Our soccer team on the way to the State Finals
School Overview

Bannockburn Primary School is building a strong student-centred curriculum based on the Victorian Essential Learning Standards, with a major focus on Literacy and Numeracy. We also have a commitment to curriculum extension activities to extend, engage and challenge all children. We have been involved in a range of innovative programs under the HiHaHe (High Interest, High Achievement, High Expectations) program to develop a school wide approach to meeting the individual needs of all children.

We use the Effective Schools Model to guide our focus on school improvement. The development of clear teaching & learning guidelines, planning for a structured learning continuum that caters for all (with an emphasis on high and low achievers) and a differentiated curriculum underpin our current work. We have put in place steps (such as employing extra staff) to allow for small group instruction. Teachers in their teams plan for ‘point of need’ teaching for all children.

We have a commitment to student wellbeing based on a whole school community adoption of the TRIBES® process. We will also continue to develop resilient children and explore further programs to increase student wellbeing such as the Allanah & Madeline “Best Buddies” program.

The curriculum is supported by a commitment to embedding ICT meaningfully into all teaching and learning with a focus on students using ICT to communicate understanding and enjoyment of their learning. ICT is also used for planning and instruction by staff. During this year we began the implementation of digital technologies such as Interactive Whiteboards to enhance teaching and learning across the school.

We strive to offer innovative learning opportunities for all students and have been recognised for such projects as our Solar Boat program, the use of Digital Microscopes across the curriculum and many more. This is an area that we will focus on in the future.

We are involved in the Building Futures program (Stage 4), with a P-9 educational facility planned on a new site in the near future. We are exploring choices for future educational provision in Bannockburn that encompass pathways for Kinder to post-compulsory education for all Bannockburn children.

The school boasts a talented and professional staff. We aim to continue to build our strong Professional Learning Teams and to implement and extend our accredited Performance and Development culture.

More detail and all school documentation can be found at: [http://www.bannockburnps.vic.ed.au](http://www.bannockburnps.vic.ed.au)
Principal's Report

During 2007 the whole school has begun work on achieving the goals we established in our Strategic Plan:

- To improve student learning achievement in English and Mathematics, especially in Grades 3 to 6.
- To improve student safety, engagement and connectedness.
- To improve transition for students entering Bannockburn Primary School.

We have used the Effective Schools Model to develop a school approach to improving learning outcomes for all students. By focussing on components of the model such as: Focus on Teaching & Learning, Purposeful Teaching, Shared Vision & Goals, High Expectations of All Learners, Stimulating & Secure Learning Environment. This had led to such initiatives as: the HiHaHe program, teacher teams working on developing a P-6 continuum of learning, grouping of students for Maths, the use of interactive whiteboards and much more. As part of this approach to individualised teaching for students, we introduced a range of activities that were planned to improve student learning and student engagement. These activities included:

- Robotics
- Mathletics
- Working with a Marine Biologist
- Research Challenge
- Research Challenge
- Card Making
- Web Design
- Writing Workshops
- Tournament of Minds
- Think F.A.B
- Solar Boats
- Kids In The Kitchen
- Tabloid Sports
- House Athletics at Goldsworthy Reserve
- Scrapbooking
- Drumming Workshop
- CD recording of singers
- Chemistry
- Working with an Author
- Challenge Days

The highlights for the year included our soccer team making it to the State Finals and two of our solar boat teams making it to the National Finals in Adelaide. We also had major events for students. Every grade 3/4 and grade 5/6 designed and made their own clock. All grade 3 – 6 children also made an individual jigsaw piece as part of the National Safe School program.

This year also saw Bannockburn Primary School make big changes to our use of I.C.T in the classrooms. We now have 12 interactive whiteboards for student and teacher use. We have a bank of 12 laptop computers to allow easy access for all students. Digital cameras and digital DVD recorders gives us a greater opportunity to engage and extend children through the use of digital technology.

