

2021 Annual Report to The School Community



School Name: Ballan Primary School (1435)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 March 2021 at 12:13 PM by Julie Ferguson (Principal)

The 2020 Annual Report to the school community:

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

Attested on 17 March 2021 at 09:12 PM by Mary Hayes (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Ballan Primary School is located 40 kilometers east of Ballarat on the Western Highway. Ballan is a picturesque regional town with many attributes. The school has been on the site since 1874.

Ballan Primary School is a Professional Learning Community which offers a comprehensive curriculum with a strong focus on Literacy and Numeracy through quality programs and an emphasis on students feeling connected to the school, their peers and teachers. The school guarantees all students have access to a broad, balanced and flexible Victorian Curriculum that is adapted to their individual needs. Our schools vision is to ensure that every child has the opportunity to be the best they can be. Our strategic purpose is to develop the desire to continue to learn throughout life and build the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice. The core values of the school are Learning, Respect and Community. We live out these values through our work within the school and with our local community. Our onsite Community Room is well utilised by local groups including the Moorabool New Parents group and a literacy based 'Small Talk' playgroup. We believe that working in authentic collaboration with the community is vital to the shaping of our present and future society. Our school was shortlisted for the Victorian Early Years Awards due to our community commitments. Our Student Family Occupation and Education band is low- medium with an index of 0.4048.

Respect: We have regard for ourselves, others, the environment and the diversity within our school. We use restorative practices and embrace our school wide positive behaviours.

Learning: We are the best learners that we can be. We have inquiring minds. We like to explore and discover knowledge.

We learn in many ways. We have a voice and celebrate our learning every day.

Community: We are active, important members of our school community. We also belong to our local and global communities.

We recognise and accept differences in ability, race, religion and beliefs of others.

The school's wellbeing program is an integral part of the ethos of the school in developing and maintaining a harmonious environment. The school has a school wide positive behaviour focus, Respectful Relationships program and facilitates Smiling Minds. This acknowledges our sustained effort and strategies to improve mental health, wellbeing and educational outcomes for all students.

The school offers a range of programs and structures designed to facilitate learning, engagement, wellbeing and social responsibility. Specialist areas include Visual Arts, Performing Arts, Language, Science, Stephanie Alexander Kitchen Garden Program, Physical Education classes and an Instrumental Music program. Students are able to learn a variety of instruments including keyboard, guitar and recorder. Other extracurricular activities include camps, Kelly Sports, Footsteps Dance Program, excursions, choir, swimming classes, sporting events, art shows, music concerts, numeracy and literacy days plus many more. Our school facilities are outstanding with multiple spaces that are purposefully designed to allow for a range of learning experiences and choices. All our classrooms are permanent and equipped to provide a 21st Century education to our students. This includes interactive whiteboards in every classroom and access to eLearning, iPads, desktop and laptop computers. We have an onsite Out of School Hours Care facility coordinated by our School Council.

At Ballan Primary School we have fifteen equivalent full-time staff. This consists of the Principal, Assistant Principal, 9 classroom teachers, a Language teacher, Science teacher, an Art and PE teacher, 3 Education Support staff, Reading Extension teacher, a Library Technician and a Business Manager.

Enrolments are continuing to increase and this is a strong indication that the suite of measures related to student learning achievement, engagement and wellbeing are being perceived positively by the local community.

Framework for Improving Student Outcomes (FISO)

One of our school's improvement initiatives under the Framework for Improving Student outcomes is building practice excellence. Although 2020 interrupted our AIP plans we were still able to provide Bastow Leading Literacy training to two staff as well as training for Fountas & Pinnell. This has continued to be a powerful journey for our staff and we are seeing positive results from the impact of collaborative learning in our student outcomes Teacher Judgement data. Our staff have an attitude of high expectations for all students and make sure that their focus is on learning, collaboration and outcomes. This was very evident during Remote and Flexible learning. Teachers followed their yearly Curriculum Planners but did not introduce new learnings at the same pace. Extension Reading groups continued and students were provided with differentiated remote learning tasks from the extension specialist teacher. This aligned with our original 2020 AIP where the focus had been on maintaining students in the top 2 bands of NAPLAN.

