

# 2022 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](http://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 of the previous calendar year 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 17 April 2023 at 08:44 PM by Caryn Fox (Principal)

- This 2022 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 20 April 2023 at 01:27 PM by Joanne Darrington (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## 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 11.75 equivalent full time staff including 1 Principal class, 4.8 classroom teachers, 0.8 Specialist teachers and 5.15 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.

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 and Library 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. This area is also used as an outdoor learning space. In 2022, we developed a number of areas to encourage inclusive play. This included a cubby house village and an outdoor musical instrument garden. In 2023 we will be building a gaga pit. 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. Our Parent Opinion Survey, Parent Satisfaction result had a positive response of 87.2%, well above the state average of 79.9%. Our School Staff Survey had a positive School Climate result of 85.9%, which was also well above the State average of 73.4%

We offer our 79 students a safe, stimulating learning environment.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Student learning in 2022, showed Teacher Judgement dropped on average 10% from 2021. Our school's results were slightly below 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. We enrolled a small number of students in the upper grade levels who, along with some of our younger students, showed that the impact of Remote Learning over the previous 2 years, contributed to a drop in Teacher Judgement. A structured approach to moderation of student work, regular discussions at PLT and PLC meetings and a detailed assessment collection platform have shown an improvement in consistency of Teacher Judgements.

Our 2022 Naplan results varied across all areas. Both our Year 3 Reading and Numeracy results were slightly above that of similar schools and on par with the state average. Our Grade 3 Numeracy results showed an increase from 44.4% in 2021, to 62.5% in 2022. Our Grade 5 Reading results were below both the Similar Schools and state average however Grade 5 Numeracy results were above those of similar schools and on par with the state average. We had several students absent on family holidays during Naplan which impacted our overall results.

During 2022, 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. 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. We introduced Essential Assessments in 2022, which allowed the teachers to scaffold the students learning by teaching specific skills based on individual student ability. 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 developed with input from the classroom teacher and aide. All students made progress, with the majority achieving their set goals.

Our MultiLIT program (MiniLIT, MacqLIT and Reading Tutor) for students needing extra Literacy intervention, was implemented throughout the year. 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 continued implementing the Tutor Learning Initiative, providing individual and small group 'catch up' sessions to those students identified as needing additional assistance. The TLI program ran throughout 2022 and will continue to be a valuable program in our school in 2023.

## 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. Our school's results for the student's perception of Sense of Connectedness and School Management of Bullying both showed an increase from our 2021 results. Our Sense of Connectedness at 94.8% comes in well above the Similar Schools average of 80.4% and state average of 78.1%. Our School Management of Bullying at 94.2% is also well above the Similar Schools average of 79.3% and the state average of 75.8%. 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 2022, we restructured our 'Respectful Relationships' program. We implemented a more consistent approach with the program being delivered across all levels by one teacher.

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. Our aim is to provide an environment where all students feel safe. They are encouraged to voice their concerns so any issues can be addressed immediately.

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'.

## Engagement

The average number of days absence increased from 13.2% in 2021 to 21.8% in 2022. Whilst we are lower than the Similar Schools Average and State Average for students in Prep - 6, these figures are an ongoing concern for the staff. Our results ranged from 87% in Grade 1 through to 94% in Grade 4, with all other grades falling between these figures. We have implemented a number of strategies including detailed absent reports in the students mid and end of year reports and Attendance Plans for students with a history chronic absences. Common reasons for non-attendance included illness and extended family holidays. In the past 12 months we have also encountered a small number of students who have a lower level of school engagement. These students have an impact on our overall results.

In 2022, we were able to reintroduce a number of extra-curricular activities which had been put on hold during the previous two years. We held our Ride to School Day, Pink Stumps BBQ, several incursions and excursions, our Grade 6 Graduation and the end of year concert. Our school camps were also back on the agenda, with the students having the opportunity to attend two camps in 2022.

