

2020 Annual Report to The School Community



School Name: Balliang East Primary School (3787)



- 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 2020 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 29 April 2021 at 03:51 PM by Caryn Fox (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2021 at 05:07 PM by Kylie Borchard (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Balliang East Primary School is a rural school located on the Werribee Plains about 15kms south of Bacchus Marsh. Our purpose is to provide key educational experiences to the children from the local and wider community, to enable them to develop skills needed to become confident and competent learners. Our school's values encourage friendliness, commitment, honesty, respect and integrity. The school has 10.61 equivalent full time staff including 1 Principal class, 4.3 classroom teachers, 1.2 Specialist teachers and 4.11 Education Support Staff. Our curriculum caters for the individual needs of each child. We deliver a comprehensive Literacy and Maths program which allows us to regularly monitor and assess student progress. These outcomes are used to inform teaching and learning. Our Literacy, Maths and Writing Plans are regularly reviewed and updated to allow for improvement and progress. Our staff provide comprehensive lessons in all specialist subjects including music, the Arts, P.E. science and ICT. All students participate in a weekly Chinese LOTE program. We also deliver weekly MARC Van sessions. Our school has 4 classrooms, including a spacious Mod 5 which allows for open classroom teaching. Our classroom structure allows for 'ability-based' learning so that all students can achieve success. We have an Art Room, Library and Multi-Purpose Room as well as a separate Administration block. Our spacious yard includes an oval, a newly resurfaced basketball court, playground and large undercover sandpit. In 2020, we completed some improvements to the grounds including landscaping, erection of new flag poles and formation of gardens. To cater for our student's needs and interests we offer a variety of extra-curricula activities including camps, excursions, music productions, concerts and swimming. We offer our 76 students a safe, stimulating learning environment.

Framework for Improving Student Outcomes (FISO)

In 2020, our school continued to implement the FISO initiatives identified in our 2018-21 Strategic Plan. Our FISO priorities focus on Excellence in Teaching and Learning and Positive Climate for Learning.

In 2020, our Goals and Key Improvement Strategies were:

Goal 1 - To improve student learning outcomes in Literacy and Numeracy from Years P – 6

KIS 1.a - Build teacher capacity to plan and differentiate the curriculum through effective use of data to identify student point of need

KIS 1.b To embed whole school approaches to the planning, implementation and assessment of the Victorian Curriculum.

In 2020, we identified the need to build on and improve our writing program, using our whole school approach to the writing process. The identified actions were able to be met, although due to the impact of Remote Learning, we were unable to implement them to the degree we initially intended to. The impact of Remote Learning affected our ability to work through the process adequately as we were unable to guide the students through the required steps along the Writer's Wheel. We found it difficult to consistently moderate student work due to the interruption of the program. Once onsite learning returned in Term 2 and Term 4, the staff focused on building student capability in writing. Additional time was spent on improving students' skills in specific genres, rather than focusing on a broad range of genres. The staff were keen to narrow their focus and were able to use the available data to track student progress along the Victorian Curriculum continuum and direct student learning to point of need.

Implementing the MultiLIT Intervention Program was challenging. Two staff members trained in the MacqLIT component during 2020. The students identified to participate in the MacqLIT, MiniLIT and Reader Tutor sessions will continue to receive assistance throughout 2021, to build up the Literacy skills hindered due to Covid-19.

Despite the disruption, the staff delivered a high quality maths program which involved the use of pre and post tests to assess student processing and understanding of concepts. Staff used the information to track student progress along the Victorian Curriculum continuum and direct student learning to point of need. Hands on maths activities were initiated during Remote Learning, particularly in the lower grades. The students and parents responded positively to these. These continued when onsite learning recommenced, particularly the 'Fun Maths' activities.

Goal 2 - To provide a positive and stimulating environment that fully engages students in their learning.
KIS 2.a - Involve the students in opportunities to direct their own learning through goal setting and feedback/self-evaluation.

