

2020 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).
- 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 23 March 2021 at 04:00 PM by Nicole Walker (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 24 March 2021 at 09:47 PM by Ben Vasiliou (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

Balnarring Primary School was re-established on its present site in 1990. The grounds include twelve hectares of wetlands, native garden beds, vegetable patches and an animal enclosure. There is a grassed oval, two basketball courts, a number of four square courts, a fitness track, a boat/bus play area, mud kitchen and playground equipment for active play and quiet seating, within a central courtyard, for passive play.

Balnarring Primary School is located in a semi-rural area close to Western Port Bay in the Shire of the Mornington Peninsula; it is southeast of Melbourne.

Our 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.'

Balnarring Primary, where nature meets nurture, is committed to ensuring that all students

- learn the necessary skills and attitudes to become competent, curious learners
- develop as happy, healthy and resilient young people who respect and care for themselves, others and the environment
- become life-long learners, recognising their personal and academic potential
- strive to do their best

Our school is a vibrant learning community.

In 2020 the student enrolment was 392; these students were housed in 16 classes including three Foundation grades. Due to long service leave and then retirement the staffing profile throughout 2020 was made up of an Acting Principal, an Acting Assistant Principal, a Learning Specialist, 16 classroom teachers, 1 Physical Education teacher, part time teachers, delivering Performing Arts, Science and LOTE, a Business Manager and 3.2 Education Support staff members.

Balnarring Primary School is proud of the supportive environment it created, enabling staff, parents and students to work closely together to support students to reach their personal and academic potential, despite the changes to the teaching and learning conditions presented during 2020.

Framework for Improving Student Outcomes (FISO)

In 2020, Balnarring Primary continued to focus on the implementation of Key Improvement Strategies related to the FISO dimensions of

- Building Practice Excellence, and
- Parents and Carers as partners.

This included:

- building teacher capacity to use evidence-based, targeted teaching, by effectively differentiating for all students in numeracy
- developing and strengthening teaching practices and evidence-based assessment approaches in reading.
- providing information to parents/carers that enabled them to be actively supportive of their children's learning.

Despite the interruption caused by COVID-19 we continued to focus on differentiation by providing work plans that supported both enabling and extension activities. In addition teachers prepared explanatory, video tutorials to accompany these work plans. Teachers also met with small groups of students for both reading and number to cater for their differentiated needs.

A review of our 2019 NAPLAN reading data indicated the percentage of Year 5 students achieving in the Top 2 bands

remained below 2017 data. (Yr 5, 2017 54%, 2018 44%, 2019 44%)

Due to COVID-19 the professional learning plan devised to address this was significantly altered. Remote learning however did provide opportunities for teachers to observe their colleagues teaching reading. Teachers were also privy to each others' instructional videos and WebEx explicit teaching sessions. Teachers accessed PD to meet their immediate needs and expand their repertoire in the teaching of reading online. They also accessed planning documents within and across PLTs.

Positive responses in the School Staff Survey clearly indicated the collaboration of PLTs during this time.

The school acknowledged parent feedback at the end of the first lockdown period and amended work plans, the number of online contact sessions and parent accessibility with teaching staff to ensure that parents felt better informed and more able to actively support their children's learning.

The Reporting and Interview Schedule was adapted to enable parents to receive regular feedback from their child's teacher. The online parent-teacher interviews were well received.

PLTs working collaboratively enabled positive changes that supported student learning during the remote and flexible learning periods.

An online Foundation Transition program was established giving new parents an insight into Balnarring Primary School. Parents and their preschoolers looked forward to the weekly videos which enabled them to make those important early connections with the learning community.

Achievement

In 2020, the school continued to work on its strategic goal to achieve strong learning growth across the curriculum with a focus on literacy and numeracy, despite the challenges that arose due to the COVID-19 epidemic, including remote and flexible learning.

Teachers worked in one of five Professional Learning Teams (PLT's) to collaboratively plan programs to meet the learning needs of the students when on-site or when learning from home.

Students were supported to take responsibility for achieving their learning goals in both literacy and numeracy.

Planning documents reflected the school's instructional model, providing a structure that maximised focused instruction and learning time for students. These documents were however adjusted to be more supportive for parents accessing the lesson content when they were working with their children at homes. This adjustment was in response to feedback received in the DET Learning from Home Parent Survey at the end of term 2, 2020.

Whilst both on-site and during the remote learning period, students worked towards achieving personalized learning goals. Individual goals informed the teaching and learning focus for small group instruction. This differentiated learning was appreciated by 88% of students (AToSS - Differentiated learning challenge) believing their teacher helped them understand their learning, gave them extra help when they needed it and helped them to do their best.