In 2022, we ran our Prep Transition program – Be PREPared, was back up and running onsite. The program attracted 10 Prep enrolments to our school for 2023.

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## Other highlights from the school year

In 2022, our school participated in a number of activities and events. Our aim was to rekindle the students' love for school by providing them with as many extra-curricular opportunities as possible. We made the most of the Active Schools and Positive Start Grants by engaging a number of programs to provide fun activities for the students. The students participated in Bike Ed and Soccer, went on excursions to Science Works, the Lume and the MCG and attended two camps.

Our students were able to showcase their musical ability by attending the School of Rock and the Balliang East PS initiative, Moorabool Kids Day Out. All students performed at the end of year concert, held for the first time at the Bacchus Marsh Town Hall.

Our school was asked to speak at the Principal Forum in Term 4, where the Principal did a presentation on Calm and Orderly Classrooms. The school was chosen based on its daily practice of effective strategies and consistent whole school approach. This has resulted in visits from other schools interested in observing how these strategies are implemented.

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## Financial performance

In 2022, we continued to make improvements to our school grounds and buildings as deemed necessary. We worked through the required improvements throughout 2022 as identified in our VSBA report. We had a major focus on upgrading the school grounds by establishing new garden areas, removing old shedding and unused structures and replacing high traffic areas with concrete and synthetic grass to reduce mud. We provided inclusive play areas by installing an Outdoor Musical Garden and a Cubby House Village consisting of 13 themed shops. Our Equity Funding has been used to support special intervention programs such as MultitLIT and to purchase new teaching and learning resources. We received Equity 'Catch Up' funds which we used to continue to employ a Tutor through the Tutor Learning Initiative. Our funds are healthy as we are intending to make additional improvements in 2023 including painting, roofing works, building a gaga pit 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**  
<https://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 2.0 (FISO 2.0).

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 2022, 27 female and 52 male.

NDP percent of students had English as an additional language and 7 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).

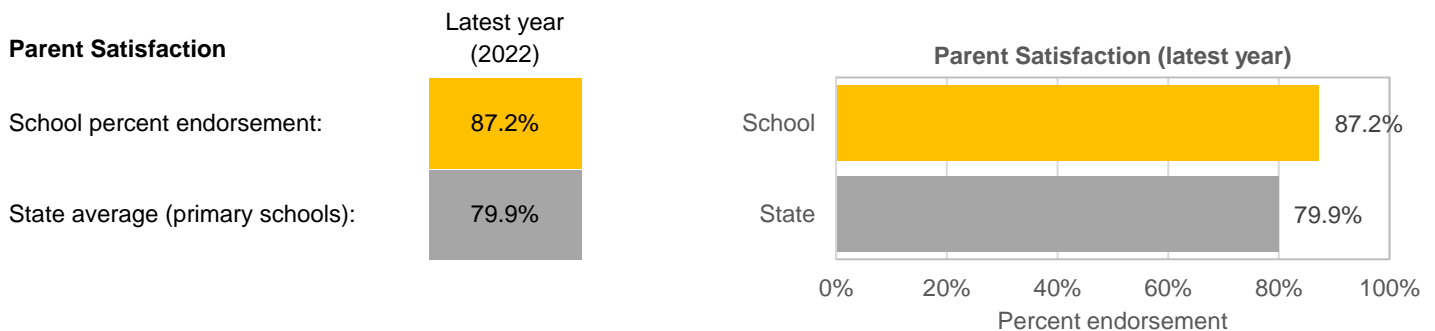
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

