

2021 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 2021 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 28 April 2022 at 12:24 PM by Caryn Fox (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2022 at 08:32 PM by Kylie Borchard (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 11.70 equivalent full time staff including 1 Principal class, 4.8 classroom teachers, 1.8 Specialist teachers and 4.1 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 The Arts, P.E. science and ICT. All students participate in a weekly Mandarin 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 2021, we erected a lunch shed to cater for our increased enrolments. 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 79 students a safe, stimulating learning environment.

Framework for Improving Student Outcomes (FISO)

In 2021, 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. The disruption of Remote Learning created some challenges, however, we continued to implement strategies which allowed our goals to be achieved.

We focused on the 2021 Priorities Goal and the 3 Key Improvement Strategies:

KIS 1. Curriculum Planning and assessment - Learning Catch-up and extension priority

In 2021, we identified students requiring additional catch-up assistance following the disruption of Remote Learning. With the introduction of Tutor Learning Initiative we employed a tutor to run an extensive intervention program. The tutor provided small group and individual sessions to students in Literacy and Maths. Students on the program showed a marked improvement in their confidence and this led to improved academic growth. We continued to offer MiniLit and MacqLit intervention as well as focused on our use of data to identify and provide programs to challenge our high achievers.

KIS 2. Setting expectations and promoting inclusion - happy, active and healthy kids priority

In 2021, we provided support to all students requiring additional assistance. The Welfare Officer organised regular SSG meetings with parents, both face to face and via Zoom due to CovidSafe practices. Students were set goals in their IEPs which were reviewed and updated each term. The Education Support Staff met regularly and discussed strategies which they could implement across all grade levels to support students when required. Whilst Remote learning and Covid restrictions limited our ability to provide excursions and camps, we provided the students with a range of online incursions and school activities.

KIS 3. Empowering students and building school pride - Connected schools priority

Attendance has been a priority for several years. We have implemented strategies to encourage students to feel connected and regularly attend school. These strategies have included recognising high attendance through awards such as attendance badges and parties. The majority of students attended school on a regular basis and returned to

onsite learning after each lockdown with a positive attitude. The students connectedness to peers did seem to waver later in the year due to their isolation from others throughout the year as some struggled to rekindle friendships. This is an area of focus for 2022 with plans to provide opportunities for the students to practise their social skills in a fun environment.

During 2021, our school underwent the School Review process and developed a new 4 year Strategic Plan. The Review Cycle provided opportunities for our staff to review current practices. Our Instructional Model was revamped to better align with our teaching practices. .

Achievement

Student achievement in 2021 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 structured approach to moderation of student work, regular discussions at PLT meetings and a detailed assessment collection platform have shown an improvement in consistency of Teacher Judgements. Remote Learning continued to impact the students, particularly their level of engagement, but families continued to support the school and the students to ensure programs ran smoothly and student learning improved. 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.

Our 2021 Naplan results varied due to a number of factors including varying student ability and the impact of Remote Learning on some of the students. Our Grade 3 Reading results were above both the Similar Schools and state average however Grade 5 Reading and the Grade 3 and 5 Numeracy results were below these benchmarks. The Learning Gain results were higher than Similar Schools for Numeracy and Spelling and slightly lower for Reading, Writing and Grammar & Punctuation.

During 2021, 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.

The Welfare Officer conducted regular SSG Meetings with parents, both face to face and on Zoom, and IEPs were developed and updated 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. Students identified as 'vulnerable' were supported onsite during the Remote Learning period to ensure consistency of routine and expectations.

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.

We implemented the Tutor Learning Initiative, providing individual and small group 'catch up' sessions to those students identified as needing additional assistance due to the previous year's disruptions.

Engagement

Our student attendance remained fairly steady in 2021, with our results ranging from 91% in Year 3 and 4 to 96% in Year 2 and all other year levels in between. These figures place us lower than the Similar Schools Average and State Average for students in Prep to 6 and are a slight improvement on our 2020 results. Common reasons for non-attendance included illness and extended family holidays and were not due to school refusal, truancy etc. In 2021, we continued to acknowledge attendance and distribute Attendance badges to students whose attendance record remained high though this was difficult to do consistently with the many interruptions to onsite learning.