Our sporting triumphs have continued. All grade 3 – 6 children experienced a real athletics venue for the school athletics this year. Melbourne Storm introduced us to rugby skills. Activities ranged from swimming, inter-school sport in Basketball, netball, football, volleyball, t-ball, tabloid sports and ball games. Our soccer team made it to the state finals – an outstanding effort.

As usual we receive fantastic support from parents. Through School Council and the P.F.A, working bees and Twilight Fair, helping in the classrooms, on excursions and camps, we are lucky to have such a wonderful support from our parents.

Building our robots

At the Marine Discovery Centre
Student Progress & Achievements

Student Learning

We identified a number of areas for improvement in 2007. These areas included:

- Development of Prep – 6 learning sequences in English and Maths. These sequences are to include:
  - Specific knowledge, skills and processes based on the VELS
  - Specific effective teaching strategies
  - Setting high expectations for all children
- A focus on explicit teaching. Developing programs based on explicit proven teaching strategies to work with low achievers
- Meeting times for Professional Learning Teams regularly given over to teaching and learning and a review of individual and area student learning

We put in place a number of initiatives and strategies that will help us deliver on our goals as stated earlier. Our budgeting process saw the majority of untied funds allocated to teaching teams to allow them to target specific areas of improvement. This included more targeted Reading materials, hands-on maths equipment and student enrichment programs such as HiHaHe.

Grade teams focussed on planning for English & Maths. This planning included: catering for high and low achievers, sharing knowledge between teachers, developing high interest materials.

Class sizes were kept small (largest-24 ave-22) to allow for greater teacher / student interaction. In grades 3 – 6 maths groups were formed with the addition of the Assistant Principal to ensure children were grouped according to needs, high and low achievers were better catered for and extension activities offered.

We introduced interactive whiteboards across the school following on from a PD program from expert teachers from other schools.

We were successful in obtaining funding under the National Schools Chaplaincy program to extend support to students and families.

With a greater emphasis placed on Maths, our results in this area were pleasing with a substantial increase in the number of students at or above the expected standard. Our Reading results remained static and this area will be targeted in 2008, with the provision of a part time position in Grade 3/4 to allow for more focussed and purposeful teaching.

In grade 5 the results were similar, with an increase in Maths achievement, but a slight decline in the percentage of students who achieved at or above the expected standard in Reading. Our results met our targets and there was improvement in Reading and Maths against statewide achievement (School Level Report). There will be a raising of the targets for 2008 with a number of initiatives introduced to continue to improve student learning outcomes.
Our achievement in the 3 key areas of Reading, Writing and Mathematics against the national benchmarks was pleasing. Continued work in these areas has been identified in the Annual Implementation Plan. We are pleased that we generally meet the expected targets, but under our continuous school improvement focus we will continue to aim for greater achievement by all students.

Our achievements in Student Learning were generally positive, but we have identified further areas for improvement. The strategies we used were successful with a greater emphasis on teams working collaboratively in the development and implementation of programs in Maths. The successful strategies enacted here will be expanded into other areas during 2008. Areas to be included are: Grade 3 – Reading. Grade 5 – Maths and Reading. Theses areas will be a focus for those PLTs supported by school leadership.

*The Bannockburn Solar Boat Challenge*
Student Pathways and Transitions

Due to the unique nature of Bannockburn Primary School – we have many new families moving to the area, continuous enrolments throughout the year and a range of secondary school settings our exeat students attend; it is vitally important that we have clearly delineated pathways for learning and support mechanisms to enhance the transition process for students.

The target we set for Student Pathways and Transition was:

- The proportion of parents reporting satisfaction with the year 6-7 transition being 95% or above by 2009 (school example – no statewide data available).

This year we have collected the first batch of our data on parent (and student) satisfaction with our transition processes for students moving on to secondary school. We will use this as benchmark data.

