower than other schools, given the background characteristics of students. During 2018 the average student attendance rate did not fall below 92% across all year levels Foundation to Year 6

Wellbeing

Benton Junior College have continued to recognize that health and wellbeing has a positive and significant impact on attitudes to learning, social relationships and student achievement.

Our 2017 Parent Opinion Survey indicated a need to engage a whole school approach to anti-bullying. This was implemented through Highway Heroes, a targeted research based program that engages both students and parents. Our Attitudes to School survey data in 2018 indicated that across Years 4-6 our children were feeling more empowered when managing bullying.

Through explicit teaching of Social and Emotional Learning within the classroom, children understand the impact that their behaviour has on others; feel confident to act upon the skills and strategies they have developed to address challenging behaviours; and become more resilient when dealing with everyday challenges. Our Attitudes to School results reflected that our children are feeling more connected to school than in previous years as well as improvements in learning confidence and resiliency skills.

Financial performance and position

School expenditure included general maintenance of the College such as painting and recarpeting of classrooms. Funds were also allocated to our priorities for improved student achievement in literacy and numeracy, together with the continued professional learning for all staff. Our fundraising committee were again active and the school fete contributed significantly to the installation of the Year 2 /3 playground equipment.

Equity funding was used to support professional development and the resourcing of the AIP Literacy and Welfare programs.

For more detailed information regarding our school please visit our website at
<https://www.bentonjuniorcollege.com>

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 898 students were enrolled at this school in 2018, 434 female and 464 male.

2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35 %</td> <td>48 %</td> <td>18 %</td> </tr> <tr> <td>Numeracy</td> <td>25 %</td> <td>53 %</td> <td>21 %</td> </tr> <tr> <td>Writing</td> <td>13 %</td> <td>46 %</td> <td>41 %</td> </tr> <tr> <td>Spelling</td> <td>18 %</td> <td>59 %</td> <td>23 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28 %</td> <td>44 %</td> <td>29 %</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35 %	48 %	18 %	Numeracy	25 %	53 %	21 %	Writing	13 %	46 %	41 %	Spelling	18 %	59 %	23 %	Grammar and Punctuation	28 %	44 %	29 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	94 %	93 %	93 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	94 %	93 %	93 %	92 %										

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,042,302	High Yield Investment Account	\$317,930
Government Provided DET Grants	\$683,217	Official Account	\$125,892
Government Grants Commonwealth	\$183,376	Other Accounts	\$532,239
Government Grants State	\$14,852	Total Funds Available	\$976,062
Revenue Other	\$72,086		
Locally Raised Funds	\$902,109		
Total Operating Revenue	\$7,897,942		
Equity¹			
Equity (Social Disadvantage)	\$47,168		
Equity Total	\$47,168		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,185,131	Operating Reserve	\$288,394
Books & Publications	\$33,615	Provision Accounts	\$35,500
Communication Costs	\$11,159	Funds Received in Advance	\$75,063
Consumables	\$173,067	School Based Programs	\$219,547
Miscellaneous Expense ³	\$586,680	Funds for Committees/Shared Arrangements	\$12,650
Professional Development	\$48,310	Repayable to the Department	\$142,487
Property and Equipment Services	\$308,831	Asset/Equipment Replacement < 12 months	\$81,931
Salaries & Allowances ⁴	\$493,614	Maintenance - Buildings/Grounds < 12 months	\$120,490
Trading & Fundraising	\$99,203	Total Financial Commitments	\$976,062
Travel & Subsistence	\$144		
Utilities	\$46,527		
Total Operating Expenditure	\$7,986,281		
Net Operating Surplus/-Deficit	(\$88,339)		
Asset Acquisitions	\$23,250		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

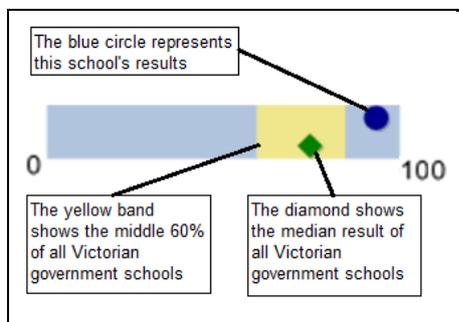
Engagement

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

Wellbeing

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

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

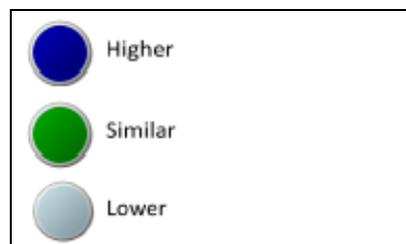


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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