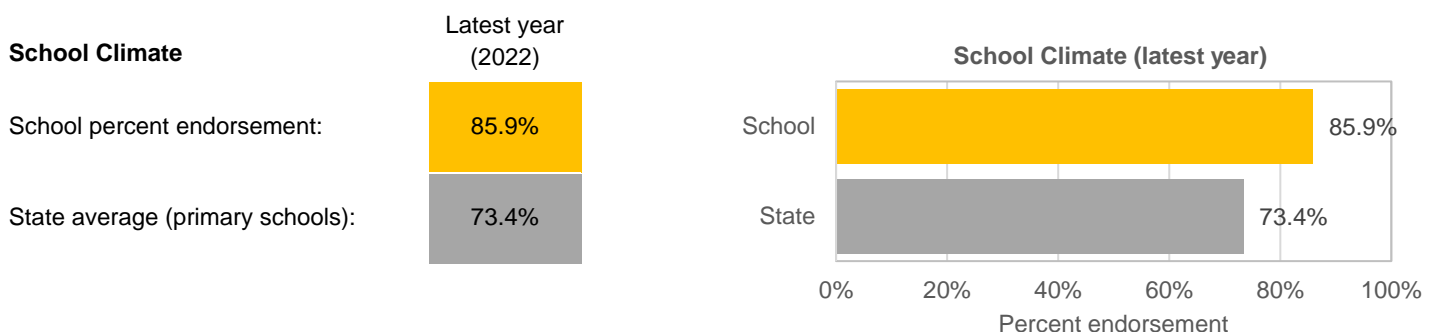


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

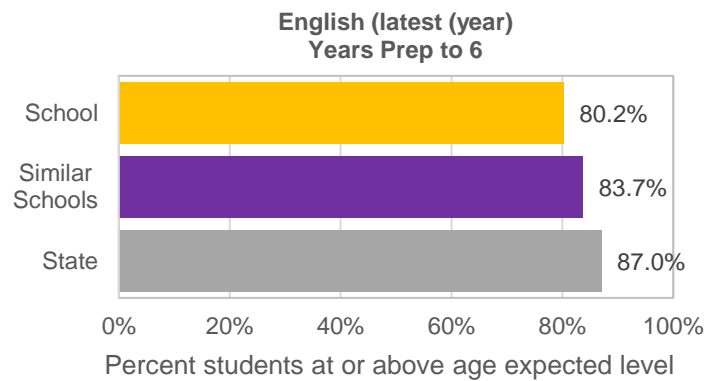
80.2%

Similar Schools average:

83.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

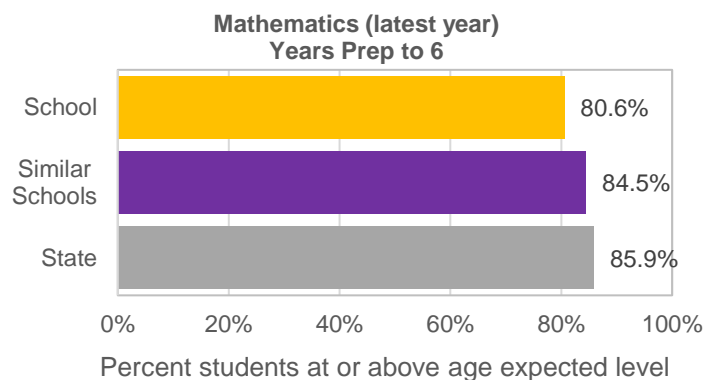
80.6%

Similar Schools average:

84.5%

State average:

85.9%





## LEARNING (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.

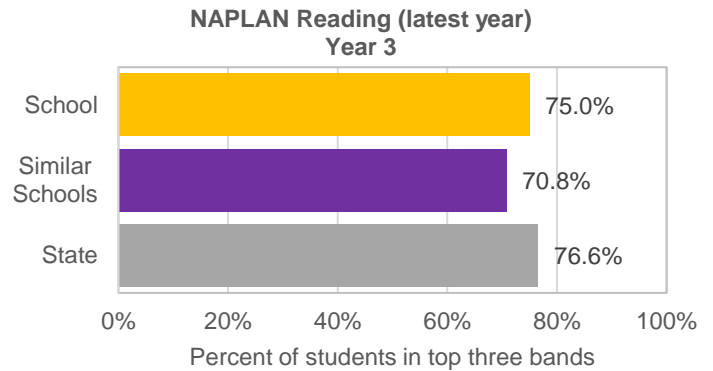
### NAPLAN

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 2019, 2021 and 2022 data.