Two elements have been undertaken to determine at a school level this information:

- That parents of students who were in grade 6 in 2006 were approached for feedback
- A survey was developed to collect information.

The data we collected showed that 91% of parents (often supported by student comments) were satisfied or very satisfied with the transition process. Information on parent satisfaction for students new to the school (Prep enrolments and students transferring to Bannockburn) was collected for the second time. The information gathered from the second survey states that parents are very pleased with the processes and documentation we have in place, with 88% of parents satisfied or very satisfied – similar to 2006. The one area to be addressed is that new parents are given information on the class teacher, team leader and Principal and details on how to contact any of these people should they have a concern, query etc.

One area where we have begun to do more work, is with the pathway for all students as they move through the school. This pathway focuses on two elements:

- The description of the learning and teaching that is expected at all stages of schooling
- That all students receive a sequential program that builds upon prior learning and understanding. All achievement levels are catered for. Individual information on students is passed on from teacher to teacher.

Documentation has begun in regard to learning sequences and expectations at each stage of learning. Areas such as spelling, maths vocabulary, reading comprehension and writing genres have been documented and this work will continue in 2008.

We were involved in a National Safe Schools Week program where students in grades 3 – 6 made an individual jigsaw piece about themselves that then fitted together with their classmates.
Student Engagement and Wellbeing

The target set for student engagement and wellbeing was:

- To increase the year 5/6 results on the student safety measures on the Student Attitude to School Survey between 2005 and 2009 by 20%

From data obtained through the Students Attitudes to School Survey we can see that in areas such as – Teacher Empathy, Teacher Effectiveness, Stimulating Learning and Learning Confidence; students were being engaged in their learning in 2007. Our students have been involved in a number of initiatives through the HiHaHe program that we believe directly attribute to such areas as stimulating learning.

Our success in these areas is due mainly to the commitment of all staff to implementing programs and processes that are student focussed. The use of Interactive Whiteboards and other digital technologies has increased stimulating learning and learning confidence. Professional Learning Teams have continued to review and assess programs related to student engagement, to ensure that the learning opportunities delivered meet the needs of the individual students.
Future Directions

We have identified a number of areas for future improvement. These areas include:

- Further development of Prep – 6 learning sequences in English and Maths. These sequences will include:
  - Specific knowledge, skills and processes based on the VELS
  - Specific effective teaching strategies
  - Setting high expectations for all children
  - All teachers exhibiting shared beliefs and understandings in regard to teaching spelling
  - Documentation of a schoolwide approach
- A focus on explicit teaching. This is to include developing programs based on explicit proven teaching strategies to work with low achievers. This will be supported through a coaching & mentoring process with teachers able to give and receive feedback on their pedagogical practice
- We will focus on Number, Writing and Spelling in 2008. This will include sharing our schoolwide approach to spelling with parents
- Professional Development on teaching and learning, with the use of Michael Ymer as a consultant in the area of maths. A Curriculum Day as well as PD funds and team planning time will be used to support this initiative
- Meeting times for Professional Learning Teams will continue to be regularly given over teaching and learning and a review of individual and area student learning
- Continued focus on engagement of students in their learning through: use of ICT, links to the community, student negotiated learning, expansion of the HiHaHe program.

Our budgeting process will again see the majority of untied funds allocated to teaching teams to allow them to target specific areas of improvement identified in our Annual Implementation Plan. This will include a whole school use of Mathletics software to allow for individual instruction in Maths.

Teams will be provided with time for planning, with a greater emphasis on planning for English & Maths. This planning will include elements of: catering for high and low achievers, sharing knowledge between teachers, developing high interest materials.

Class sizes have been kept small to allow for greater teacher / student interaction. In grades 3 – 6 groups will be formed to ensure all children are best catered for, and a 0.5EFT position will be added to provide further support for these children. The grade 5/6 area will be supported by the inclusion of the Assistant Principal and Librarian in the maths and writing programs respectively.