Our school has had a collective focus on reading comprehension and reading strategies. We have continued to embed workshop models for reading, writing and mathematics along with nonnegotiable documents that aim to ensure consistency of instruction across the school. Another FISO initiative is Curriculum Planning and Assessment and we have continued to refine and embed a guaranteed and viable curriculum, especially in Reading. Staff have continued to be involved in quality, evidence based professional learning in the reading comprehension however our Curriculum Day was postponed and will be an area of focus for 2021. Teachers were able to conduct quality reading conferences to support student's goal setting and to teach at point of need. This has resulted in a common approach to teaching and learning across the school with teachers embedding instructional models into their daily practice. Some formative assessment actioned including reader's notebooks and teachers were provided with professional reading using Notebook Connections. We have continued our work with formative assessment and plan to continue this work in 2021. High Ability Professional Learning for staff occurred and selected students engaged with program in Term 4 2020. Maths extension group also occurred with students accessing differentiated extension work during remote learning and when on site.

During remote and flexible learning Xuno was used to provide information to the whole school community and Seesaw to individual families. Regular communication from the Principal to the school community provided a constant flow of necessary information. Seesaw was upgraded and was used for teaching and learning tasks. Students could engage in these tasks at their own pace and when it suited the family. Feedback from families indicated that this was preferred as it provided flexibility. Teachers reported that a high number of students were accomplishing tasks to a high level students took more ownership of their own learning. Staff commented that there was an increased ability to focus on students individual learning goals and work together as a parent/ teacher team.

Staff have also been involved in reflective practice and feedback in regard to developing their own knowledge and skills for remote teaching and learning. Mentoring and coaching occurred within the teaching teams. Our mathematics learning specialist and literacy leader have supported teachers with implementing the schools instructional model and with professional learning for Remote and Flexible teaching and learning.

Work force planning continues to support intervention programs in literacy and numeracy. In 2020 an extension program (teacher employed .4) was implemented for students achieving reading at a high standard and for those students in the top two bands of NAPLAN reading.

Our Community of Practice focus with Mryniog and Hadden Primary schools which was planned to support teachers in building their knowledge and skills in the teaching of reading comprehension was unable to be implemented, however our school continued to embed the reader's notebooks and classroom libraries once students were back on site.

Achievement

Ballan Primary school is very pleased with student learning in 2020 considering the transition in and out of remote learning. Our schools Performance Report for teacher judgement in English indicates the percentage of students working at or above age expected standards is above both similar schools and the State average. English Prep to Year 6 data shows our school is at 87.9% while similar schools is at 84.4%. However there is a decrease overall in the percentage of students achieving above age expected standards and a slight increase in the number of students below expected standards. This will be addressed as part of our whole school tutoring program in 2021.

Teacher Judgement results for the Victorian Curriculum in Mathematics show a higher number of students in Prep to

Year 6 working at or above their age expected level. Our school data at 91.7% of students at or above expected standards in maths is above similar schools and the state average. Whole school data in maths shows that the number of students achieving below their age expected levels has increased but still remains relatively low. The positive achievements in student learning outcomes reflects the schools focus on teaching at point of need and providing a differentiated curriculum.

Our main goal in our current Strategic Plan is to improve student outcomes in Literacy and Numeracy. Teachers are continuing to build their capacity to work collaboratively to provide challenging but supportive learning environments that include high impact teaching strategies and reading comprehension. Ballan Primary school is a Professional Learning Community with a focus on continuous improvement and reflective learning practices. We are working together to improve processes around our cycle of inquiry and our data literacy. Our intervention programs continue to support students in numeracy and literacy. The employment of extra education support staff helped to deliver these intervention programs which been an initiative supported by our equity funding.

Engagement

Ballan Primary school shows our absence data for students in Prep to Year 6 is slightly higher than when compared to schools with like characteristics. Our average attendance rate by year level are all above the 90% except for Year 4 at 89%. Our 4-year average for absences is the same as similar school and lower than the state average. Common reasons for non- attendance include illnesses and also extended family holidays, however in 2020 absences were complicated by COVID. The school directly addresses students with high absences and offers external support and information regarding the importance of attending in newsletters and directly to families when required. During remote learning Education Support staff were allocated specific students who required daily assistance to engage with learning tasks and to check in regularly on their well-being.

Student voice feedback indicates that students are engaging with the curriculum and want to come to school. Absence is a lead indicator for achievement and engagement outcomes and research demonstrates there is a strong correlation between student attendance and their learning outcomes. Teachers planned many engaging activities during remote learning with a strong focus on student well-being including Dance Party on Fridays, Team newsletters and jokes, School Captains encouragement letter to the whole school community through Seesaw. Smiling Mind App and other well-being links were distributed to all families. Stronger relationships with families developed as a result and this will be a continued focus for 2021. Our school based survey data on remote learning indicated parents were very positive in regard to the support they had receives from the teachers.