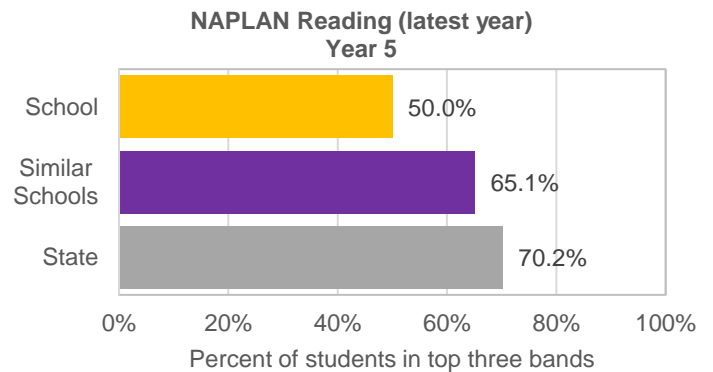
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	78.3%
Similar Schools average:	70.8%	71.7%
State average:	76.6%	76.6%



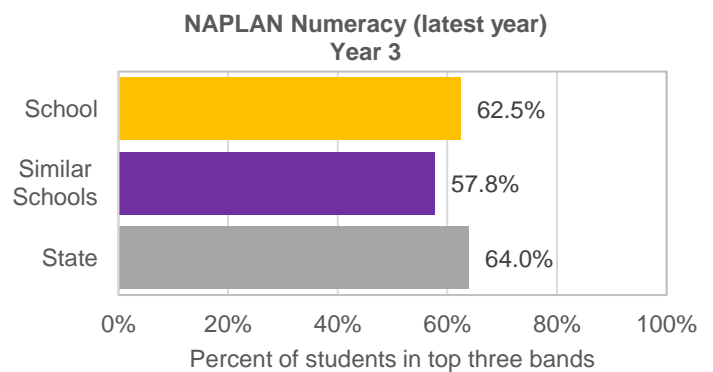
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	47.8%
Similar Schools average:	65.1%	63.6%
State average:	70.2%	69.5%



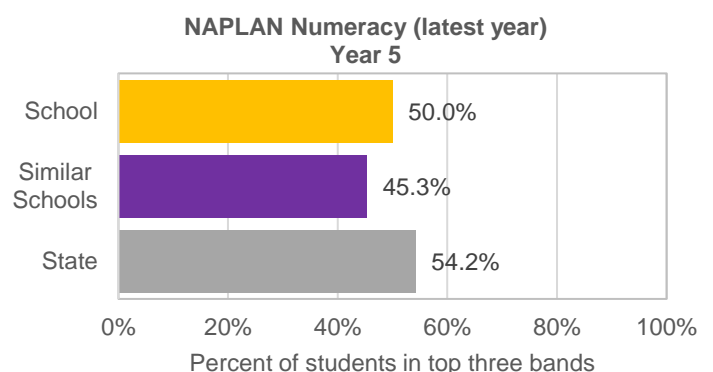
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	52.2%
Similar Schools average:	57.8%	60.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	39.1%
Similar Schools average:	45.3%	50.5%
State average:	54.2%	58.8%



