

# 2018 Annual Report to The School Community



**School Name: Balnarring Primary School (1698)**



- 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 2018 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 15 March 2019 at 10:02 AM by Rhonda Stephens  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 May 2019 at 12:16 PM by Bradley Phillips  
(School Council President)

## About Our School

### School context

Balnarring Primary School's vision is "to develop competent, curious learners who strive to do their best and both respect and care for themselves, others and the environment." The school is committed to building a dynamic learning culture that engages students to achieve their personal best. Our core values are encapsulated in the Balnarring Way pledge:

- I promise to care for myself
- I promise to care for others
- I promise to care for the environment
- I promise to do my best ...

because that is the Balnarring Way.

The school was established on its present site in 1990 and is located on the Mornington Peninsula. The grounds are enhanced with twelve hectares of wetlands, native garden beds, a sensory garden, a vegetable patch, an animal enclosure and an outdoor pizza oven! It has an oval, basketball courts, 4 square courts, a fitness track, a gymnasium, playground equipment for active play and quiet seating and a central courtyard for passive play.

The teaching and learning programs reflect the principle that education is about developing the whole child and therefore the curriculum is diverse and differentiated to meet the needs of all students. Flexible learning spaces have been created between classrooms to facilitate a variety of learning opportunities. The strong curriculum focus on literacy and numeracy is enriched by a broad specialist program including Japanese, science, music, art and physical education. The Humanities is taught through a 'Discovery Week' program that is time tabled each term.

The School's 397 students were taught and supported by 2 principal class members, 22 teachers and 4.05 education support staff.

Parental involvement in the many aspects of school life is highly valued and the school promotes a strong partnership between the home and the school. A large number of parent classroom helpers participated in our teaching and learning programs. In addition to this, there was significant parental support for student activity days including sports events, camps, excursions, student led conferences and 'discovery week' expos.

### Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO)

The school's priorities and initiatives focused on

1. Excellence in teaching and learning – curriculum planning and assessment and
2. Positive Climate for Learning - a supportive and productive learning environment

During 2018 the key improvement focus was on building teacher capacity to use evidence-based targeted teaching, to effectively differentiate for all students in numeracy and literacy. The curriculum leader and learning specialist provided professional development on ways to differentiate a learning intention for a range of abilities. The curriculum leader supported each PLT to use their data to differentiate. Whole school weekly planners were adopted which required teachers to show differentiation of activities to achieve a common learning intention. PLTs began to develop a numeracy continuum which will support teachers to more effectively differentiate in number. Staff developed a number goals booklet for parents to use to support their child's learning at home. Internal staff surveys are positive about improved planning and assessment practices. This work will continue in 2019. Spelling was also a key improvement focus. Staff undertook 2 days of THRASS training and are using the THRASS approach to teach spelling. This work will also continue in 2019.

In order to build community engagement in learning, the school provided forums aimed at improving parent knowledge of the teaching programs, including ways parents could assist their children at home. A variety of

additional academic and well-being tips were routinely included in the fortnightly school newsletter. The success of this initiative, which included providing information nights, class expos, school events and scheduled discussions about student progress were measured by high parent attendance and positive feedback on parent surveys.

Our parent opinion survey results were pleasing and indicated that parent satisfaction was similar to 60% of Victorian government primary schools.

## Achievement

Balnarring Primary is proud of its strong student programs. Teachers work in one of five professional learning teams that collaboratively plan programs to meet the individual learning needs of all students. Learning is student focussed and students are supported to take responsibility for achieving their learning goals in literacy and numeracy. All students reflect upon their learning and share this progress with their parents at the student led conferences held twice yearly and in written self-assessments. Teacher assessment of the curriculum programs in the areas of English and Mathematics show that across the levels Foundation–Year 6 our school performs above the range of results for the middle 60% of Victorian government primary schools. NAPLAN results show that the Year 3 students achieved above the mean of all schools in reading. The 4 year NAPLAN trend data shows Balnarring students have performed well above the state in both Year 3 and Year 5 reading and numeracy.

The FISO focus will continue to be on Excellence in Teaching and Learning.

School data shows that students in year 3 made a learning growth in year 5 of:

Reading 79.1% medium to high growth

Numeracy 76.2% medium to high growth

Writing 80% medium to high growth

Spelling 82.9% medium to high growth

Grammar / Punctuation 73.2% medium to high growth

## Engagement

A number of key programs and strategies are implemented to promote student engagement and high attendance including the implementation of challenging, authentic teaching and learning programs. All students are supported to engage in their own learning. Classroom teachers make learning 'visible' for all by having both the learning intentions and success criteria readily available. Differentiated tasks enable students to succeed in meeting their numeracy and literacy goals. A whole school number goals booklet was developed for parents to use to support their child's learning of essential number facts.

Concurrently the school continues to monitor and review intervention support for students identified as 'at risk' with their learning. A common whole school maths time allows each level to have extra support through the use of principal class members and specialist teachers. Effective 'engagement strategies' such as effective feedback, collaborative group work, pacing, physical movement and friendly controversy are routinely employed in classrooms.

Peer observations were routinely undertaken during which teachers questioned students about their learning. What are you learning? Why are you learning it? What do you need to do to be successful?

The school's absence data is slightly higher than the median for all Victorian government primary schools. In response to this, the school has maintained a strong focus on regular attendance and punctuality. If a student is absent for three days without a reason made known to the school, the Assistant Principal makes contact with the family. The use of COMPASS has raised parent awareness of the school tracking of student attendance and lateness. Educating parents about the importance of school attendance and lateness and its correlation with the impact on a student's achievement and engagement will continue.

