

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 April 2024 at 03:50 PM by Caryn Fox (Principal)

- This 2023 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 29 April 2024 at 07:45 PM by Joanne Darrington (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 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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 12.14 equivalent full time staff including 1 Principal class, 4.8 classroom teachers, 1.4 Specialist teachers and 4.94 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 built 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 94.1% which was an increase of 6.9% from 2022 and well above the State average of 82.2%. Our School Staff Survey had a positive School Climate result of 93.1% which was an increase of 7.2% from 2022. This was also well above the State average of 78.1%

We offer our 75 students a safe, stimulating learning environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student learning in 2023, showed Teacher Judgement to be slightly below the Similar Schools and State Schools average for students in Prep to 6 working at or above the expected level for both Literacy and Mathematics. Teacher Judgement is based on a combination of formal and informal assessment as well as ongoing observations. There are a number of students who enroll with us across Years 1 to 6 who have struggled academically at previous schools. We often have to build their skills from a low base which affects our Teacher Judgement data. A structured approach to moderation of student work, regular discussions at PLC meetings and a detailed assessment collection platform have shown an improvement in consistency of Teacher Judgements.

In 2023, our students achieved very good Naplan results. The percentage of students performing in the Strong and Exceeding Proficiency levels for Grade 3 Reading and Numeracy and Grade 5 Numeracy was well above the Similar Schools and State Schools average. Our Grade 5 Numeracy results were above the Similar Schools average and slightly below the State Schools average. During 2023, 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 literacy and numeracy in P-6. The students were assessed mid-year and end of year, using PATMaths, PATReading, Essential Assessments, Maths Online Interview as well as a wide range of standard tests as per our assessment schedule. Pre and Post Essential Assessments are used in Numeracy to assist the teachers to scaffold the students' learning by teaching specific skills based on individual student ability. The various 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 2023 and will continue to be a valuable program in our school in 2024.

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 Calm and Orderly approach is consistent across the school and is evident in both the classrooms and the playground.

Our school's results for the student's perception of Sense of Connectedness and School Management of Bullying were excellent. Our Sense of Connectedness at 95.4% was well above the Similar Schools average of 77.4% and State average of 77%. Our School Management of Bullying at 98.7% has increased slightly from 2022. This result was also well above the Similar Schools average of 79.1% and the state average of 75.1%. 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 2023, we continued to implement our 'Respectful Relationships' program which is delivered consistently across all grade 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 remained steady at 21.6% in 2023. Whilst this result is similar to the Similar Schools Average and State Average these figures are an ongoing concern for the staff. Our results ranged from 86% in Grade 3 through to 94% in Grade Prep, 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 of chronic absences. In 2023, we provided Attendance Support meetings for families who were identified as needing additional assistance. 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 2023, we continued offering an extensive range of extra-curricular activities. We held our Ride to School Day, Pink Stumps BBQ, as well as many incursions and excursions. We also held our Grade 6 Graduation and the end of year concert. The Grade 3-6 students attended a camp at Phillip Island and some of the 5/6 students were chosen to attend Somers Camp.

In 2023, we ran our Prep Transition program – Be PREPared. The program ran for 10 sessions across Terms 3 and 4 and attracted 6 Prep enrolments to our school for 2024.

Other highlights from the school year

In 2023, our school participated in a significant number of activities and events. We provided as many extra-curricular opportunities as possible. We used our Sporting Schools grants to provide basketball and soccer clinics and a 5 day swimming program for all grade levels. The students participated in excursions to Circus Quirkus, Sovereign Hill and Parliament in Ballarat, and had numerous incursions including Life Ed, Ananse Stories, Jeans 4 Genes Day, Hoodie/Oodie Day, Pirate Day, Cultural Day, Royal Flying Doctors Service and RACV Safety Squad. The Grade 3-6 students attended a camp at Phillip Island and some selected students attended Somers Camp. The Grade 5/6 students had an opportunity to participate in the Lions Club Young Ambassador speech night.

Our students were able to showcase their musical ability by attending the Balliang East PS initiative, Moorabool Kids Day Out. All students performed at the end of year concert, which was held at the Bacchus Marsh Town Hall. In 2023, our school celebrated its

110th birthday. The students worked with the Billy Tea Bush Band, learning bush dances during the day. After school, parents were invited to attend a special event and join in the dancing.

