

2016 Annual Report to the School Community



School Name: Balnarring Primary School

School Number: 1698



Name of School Principal:

Rhonda Stephens

Name of School Council President:

Bradley Phillips

Date of Endorsement:

15th March, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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 381 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)

The school's priorities and initiatives focused on

1. Excellence in teaching and learning – curriculum planning and assessment and
2. Building community engagement in learning - building communities.

During 2016 a two year Maths Action Research Plan was initiated to develop a consistent approach to implementing numeracy across the school. As part of this research plan, teachers were required to implement a *'pre and post numeracy assessment regime'* prior to teaching each number topic, in order to identify and plan for the learning needs of all their students. 100% of the professional learning teams adopted this approach; in addition PLT's became more proficient in analyzing student performance using a data management system.

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 wellbeing 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 self-assessments written in both June and December.

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 and our Year 5 students achieved above the mean of all schools in reading, writing, spelling, grammar and punctuation.



The school is pleased with the learning gain of our students from Year 3-5 in Naplan, but would like to make improvements in the area of numeracy, hence the instigation of the two year Maths Action Research plan focusing on a whole school approach to the teaching of numeracy.

Reading	92% medium to high growth
Numeracy	59% medium to high growth
Writing	66% medium to high growth
Spelling	85% medium to high growth
Grammar/Punctuation	95% medium to high growth

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

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. Concurrently the school continues to monitor and review intervention support for students identified as 'at risk' with their learning.

In 2016 staff attended the Hawker Brownlow Thinking and Learning conference. Following the conference, teachers focussed on employing a range of 'engagement strategies' to enhance student engagement in the teaching and learning programs. Peer observations were routinely undertaken; teachers observed classes being taught and documented the engagement strategies being employed such as effective pacing, physical movement and friendly controversy. Many of these strategies are now embedded in teacher practice.

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. 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 school bases its social and emotional wellbeing program on the value of *caring*. The wellbeing 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 behavior management.

The relationship between student wellbeing 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. Our Year 5 and 6 student data on the Attitudes to School survey is similar to students in like schools; they are very connected to the school, their peers and their learning. In order to enhance student wellbeing and school connectedness, 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 school. Ongoing principal chats with students, child friendly surveys, staff discussions and parent forums are embedded practices used to monitor student wellbeing. The data collected results in targeted classroom programs from Foundation – Year 6 being implemented that address student relationships, safety and behavior. The school continues to review and refine the effectiveness of all welfare intervention programs.

For more detailed information regarding our school please visit our website at
www.balnarringps.vic.edu.au





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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 381 students were enrolled at this school in 2016, 197 female and 184 male. There were < 10% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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>	<p> Similar</p> <p> Higher</p> <p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9%</td> <td>71%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>42%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>39%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>45%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>58%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	71%	21%	Numeracy	42%	42%	17%	Writing	33%	39%	27%	Spelling	15%	45%	39%	Grammar and Punctuation	15%	58%	27%	<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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	93 %	93 %	92 %	91 %	<p style="text-align: center;"> Lower </p> <p style="text-align: center;"> Lower </p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	93 %	93 %	92 %	91 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

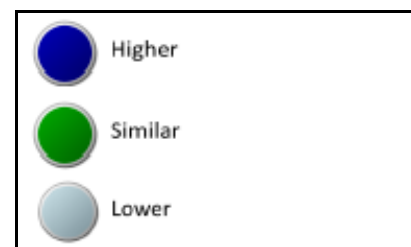
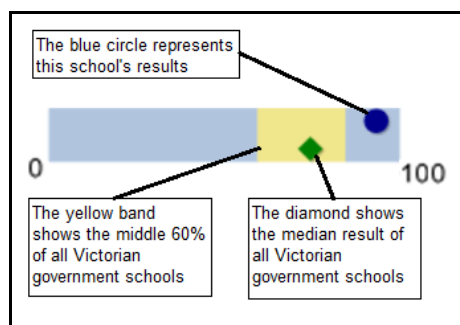
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

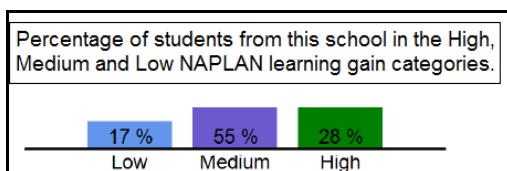
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Due to the age of many of the school's facilities there were a number of unplanned expenses in 2016 relating to maintenance and repair tasks. A number of newly installed skylights were damaged and needed to be replaced; there were numerous plumbing issues concerned with blocked drains, damaged gutters and leaking toilets. Repairs were made to door hinges, windows frames, cupboards and shelves. Several tree branches needed to be lopped as they were at risk of falling.

The much needed upgrading of the junior school toilets and the replacement of older air conditioners have been established as priorities for the next twelve months; \$56,000 has been set aside for these works.

One of the school's fundraising events in 2016 was a 'number-a thon' which raised nearly \$4000. Fundraising activities throughout the year provided the installation of new air conditioners in two classrooms, blinds to assist with sun glare and picnic tables for the senior school students. A Foundation-Year 1 outdoor activity area is also being developed. The school received a \$500 donation from the Balnarring Branch of the Bendigo Bank which our Balnarring Environmental Action Team (BEAT) initiated. These funds paid for the painting of a mural at the local skate park to encourage the correct disposal of litter. A second grant totaling \$2000 enabled four parents to be trained in the "Catch Up Literacy" program delivered to Year 3 students in need of individual literacy support.

From the school's Professional Development budget \$5100 was spent to allow 17 members of the teaching staff to attend the Hawker Brownlow Thinking and Learning Conference to support the work of the PLT's.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,471,715
Government Provided DET Grants	\$196,781
Government Grants Commonwealth	\$1,932
Revenue Other	\$84,469
Locally Raised Funds	\$296,409
Total Operating Revenue	\$3,051,306

Expenditure	
Student Resource Package	\$2,450,342
Books & Publications	\$2,864
Communication Costs	\$8,167
Consumables	\$59,434
Miscellaneous Expense	\$162,170
Professional Development	\$12,463
Property and Equipment Services	\$181,391
Salaries & Allowances	\$86,528
Trading & Fundraising	\$34,374
Utilities	\$16,074
Total Operating Expenditure	\$3,013,808

Net Operating Surplus/-Deficit	\$37,498
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$186,430
Official Account	\$16,389
Other Accounts	\$16,082
Total Funds Available	\$218,902

Financial Commitments	
Operating Reserve	\$60,000
Asset/Equipment Replacement < 12 months	\$13,687
Maintenance - Buildings/Grounds incl SMS<12 months	\$55,364
Revenue Received in Advance	\$52,630
School Based Programs	\$37,221
Total Financial Commitments	\$218,902



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.