New processes put in place to ensure we could improve student engagement and attendance. Unfortunately, the introduction of Remote Learning made it difficult to follow through on each of the actions as thoroughly as intended. In Term 1, the students set personal goals which were monitored effectively throughout the term. Whilst these would have been reviewed and new goals set each term, Remote Learning impacted this in Term 2 and 3, therefore formal goal setting was not implemented during these terms.

Remote Learning also affected the student voice opportunities which we were planning to implement. The students were given many opportunities to contribute to, and direct their own learning whilst they were onsite and the staff tried to allow for student choice in activities set for Remote Learning but not to the same degree.

The Respectful Relationships program was timetabled for weekly lessons. When we were onsite, these sessions occurred but it was not the type of program that could be delivered remotely as many of the sessions involved class discussions and group activities. When it was delivered, the program encouraged some rich discussions around problem solving and attitudes towards situations.

This year we focused on improving attendance by providing small incentives to students each term. We purchased attendance badges which were given to the students each term and we held 'Attendance parties' at the end of each term. Remote Learning obviously had a major impact on this program however, we did see an improvement in attendance and attitude from a significant number of students during onsite learning.

We continued to track student progress on our data wall which complements our data assessment spreadsheet and allows all staff access to student progress and growth.

Achievement

Student achievement in 2020 showed Teacher Judgements have remained steady. Our school's results were slightly above the Similar Schools Average and State Average for students in Prep to 6 working at or above the expected level in both English and Maths. A more structured approach to moderation of student work, discussions at PLT meetings and a detailed assessment collection platform have shown an improvement in consistency of Teacher Judgements. The student's attitude towards Remote Learning was positive and the school was supported well, with all parents ensuring their children were completing set tasks. The student work being completed and uploaded each day allowed the staff to gain a good understanding of student growth and this was followed up when onsite learning resumed. During 2020, all students participated in a range of Literacy and Numeracy programs to enhance and consolidate their learning. The school continued with its whole school approach to writing and maths in P-6 which was modified to suit Remote Learning. The students were assessed mid-year and end of year, using On-Demand, PATMaths, PATReading as well as a wide range of standard tests as per our assessment schedule. These assessment results showed students making growth in all subjects across all grade levels.

ILPs were developed for all PSD funded students as well as those identified as needing additional support. The goals were modified to take Remote Learning into account. All students made progress, with the majority achieving their set goals.

Our MultiLIT program (MiniLIT and Reading Tutor) for students needing extra Literacy intervention, was implemented throughout the year and the MacqLIT program was introduced in Term 4. This program was funded from our Equity Funding. We also provided small group and 1:1 sessions in Maths and literacy to those students requiring extra assistance.

Engagement

Our student attendance remained fairly steady in 2020, with our results ranging from 91% in Year 3 and 4 to 96% in Year 1 with all other year levels recording 93% and 94%. These figures place us close to the Similar Schools Average and State Average for students in Prep to 6. Common reasons for non-attendance included illness and extended family holidays and were not due to school refusal, truancy etc. In 2020, we introduced a new system whereby high attendance was acknowledged and rewarded with Attendance badges and an Attendance party at the end of each term. All students had the opportunity to participate in up to 4 parties for the year if their attendance met the set criteria.

Remote Learning was taken into consideration and all students were acknowledged and rewarded for their efforts during these times.

Specialist subjects were catered for during Remote Learning and were adapted during this time to include hands on activities and whole family activities to encourage full participation. Our extra-curricular activities were limited in 2020, due to Covid-19 restrictions, however, we did manage to offer a few activities including Ride to School Day, Pink Stumps BBQ, Grade 6 Graduation and the end of year concert.

In 2020, we ran our Prep Transition program – Be PREPared, albeit in a different format. The students attended several sessions via Zoom, with the classroom teacher emailing activities to the parents prior to the session. Once onsite activities commenced, we offered the students three face to face sessions at school. The program attracted 12 new Prep enrolments to our school for 2021, including five new families.