Our school fosters a strong sense of connectedness through our staff understanding the importance of establishing respectful relationships with students that are based on a sense of belonging, inclusion and caring. Student Attitudes to School 2020 survey did not have data on attendance Students sense of connectedness data is the same as similar schools and higher over the 4-year average. The school will continue to work on reconnecting students after remote learning with a strong emphasis on differentiated curriculum and social and emotional learning.

Our 2020 Parent Opinion survey scored 93% positive endorsement for School Connectedness.

Wellbeing

Students Attitudes to School survey in regard to Managing Bullying positive endorsement shows a slight decline from the previous year, however our 3 year average positive endorsement is above the state and similar schools. This slight decline does not correlate with student voice feedback and also our Parent Opinion survey results showed 100% of parents positively endorsed that 'My child feels safe at school'.

In 2020 the school managed resources to increase adult mentors as well as catering for high achievers in both Mathematics and Reading. Education support staff receive professional learning in intervention programs and oral language to support students at risk of disengaging from the curriculum. During remote learning parent teacher interviews were conducted via phone call to all families prior to students returning to onsite learning. Information gleaned from these conversations provided guidelines for teachers to plan in regard to students at risk and to support them with their re engagement. These conversations also provided a vehicle for families to discuss concerns and anxieties about returning to school. Stronger relationships with families were developed as a result and parents commented that they have a better understanding of how their children learn.

The embedding of our School Wide Positive Behaviours as well as undertaking Respectful Relationships program in 2021 will continue to support student health and well-being. Strategies to ensure that students feel connected to the school have continued through our social and emotional programs such as our Better Buddies program, Life Education, Camps, 2 x 10 strategy, Be You resources, Better Buddies, whole school excursions, an active Junior School Council, Student Voice Teams and many extracurricular activities and student leadership roles throughout the school. Ballan Primary school continues to focus on student mental health and well-being with our Smiling Minds program and student involvement in the Department of Education Resilience Modules. We have a continued focus in this area to build teachers' capacity to implement well-being programs and are an accredited eSmart school. 100% of our parents indicated on the Parent Opinion Survey that they were positively satisfied with their child's schooling.

Transition continues to be a strong focus for our school to ensure that students feel safe and valued within our school and the wider community. Transition programs for Foundation and Year 6 include Better Buddies Program, Kinder to school transition program and our excursions to local secondary colleges for our Years 3 to 6 students. Students feel comfortable and generally confident with their new environments. All new students who transfer into Ballan Primary are involved in a buddy induction program.

Financial performance and position

At the end of 2020 Ballan Primary School was in a good position with a surplus of \$243,599.00. Funds have been allocated and reserved for use in 2021 for items such as Prep - 2 playground upgrade, painting and repair works, major tree works and rejuvenating asphalt areas and grounds. Revenue and expenditure were generally as expected for 2020. Equity funds were spent on professional development and resources supporting goals and targets in our Annual Implementation Plan as much as possible due to COVID restrictions on external providers. The school spent considerable funds removing dangerous Willow trees and replanting the Koorie garden. There was also an increase in Educational Staff employment to support our intervention programs in Literacy and Mathematics to support equity funded students. Casual Relief Teacher employment increased due to COVID and supported the supervision of students on site during Remote and Flexible Learning. A Learning Extension Specialist in Reading was once again employed to work with high achieving students. Our 2020 Student Resource Package had increased compared to 2019 in line with increased enrolments and PSD funded students.

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 224 students were enrolled at this school in 2020, 94 female and 130 male.