The Principal was asked to present at the Network Meeting to share the strategies implemented in the school which lead to the excellent Naplan results.

Financial performance

In 2023, we continued to make improvements to our school grounds and buildings as deemed necessary. We worked through the required improvements as identified in our VSBA report. This including replacing the roof and painting the interior and exterior of the administration block. Synthetic grass was installed over the courtyard and main paths to remove the uneven paving hazard. We had a major focus on upgrading the school grounds by erecting a new shade sail, installing garden sheds, replacing outdoor seating and mulching large garden areas. We added to our inclusive play areas by building a GaGa pit for all students to play in. 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 2024 including installing a Ninja Warrior Course. 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 75 students were enrolled at this school in 2023, 34 female and 41 male.

NDP percent of students had English as an additional language and 8 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.

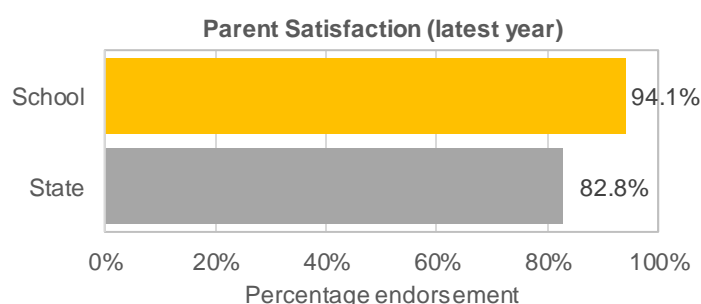
This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	94.1%
State average (primary schools):	82.8%



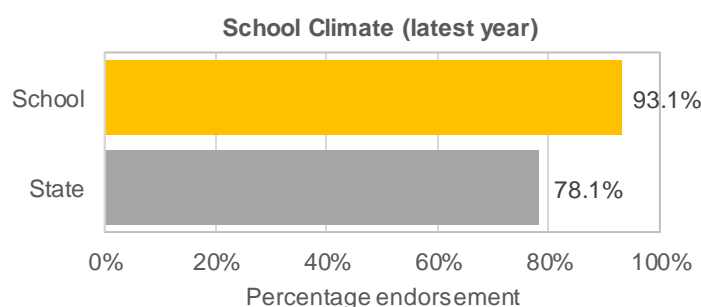
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	93.1%
State average (primary schools):	78.1%



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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English

Years Prep to 6

School percentage of students at or above age expected standards:

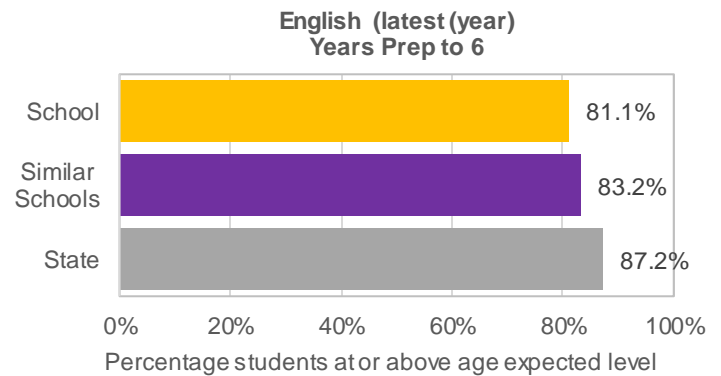
Latest year
(2023)
81.1%

Similar Schools average:

83.2%

State average:

87.2%



Mathematics

Years Prep to 6

School percentage of students at or above age expected standards:

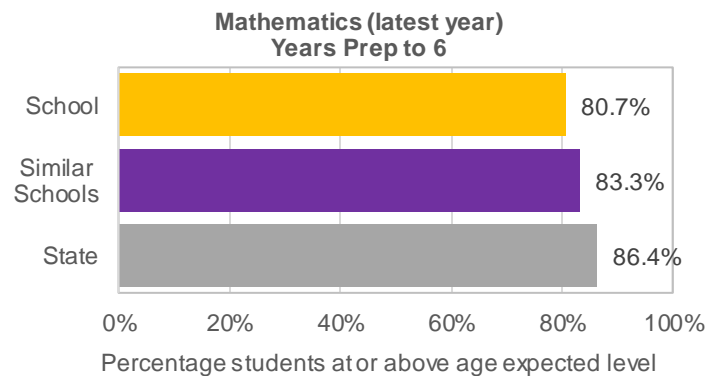
80.7%

Similar Schools average:

83.3%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

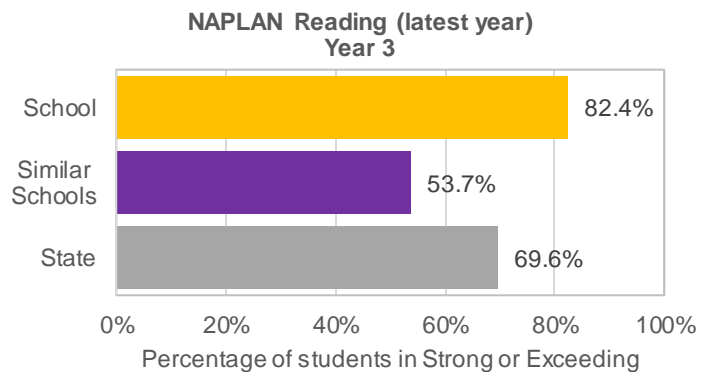
82.4%

Similar Schools average:

53.7%

State average:

69.6%



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

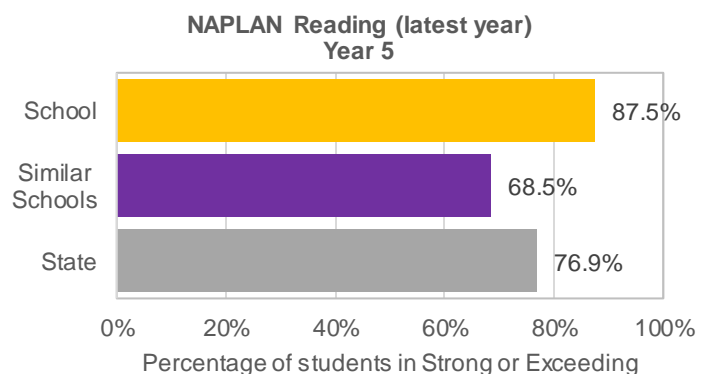
87.5%

Similar Schools average:

68.5%

State average:

76.9%



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

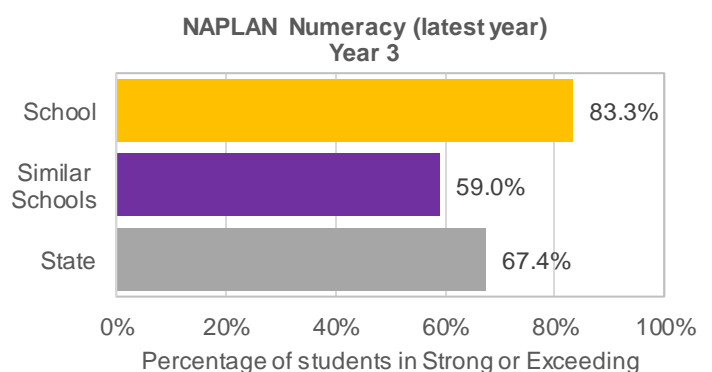
83.3%

Similar Schools average:

59.0%

State average:

67.4%



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

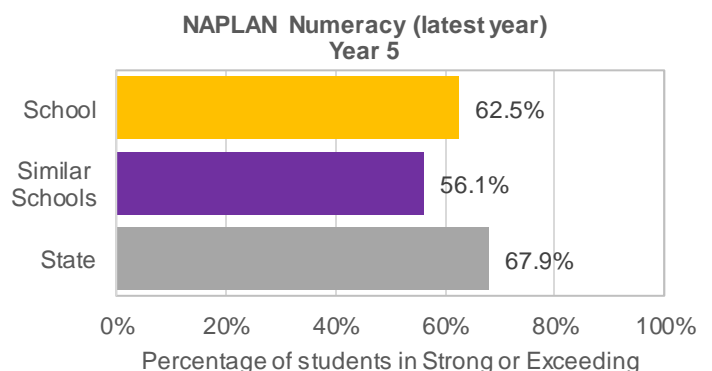
62.5%

Similar Schools average:

56.1%

State average:

67.9%



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

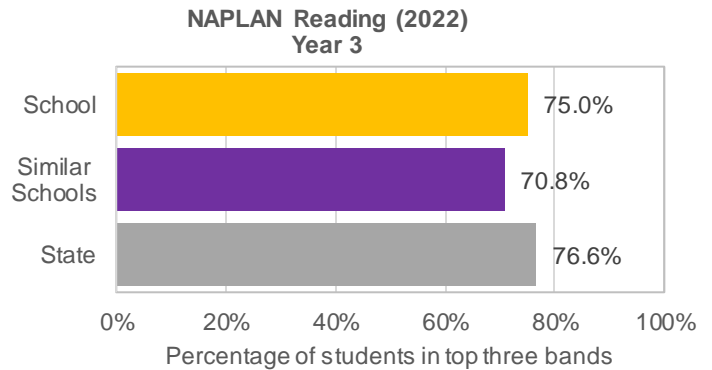
75.0%

Similar Schools average:

70.8%

State average:

76.6%



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

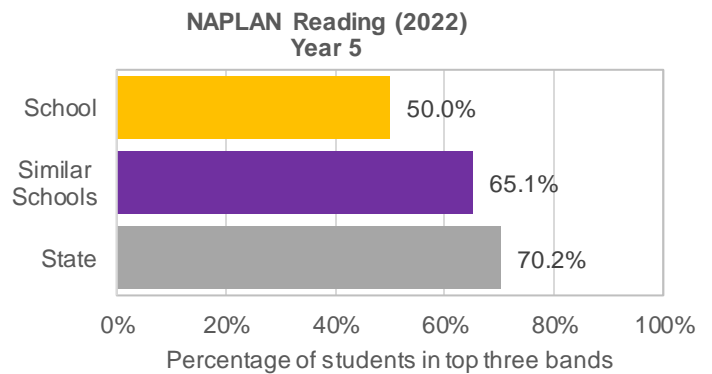
50.0%

Similar Schools average:

65.1%

State average:

70.2%



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

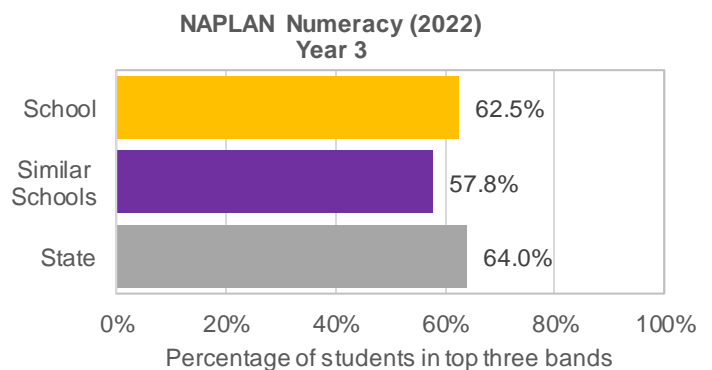
62.5%

Similar Schools average:

57.8%

State average:

64.0%



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

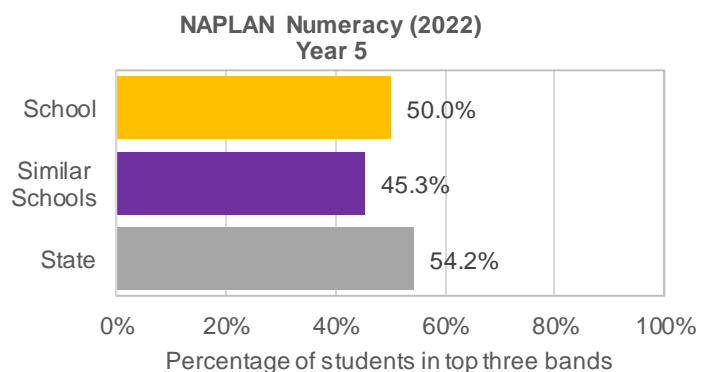
50.0%

Similar Schools average:

45.3%

State average:

54.2%



WELLBEING

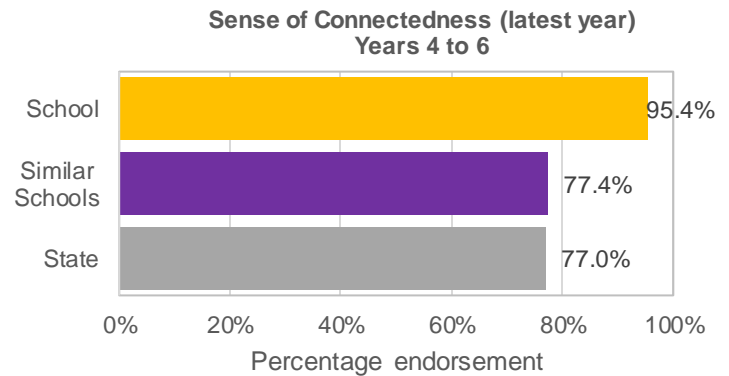
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	95.4%	87.7%
Similar Schools average:	77.4%	79.2%
State average:	77.0%	78.5%

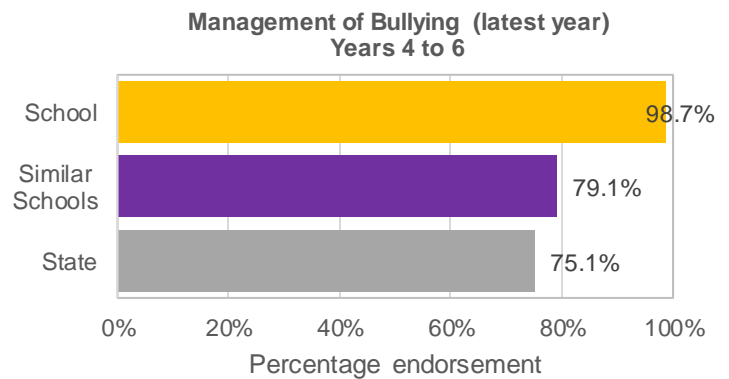


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	98.7%	92.9%
Similar Schools average:	79.1%	81.8%
State average:	75.1%	76.9%



ENGAGEMENT

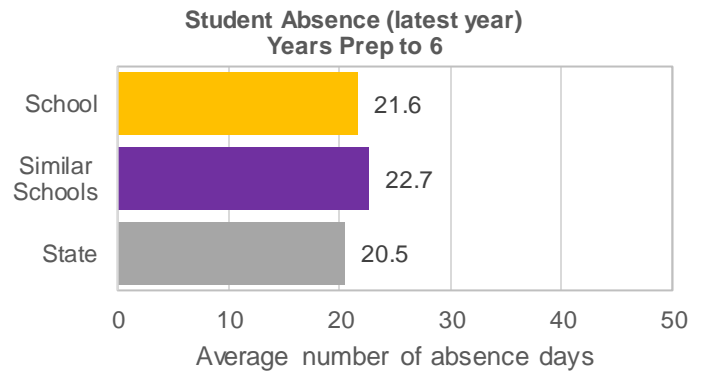
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	21.6	17.4
Similar Schools average:	22.7	20.5
State average:	20.5	18.1



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 (2023):	94%	92%	87%	86%	90%	92%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,548,484
Government Provided DET Grants	\$311,933
Government Grants Commonwealth	\$675
Government Grants State	\$2,200
Revenue Other	\$12,550
Locally Raised Funds	\$27,073
Capital Grants	\$0
Total Operating Revenue	\$1,902,915

Equity ¹	Actual
Equity (Social Disadvantage)	\$138,035
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$138,035

Expenditure	Actual
Student Resource Package ²	\$1,244,398
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$16,730
Communication Costs	\$1,668
Consumables	\$19,558
Miscellaneous Expense ³	\$5,696
Professional Development	\$1,912
Equipment/Maintenance/Hire	\$13,635
Property Services	\$191,167
Salaries & Allowances ⁴	\$34,364
Support Services	\$0
Trading & Fundraising	\$12,700
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,736
Total Operating Expenditure	\$1,549,565
Net Operating Surplus/-Deficit	\$353,350
Asset Acquisitions	\$7,250

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$186,140
Official Account	\$61,882
Other Accounts	\$23,341
Total Funds Available	\$271,363

Financial Commitments	Actual
Operating Reserve	\$23,190
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$23,190

All funds received from the Department of Education, 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.