Wellbeing

Our 'Attitude to School' data results have continued to reflect the student's positive connectedness to our school. The students feel a sense of belonging as they are given roles and responsibilities within the school. The Grade 6 School Captains have demonstrated high standards and have provided the students with positive role models. These results are based on the continuation of a Primary Welfare Officer and a consistent Discipline Plan which allows students to set goals and understand boundaries and expectations. The delivery of the Attitudes to School Survey was done during Remote Learning and this slightly impacted our results due to issues trying to get all students on Zoom and keeping them focused whilst being in their home environment.

Our school's results for the student's perception of School Management of Bullying were slightly above the Similar Schools Average and well above the State Average. We do not tolerate unacceptable behaviour or bullying. All issues are addressed immediately and processes are put in place to rectify these issues as they arise. We promote the importance of feeling safe and happy at our school. In 2020, we introduced the 'Respectful Relationships' program across all grade levels. Whilst this program did not occur during Remote Learning due to the difficulty of implementing it outside of a classroom environment, all students were involved in weekly sessions during onsite learning. This program will be timetabled to run weekly, throughout 2021 and beyond.

Our school has a 'Discipline Plan' which clearly sets out student expectations. All students are aware of these expectations and work towards promoting positive behaviour in the classroom and schoolyard.

We encourage teamwork through our 'Social groups' and reward students daily with team points and weekly through 'Student of the week' certificates at Assembly. All students work towards the 'Citizenship Award' which is presented at the end of each school year. The Grade 6 students have the opportunity to be elected as School Captain each year. Our school runs a weekly Breakfast Club to ensure students have the opportunity to participate in a healthy breakfast. We also provide fresh fruit to the students from the Food Bank and off our fruit trees.

We used a percentage of our equity funding to engage a staff member to run the MultiLIT Literacy Intervention Program.

All students have personal goals which they review each term. Our students are grouped according to need and work in ability based groups in Literacy and Maths.

The Primary Welfare Officer conducts PSG meetings each term and develops Individual Learning Plans for students with PSD funding and those students deemed to be 'at risk'.

Financial performance and position

In 2020, we took the opportunity during Remote Learning, to make improvements to our school grounds and buildings as deemed necessary. Our school's Rolling Facilities Evaluation identified works needing to be addressed, which we commenced working on. These works included improvements to the Shelter in Place building, landscaping and resurfacing of the basketball court. We also erected a fence around the court. We will continue to work through the required improvements throughout 2021. Our Equity Funding has been used to support special intervention programs such as MultiLIT and to purchase new teaching and learning resources. Our ability to prioritise and maintain good business practice ensures the High Yield and Official Accounts remain in a stable position.

For more detailed information regarding our school please visit our website at
www.balliangeastps.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.

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 76 students were enrolled at this school in 2020, 24 female and 52 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

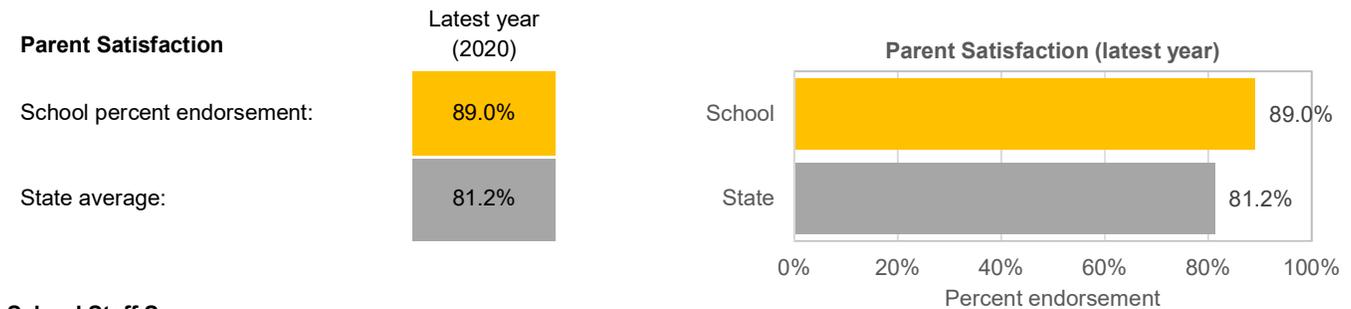
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