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 2021, 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 2021, we ran our Prep Transition program – Be PREPared, in a similar format to the previous year with the students attending several sessions via Zoom. The classroom teacher emailed activities to the parents prior to the session and the students participated online. Once onsite activities commenced, we offered the students several face to face sessions at school. The program attracted 5 new Prep enrolments to our school for 2022, which is a lower enrolment than the previous few years and was possibly due to families being reluctant to commit to the travel.

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. Following the decision to administer the AToSS to students at home in 2020, which affected our responses, we ensured that the 2021 survey was conducted in school to ensure consistency.

Our school's results for the student's perception of School Management of Bullying were 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 2021, we continued to implement 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 structured differently in 2022 to deliver a more consistent approach across all grade levels.

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 SSG meetings each term and develops Individual Education Plans for students with PSD funding and those students deemed to be 'at risk'.

Finance performance and position

In 2021, we continued to make improvements to our school grounds and buildings as deemed necessary. We built a lunch shed for the students to eat in which also provides an outdoor learning space. We will continue to work through the required improvements throughout 2022. Our Equity Funding has been used to support special intervention programs such as MultiLIT and to purchase new teaching and learning resources. We received Equity 'Catch Up' funds to employ a Tutor through the Tutor Learning Initiative. We received a grant of \$15,000 to purchase and install Outdoor Musical Instruments. Our funds are healthy as we are intending to make major improvements in 2022 including

Balliang East Primary School

concreting, establishing a Cubby House village and additional landscaping. 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 79 students were enrolled at this school in 2021, 29 female and 50 male.

NDP percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

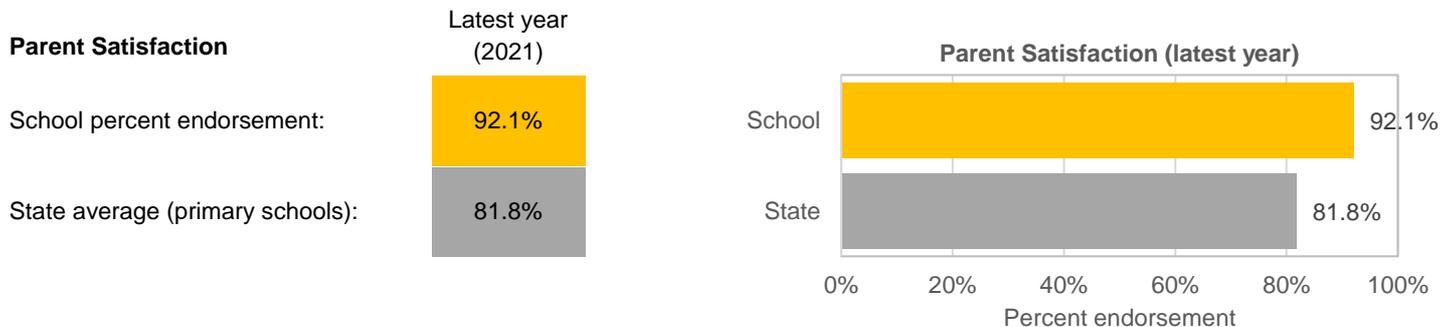
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