## Wellbeing

The relationship between student well-being and school success is well understood and appreciated by all staff and the work of the Professional Learning Teams' supports the development of happy, healthy, resilient children. The school bases its social and emotional well-being program on the value of caring. The well-being of all members of the learning community - staff, students and the parent body - is of paramount importance and underpins the academic and behavioural policies within the school.

There is an embedded school wide focus on all classrooms maintaining a positive focus on behaviour management. We continue to work hard to improve our Year 5 and 6 student data on the Attitudes to School survey in regard to social engagement re a 'sense of connectedness' and 'sense of inclusion'.

All classes participate in a 'Ready, Set, Go' program which involves children playing an active, enjoyable game with their teacher and peers to start the day. During lunch-times students have the opportunity to join a variety of extra-curricular activity clubs, including the choir, the chess club, an environmental club, Junior School Council, Lego club and a Japanese club.

Furthermore all classes meet with their buddy grades regularly to develop positive peer connectedness across the whole school.

Ongoing principal chats with students, child friendly surveys, staff discussions and parent forums are embedded practices used to monitor student well-being. The data collected results in targeted classroom programs from Foundation – Year 6 being implemented that address student relationships, safety and behaviour. The 'We Care' hours - the name given to the school's social and emotional learning time - draws on a variety of SEL programs to support student well-being and positive mental health. The school implemented the first four units of the Respectful Relationships program in 2018.

The school continues to review and refine the effectiveness of all welfare intervention programs.

### **Financial performance and position**

Balnarring finished the 2018 calendar year with a \$16,500 surplus in credit. This was achieved despite releasing a leading teacher from fulltime classroom responsibilities to support the implementation of a school wide approach to differentiation; equity funding partially funded this initiative. Other big cost items included an extra planning day for each PLT to support the changes to planning required by the adoption of a whole school planning template this cost \$22,000. \$54,500 was spent on resurfacing of the basketball courts during January 2019. This had been identified as an OH&S issue. Bendigo Bank provided \$2,000 to subsidise payment of a conductor for the school band.

A Bully Stoppers grant of \$1,412 was used to provide games for the Friendship Tree and develop the Foundation boat play area including the addition of a boatshed. The Swimming in Schools money subsidised a year 4 swimming program at Pelican Park, Hastings.




A school lapathon raised over \$7,500 to pay for a mural featuring the school wetlands. Programs are reviewed annually to evaluate the effective use of resources and information from these reviews and is considered in the allocation of resources.

## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

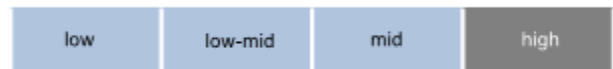
#### Enrolment Profile

A total of 393 students were enrolled at this school in 2018, 215 female and 178 male.

1 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li> Higher</li> <li> Similar</li> <li> Similar</li> <li> Similar</li> </ul>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li> Similar</li> <li> Similar</li> <li> Similar</li> <li> Lower</li> </ul>




## Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>56%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>50%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>48%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>51%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>41%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	56%	23%	Numeracy	24%	50%	26%	Writing	20%	48%	33%	Spelling	17%	51%	32%	Grammar and Punctuation	27%	41%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>                      A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	91 %	92 %	90 %	89 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	91 %	92 %	90 %	89 %	92 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,728,065	High Yield Investment Account	\$173,692
Government Provided DET Grants	\$347,762	Official Account	\$20,124
Government Grants Commonwealth	\$2,098	<b>Total Funds Available</b>	<b>\$193,816</b>
Revenue Other	\$43,169		
Locally Raised Funds	\$252,547		
<b>Total Operating Revenue</b>	<b>\$3,373,641</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$22,822		
<b>Equity Total</b>	<b>\$22,822</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,711,627	Operating Reserve	\$10,000
Books & Publications	\$2,271	Provision Accounts	\$1,300
Communication Costs	\$9,791	Funds Received in Advance	\$53,045
Consumables	\$85,494	School Based Programs	\$43,319
Miscellaneous Expense <sup>3</sup>	\$119,634	Funds for Committees/Shared Arrangements	\$403
Professional Development	\$20,444	Repayable to the Department	\$30,000
Property and Equipment Services	\$224,818	Maintenance - Buildings/Grounds < 12 months	\$55,750
Salaries & Allowances <sup>4</sup>	\$167,923	<b>Total Financial Commitments</b>	<b>\$193,816</b>
Trading & Fundraising	\$26,384		
Utilities	\$32,596		
<b>Total Operating Expenditure</b>	<b>\$3,400,982</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$27,341)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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

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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

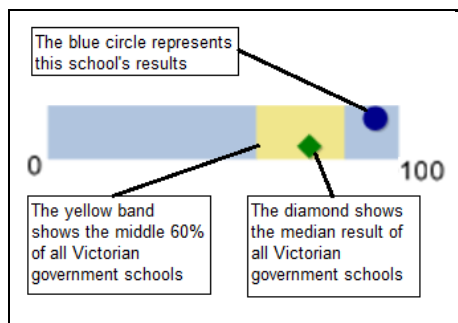
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

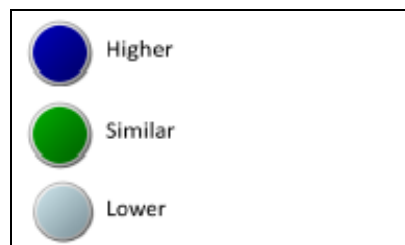


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').