We will enhance the use of interactive whiteboards across the school and enable specific teaching strategies to be adopted as well as engaging students. Teachers will continue to focus on student safety and connectedness through implementation of the discipline and welfare programs. A student welfare group will be formed to develop behaviour management plans and support all staff in dealing with children. The school will become part of the Alannah & Madeline Foundation Best Buddies program. The school Chaplain will extend support to students and families.

Further programs for high achievers (HiHaHe) will be investigated and budget support has been given to allow student participation.

We will also prepare the school (teachers and the parent community) for the implementation of use of the Ultranet. We will have established our state of readiness for the adoption of the Ultranet technology and have developed a plan for the phased introduction of the Ultranet through 2009.
Financial Performance

Bannockburn Primary School has a commitment to using available funds on student programs, materials, equipment etc during the year they are received. Money raised through grants, fundraising etc is used to enhance the programs and learning opportunities we are able to offer students.

We have one of the lowest per capita balances in the state. Funds collected from parents are directly and fully spent on students. The Student Payment Schedule introduced in 2007 was of great benefit to parents and the school.

The funds available allow the school to target strategies to improve learning for all students. The funds we attract are used:

- To keep class sizes low
- To have a low student:computer ratio (one computer per 4.5 students)
- To offer special programs – HiHaHe including Robotics, web design, Mathletics, Writing Workshops, Chemistry, solar boats etc
- To provide Professional Development programs for staff to enhance teaching and learning
- Etc

Each year School Council examines the schools goals and targets, set through the Annual Implementation Plan, and sets budgets to ensure the school can meet these goals and targets.

During 2007 we were able to attract a number of grants to enhance the programs we could offer. These included:

- Small computer grants
- Innovation grants (for HiHaHe)
- Chaplaincy grant
- Interactive whiteboard grant

These grants were supplemented by fundraising, especially the Twilight Fair.

A number of staff are employed by School Council

- After School Care program
- School Chaplain

This figure also includes casual relief teachers for illness, attendance at PD etc

Other costs includes: Bank charges, administration, First aid, hospitality, trading operations, donations, general consultants, service providers (CRT replacement), remunerations
### Financial Performance for the year ending 31st December, 2007

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2007 Actual</th>
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</thead>
<tbody>
<tr>
<td>DE&amp;T Grants</td>
<td>276,575</td>
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<tr>
<td>Commonwealth Government Grants</td>
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<td>State Government Grants</td>
<td>800</td>
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<tr>
<td>Other</td>
<td>38,468</td>
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<tr>
<td>Locally Raised Funds</td>
<td>250,440</td>
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<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>686,239</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Financial Commitments 2007 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Allowances</td>
<td>151,386</td>
</tr>
<tr>
<td>Bank Charges</td>
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<tr>
<td>Consumables</td>
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<td>Books and Publications</td>
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<td>Communication Costs</td>
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<td>Furniture and Equipment</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Property Services</td>
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<td>Travel and Subsistence</td>
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<tr>
<td>Motor Vehicle Expenses</td>
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<td>Administration</td>
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<td>Professional Development</td>
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<td>Trading and Fundraising</td>
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<td>Support/Service</td>
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<tr>
<td>Miscellaneous</td>
<td>85,553</td>
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<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>644,344</strong></td>
</tr>
</tbody>
</table>

**Net Operating Surplus/-Deficit** 41,895

**Capital Expenditure (Cases 21 Finance Only)** 82,620

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.
## School Contact Information

<table>
<thead>
<tr>
<th>Address:</th>
<th>High Street, Bannockburn VIC 3331</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Mr. Rob Nelson</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Mr. Dean Bayden</td>
</tr>
<tr>
<td>Telephone:</td>
<td>03 52811755</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:bannockburn.ps@edumail.vic.gov.au">bannockburn.ps@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Web site:</td>
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Rob Nelson or visit the school website - http://www.bannockburnps.vic.edu.au.