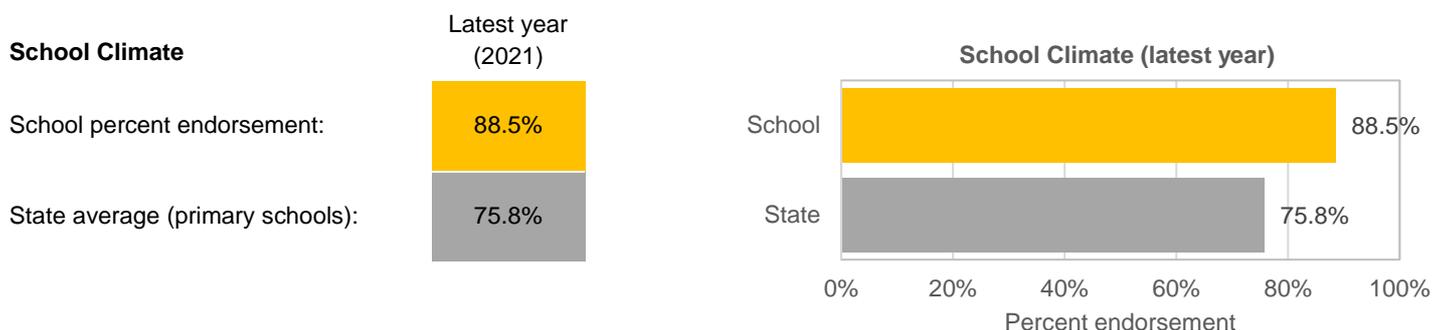


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

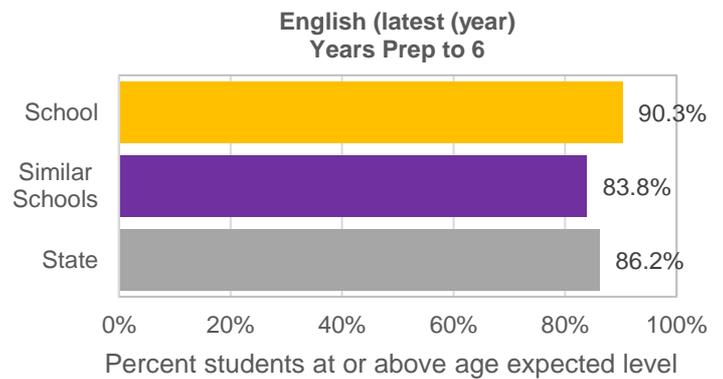
90.3%

Similar Schools average:

83.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

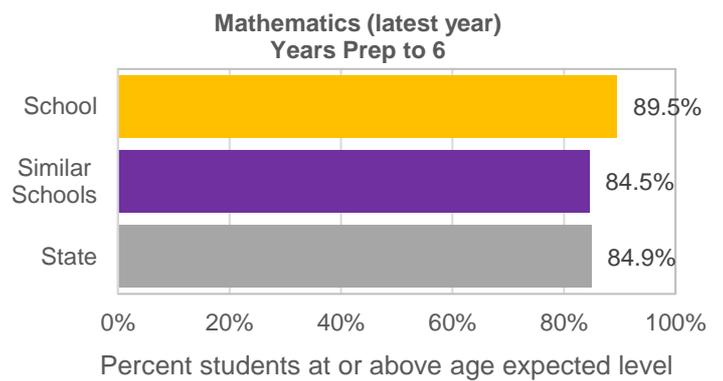
89.5%

Similar Schools average:

84.5%

State average:

84.9%



ACHIEVEMENT (continued)

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

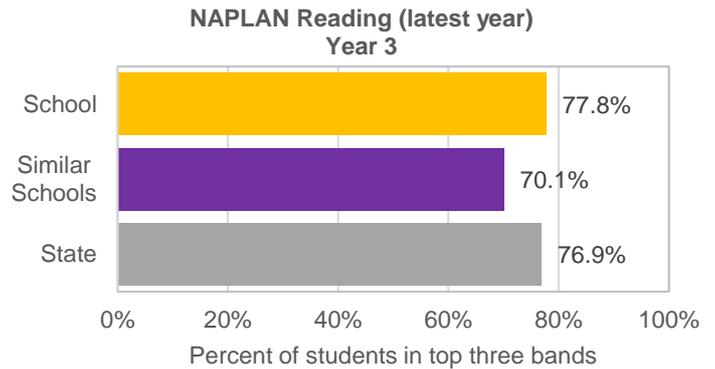
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

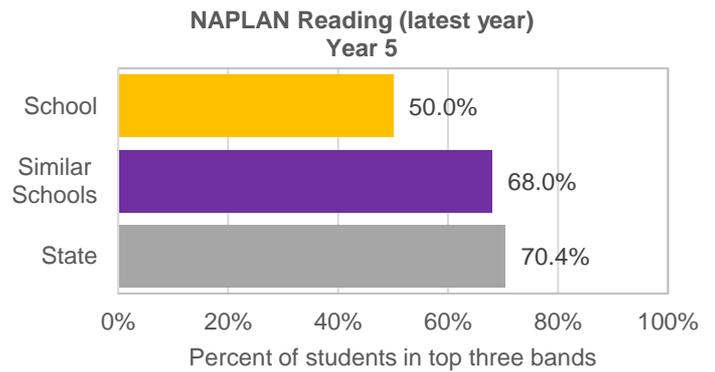
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	81.8%
Similar Schools average:	70.1%	73.0%
State average:	76.9%	76.5%