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

Overall Socio-Economic Profile

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

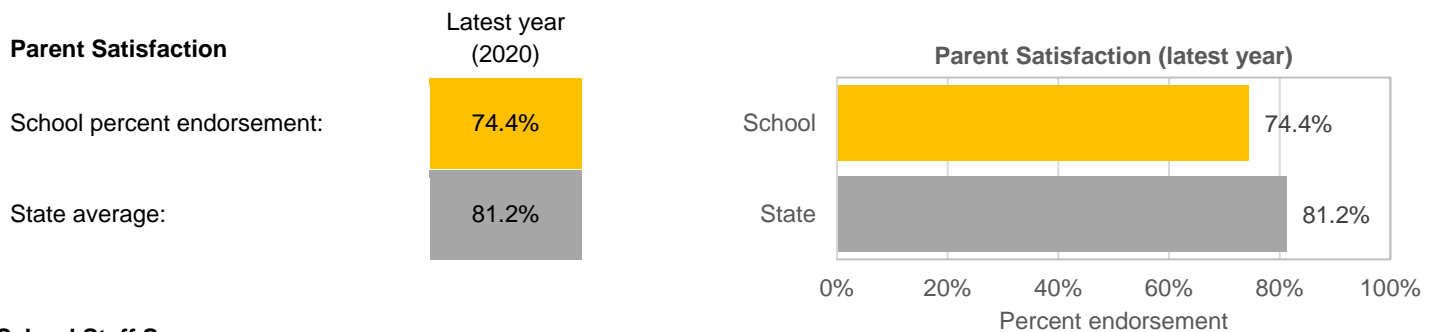
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

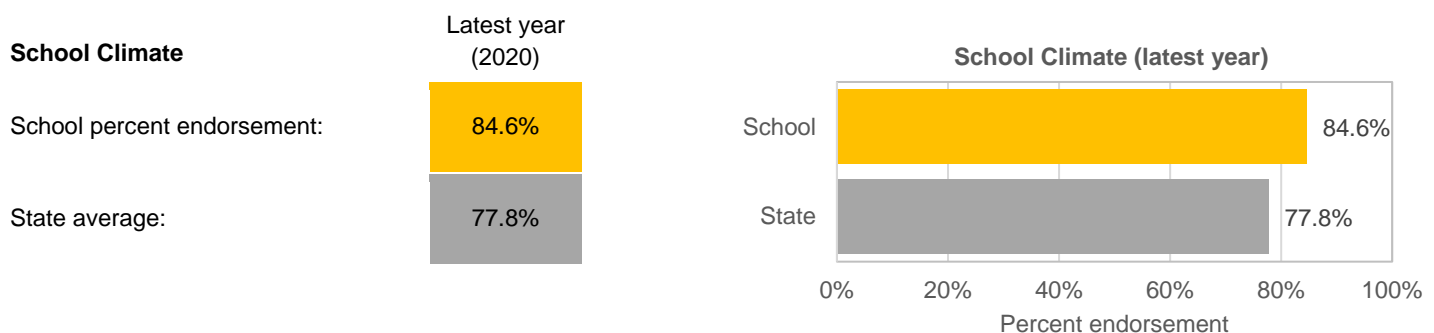


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

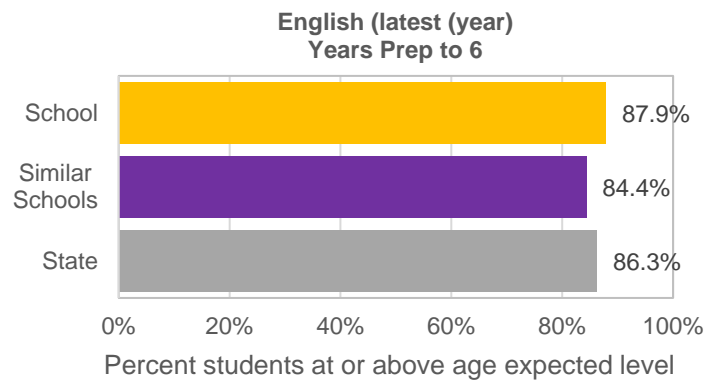
87.9%

Similar Schools average:

84.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

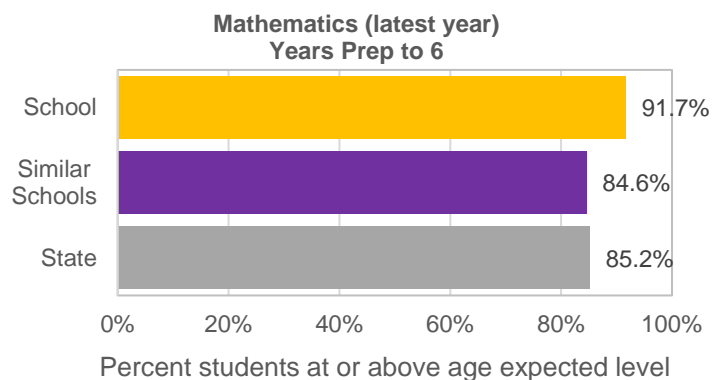
91.7%

Similar Schools average:

84.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

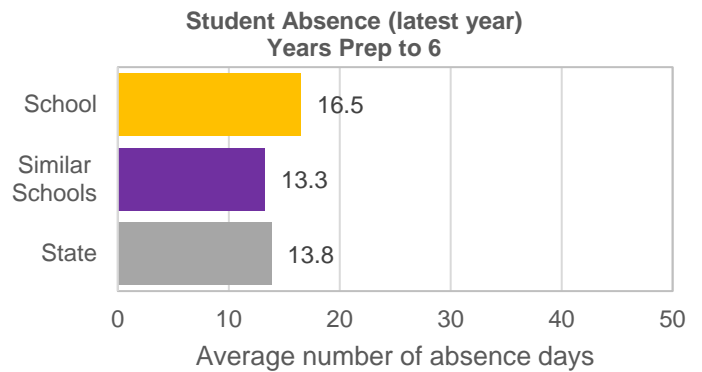
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.5	14.9
Similar Schools average:	13.3	14.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	92%	91%	93%	89%	92%	93%

WELLBEING

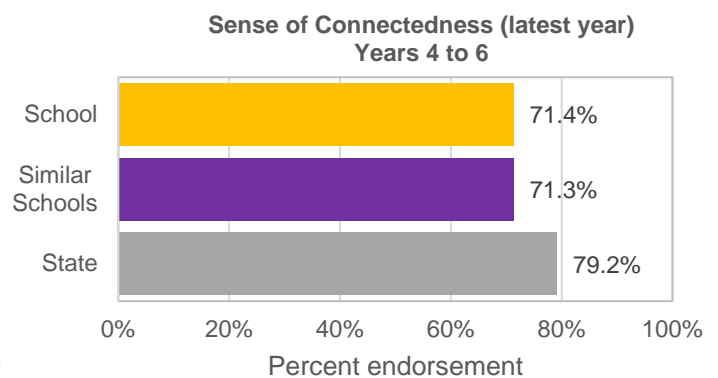
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	71.4%	79.1%
Similar Schools average:	71.3%	77.2%
State average:	79.2%	81.0%



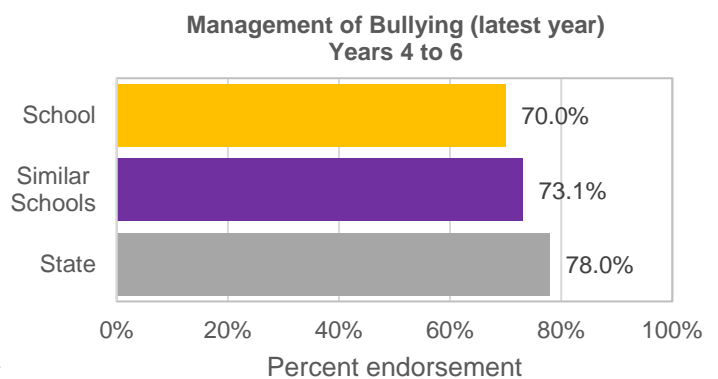
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	70.0%	80.8%
Similar Schools average:	73.1%	78.9%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,938,766
Government Provided DET Grants	\$351,675
Government Grants Commonwealth	\$133,486
Government Grants State	NDA
Revenue Other	\$4,162
Locally Raised Funds	\$132,265
Capital Grants	NDA
Total Operating Revenue	\$2,560,354

Equity ¹	Actual
Equity (Social Disadvantage)	\$57,161
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$57,161

Expenditure	Actual
Student Resource Package ²	\$1,738,721
Adjustments	NDA
Books & Publications	\$940
Camps/Excursions/Activities	\$22,771
Communication Costs	\$6,264
Consumables	\$50,957
Miscellaneous Expense ³	\$27,959
Professional Development	\$9,359
Equipment/Maintenance/Hire	\$69,754
Property Services	\$121,259
Salaries & Allowances ⁴	\$219,766
Support Services	\$2,750
Trading & Fundraising	\$25,578
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$20,689
Total Operating Expenditure	\$2,316,755
Net Operating Surplus/-Deficit	\$243,599
Asset Acquisitions	NDA

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$158,557
Official Account	\$37,896
Other Accounts	NDA
Total Funds Available	\$196,453

Financial Commitments	Actual
Operating Reserve	\$86,306
Other Recurrent Expenditure	\$2,129
Provision Accounts	\$21,200
Funds Received in Advance	\$32,256
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$49,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$190,891

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.