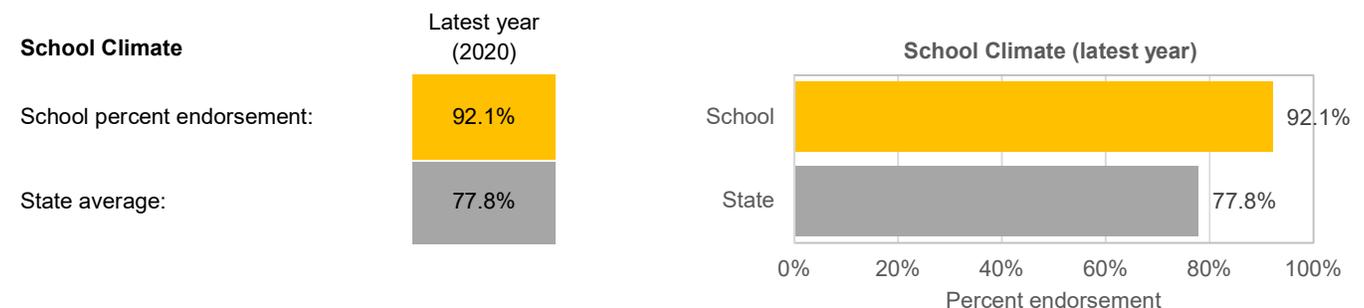


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

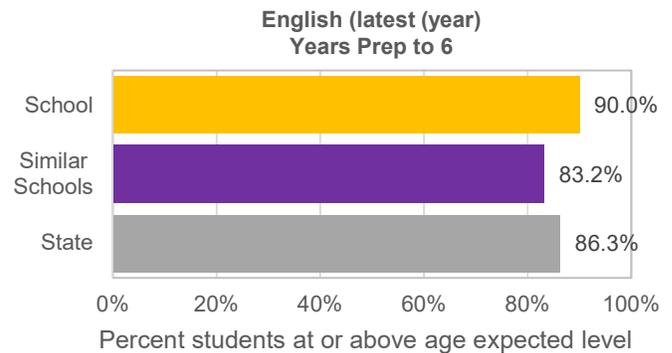
90.0%

Similar Schools average:

83.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

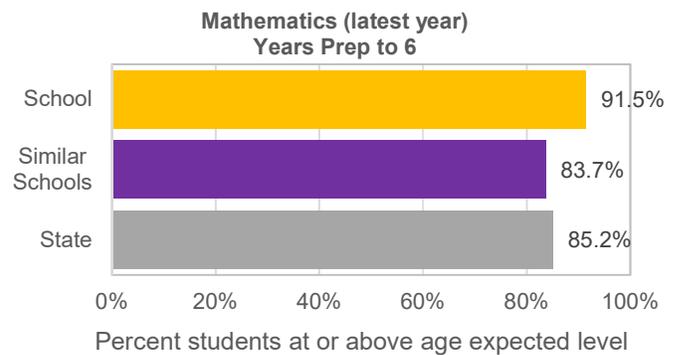
91.5%

Similar Schools average:

83.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

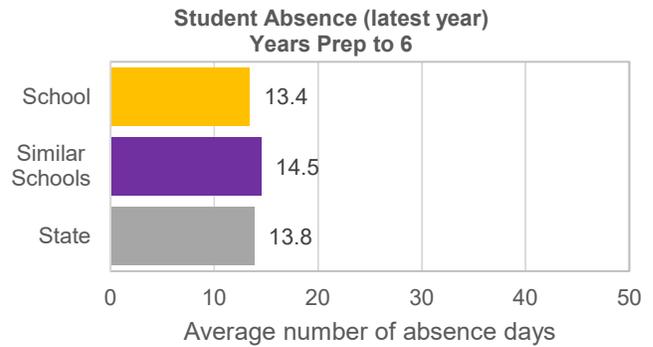
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.4	16.6
Similar Schools average:	14.5	16.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	96%	94%	91%	91%	93%	94%

WELLBEING

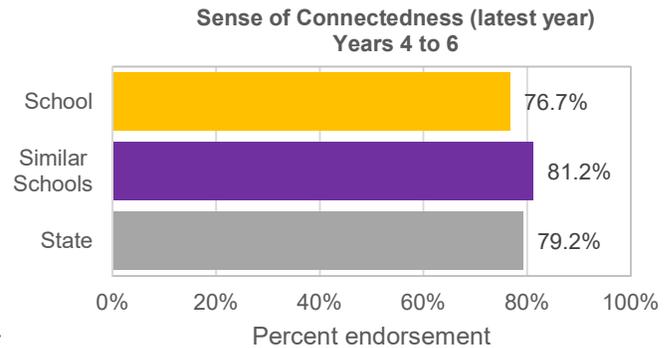
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.7%	81.0%
Similar Schools average:	81.2%	80.8%
State average:	79.2%	81.0%



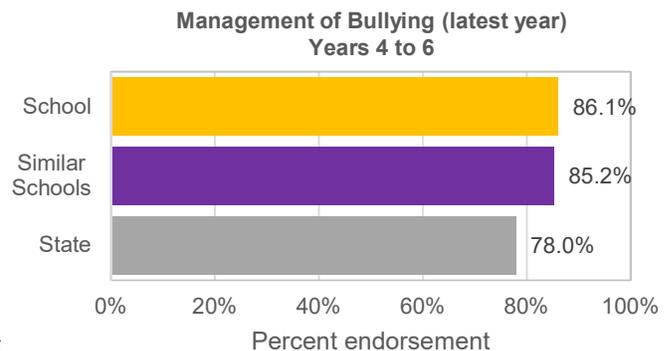
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	86.1%	82.1%
Similar Schools average:	85.2%	82.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,321,626
Government Provided DET Grants	\$211,413
Government Grants Commonwealth	\$8,897
Government Grants State	\$13,816
Revenue Other	\$15,266
Locally Raised Funds	\$39,063
Capital Grants	NDA
Total Operating Revenue	\$1,610,081

Equity ¹	Actual
Equity (Social Disadvantage)	\$104,960
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$104,960

Expenditure	Actual
Student Resource Package ²	\$1,032,549
Adjustments	NDA
Books & Publications	\$2,036
Camps/Excursions/Activities	\$1,398
Communication Costs	\$2,879
Consumables	\$18,142
Miscellaneous Expense ³	\$6,407
Professional Development	\$4,855
Equipment/Maintenance/Hire	\$33,240
Property Services	\$102,513
Salaries & Allowances ⁴	\$16,342
Support Services	\$990
Trading & Fundraising	\$11,677
Motor Vehicle Expenses	\$8,401
Travel & Subsistence	NDA
Utilities	\$5,792
Total Operating Expenditure	\$1,247,221
Net Operating Surplus/-Deficit	\$362,860
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$184,867
Official Account	\$10,093
Other Accounts	\$22,620
Total Funds Available	\$217,580

Financial Commitments	Actual
Operating Reserve	\$22,030
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$8,562
School Based Programs	\$8,800
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$37,869
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$31,312
Maintenance - Buildings/Grounds < 12 months	\$92,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$20,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$236,073

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.