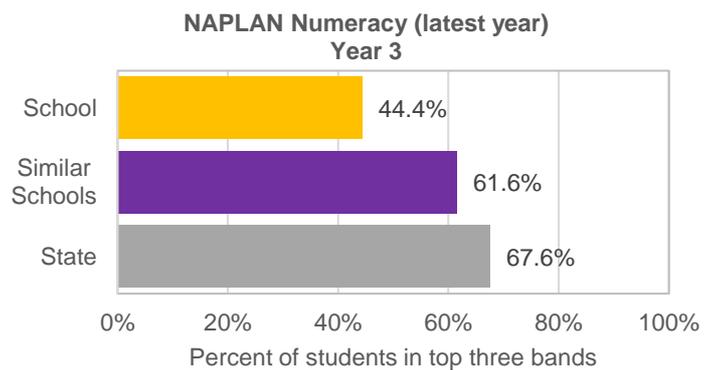
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	50.0%
Similar Schools average:	68.0%	63.8%
State average:	70.4%	67.7%



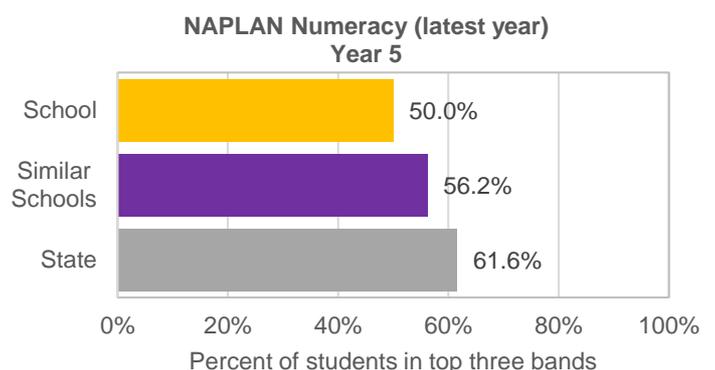
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.4%	54.5%
Similar Schools average:	61.6%	64.3%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	45.0%
Similar Schools average:	56.2%	55.6%
State average:	61.6%	60.0%



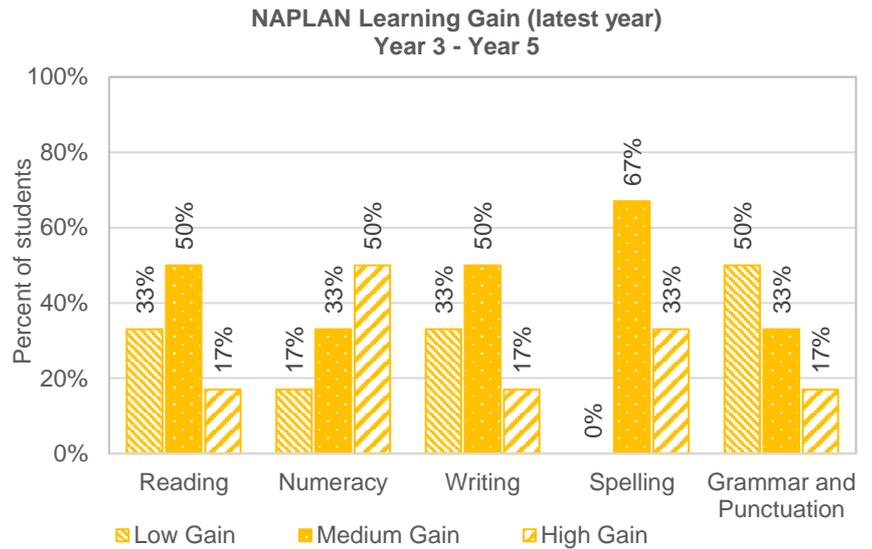
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	50%	17%	25%
Numeracy:	17%	33%	50%	26%
Writing:	33%	50%	17%	21%
Spelling:	0%	67%	33%	29%
Grammar and Punctuation:	50%	33%	17%	24%