## WELLBEING

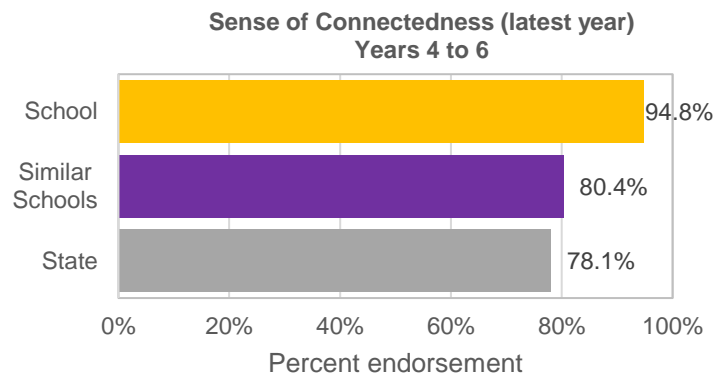
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	94.8%	85.5%
Similar Schools average:	80.4%	80.2%
State average:	78.1%	79.5%

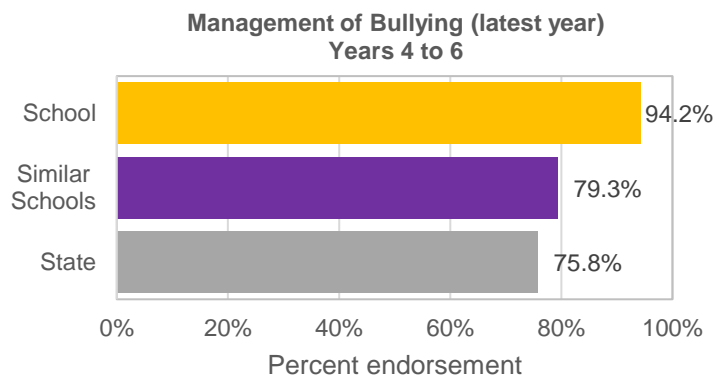


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	94.2%	91.5%
Similar Schools average:	79.3%	82.8%
State average:	75.8%	78.3%



## ENGAGEMENT

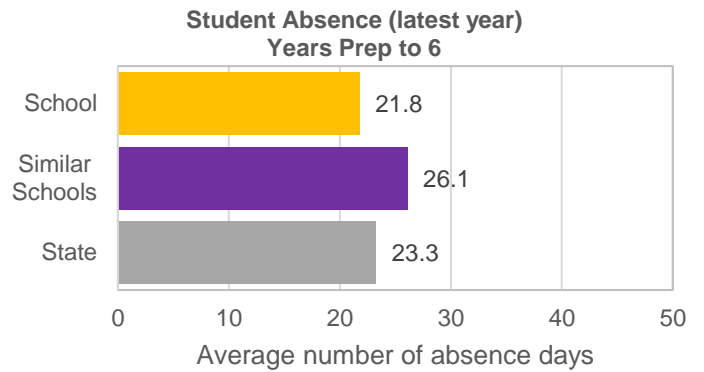
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.8	16.6
Similar Schools average:	26.1	19.4
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	87%	88%	91%	94%	88%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,563,970
Government Provided DET Grants	\$249,164
Government Grants Commonwealth	\$13,275
Government Grants State	\$0
Revenue Other	\$6,848
Locally Raised Funds	\$32,012
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,865,269</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$115,302
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$115,302</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,243,246
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$27,914
Communication Costs	\$158
Consumables	\$11,463
Miscellaneous Expense <sup>3</sup>	\$17,935
Professional Development	\$1,586
Equipment/Maintenance/Hire	\$88,029
Property Services	\$176,590
Salaries & Allowances <sup>4</sup>	\$43,052
Support Services	\$1,150
Trading & Fundraising	\$13,180
Motor Vehicle Expenses	\$1,055
Travel & Subsistence	\$0
Utilities	\$7,521
<b>Total Operating Expenditure</b>	<b>\$1,632,877</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$232,392</b>
<b>Asset Acquisitions</b>	<b>\$17,374</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$206,551
Official Account	\$1,183
Other Accounts	\$22,637
<b>Total Funds Available</b>	<b>\$230,371</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$40,620
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,100
School Based Programs	\$27,672
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,500
Capital - Buildings/Grounds < 12 months	\$175,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$270,891</b>

*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.*