ENGAGEMENT

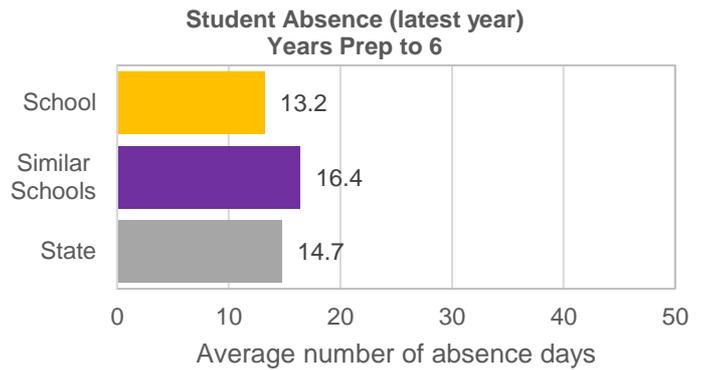
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.2	15.4
Similar Schools average:	16.4	16.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	91%	96%	95%	92%	94%	95%

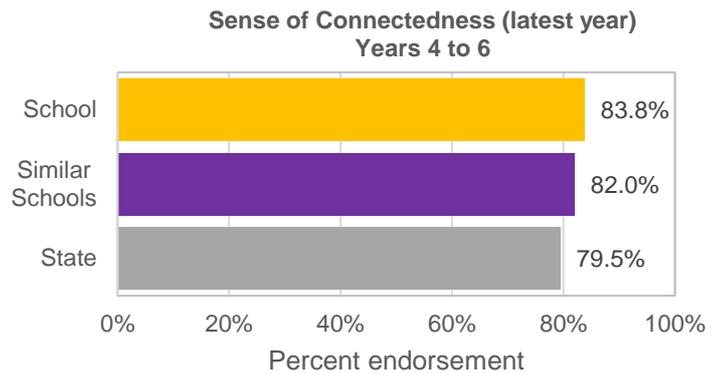
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.8%	81.9%
Similar Schools average:	82.0%	81.5%
State average:	79.5%	80.4%

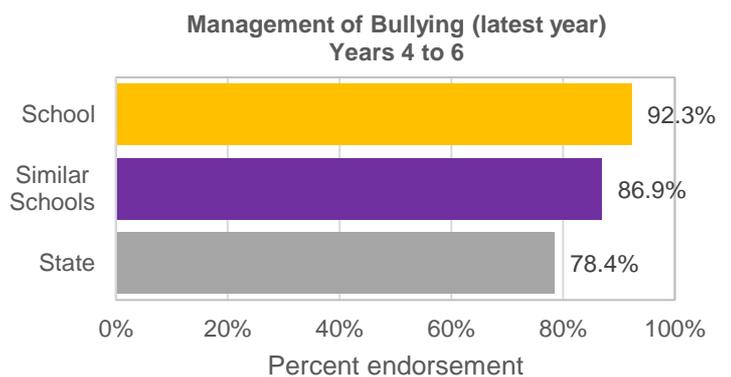


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	92.3%	85.8%
Similar Schools average:	86.9%	84.1%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,460,293
Government Provided DET Grants	\$271,613
Government Grants Commonwealth	\$15,525
Government Grants State	\$0
Revenue Other	\$7,281
Locally Raised Funds	\$42,569
Capital Grants	\$0
Total Operating Revenue	\$1,797,282

Equity ¹	Actual
Equity (Social Disadvantage)	\$102,137
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$102,137

Expenditure	Actual
Student Resource Package ²	\$1,118,717
Adjustments	\$0
Books & Publications	\$1,749
Camps/Excursions/Activities	\$3,660
Communication Costs	\$1,161
Consumables	\$10,888
Miscellaneous Expense ³	\$42,347
Professional Development	\$2,712
Equipment/Maintenance/Hire	\$28,208
Property Services	\$84,619
Salaries & Allowances ⁴	\$14,265
Support Services	\$1,366
Trading & Fundraising	\$10,744
Motor Vehicle Expenses	\$5,815
Travel & Subsistence	\$0
Utilities	\$6,783
Total Operating Expenditure	\$1,333,035
Net Operating Surplus/-Deficit	\$464,246
Asset Acquisitions	\$6,645

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$294,063
Official Account	\$21,220
Other Accounts	\$22,635
Total Funds Available	\$337,918

Financial Commitments	Actual
Operating Reserve	\$25,286
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$37,122
School Based Programs	\$8,542
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,756
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$79,956
Capital - Buildings/Grounds < 12 months	\$120,700
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	\$5,117
Capital - Buildings/Grounds > 12 months	\$37,440
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$337,918

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.