The Performance Summary data - Teacher Judgement of Student Achievement is evidence of student achievement and learning growth - indicating the percentage of students in Foundation to 6 working at or above expected standards in Reading and Number and Algebra; our data was above the state median – Reading 90.0% (state mean 86.0), Number and Algebra 89.0% (state mean 85.0).

NAPLAN assessments were not undertaken in 2020 due to the COVID – 19 epidemic. Performance summary data related to NAPLAN in 2020 is unavailable.

In 2021, it is envisaged we will:

- provide further support during both numeracy and literacy lessons F-6 to enhance student outcomes
- strengthen teacher practice in reading
- continue to embed effective differentiation for all students in order to achieve high learning growth in literacy and numeracy
- ensure all planning of teaching and learning is based on relevant student data

- support teacher collaboration when planning within PLTs and across PLTs

Engagement

The impact of Covid-19 in 2020 was enormous in all schools.

At the end of term 1 students moved quickly from supported classrooms with their teacher and peers to make-shift classrooms in kitchens and lounge rooms.

Staff worked quickly and diligently accessing professional learning related to online platforms to ensure all students remained engaged with their learning and connected with their peers.

Weekly 'parent friendly' work plans were submitted on Teams 365 for families to access; hard copies were also made available for those families struggling with the new technology. Almost 100 devices were loaned to students.

WebEx (approved by the DET) was chosen to enable both whole class and small groups to meet online. High attendance at these sessions strongly indicated that students wanted to remain connected with their peers and pursue their learning. Differentiated focus groups for explicit teaching in literacy and numeracy were scheduled.

On the 2020 Student Attitudes to School survey the variable - My teacher gives extra help when students need it – was 89% positive. Student voice was encouraged through 'choice' in both content and process. Teacher modelling in the classroom was replaced by daily video tutorials enabling students to work more independently.

Student feedback used to further engage students in their learning was also evident through both the chat function on 365 and the use of emoji's (used by teachers to students, students to teachers and students to students). On the 2020 Student Attitudes to School survey the variable – My teacher helps me to do my best – was 91% positive.

Engagement was monitored through attendance at small group WebEx meetings, attendance at whole class sessions, submitted work samples and responses in the chat feed.

'Remote and flexible learning' provided an opportunity for staff to further engage with the parent body as teachers 'entered' student's homes via WebEx. Parents were welcome to join the whole class and/or small group teaching sessions or wait until the end of the session to quickly ask for advice or clarification, enabling them to better support their child's learning.

In addition parents readily accessed assistance from the leadership team and/or office staff via both phone and email. Very regular Compass Posts, including videos and photos, further engaged families with the remote learning program.

Although a disrupted year a number of highlights including increased student input in their learning and increased parent awareness of the curriculum will be further encouraged and enhanced in 2021.

Wellbeing

The correlation between positive student wellbeing and academic success is appreciated by all members of staff. Professional Learning Teams work collaboratively to support the development of a happy, healthy and resilient cohort.

Despite the shifts between on-site schooling and remote learning that caused much uncertainty the 2020 Student Attitudes to School survey variable – My teacher cares about how I am feeling/looks after me – was 91% positive.

Throughout each lockdown period the school supported approximately 25 students every day whose parents either held work permits or who were deemed vulnerable. These students worked with staff members who supervised and supported the children re their wellbeing and completion of set tasks.

Staggering the return to school in term 4 enabled the younger students to reset routines, including drop-off and pick up times, calmly and without angst. The decision to follow a '50 minute work session' timetable including two active breaks also supported the transition from home back into school.

The active breaks encouraged students to exercise outdoors for 10 minutes between the first and second and the third

and fourth sessions. Exercise during these breaks to re-energise our students and enhance their concentration helped improve each child's cognitive performance and classroom behaviour in general. On the 2020 Student Attitudes to School survey the variable – I feel safe at this school - was 88% positive.

Parents juggling many roles including home-schooling became an issue in some families as the lockdowns extended. 'Wellbeing Wednesday' was introduced into the weekly 'at home planner' encouraging 'family' activities that could be completed by all siblings, regardless of their level of schooling. Tasks included art and craft suggestions, musical performances, sustainability actions and physical health activities. Wellbeing Wednesday also gave students and the families a day to catch up on work not completed.

Student voice was evident in a number of 'wellbeing videos' produced and shared by the School Captains and other Year 6 leaders via the Compass portal. These included How to set up your work station successfully at home / How to make a pot for a plant from newspaper / Activities to enjoy - away from the screen...

The Social and Emotional Learning program centred on the school's values of respect and care, continued to draw on a number of SEL programs to promote personal and collective wellbeing. In addition the implementation of the Rights, Resilience and Respectful relationships program continued during 2020 with the 4R team sharing weekly tasks with PLT's when on-site or adding to the 365 platform when in remote learning. In the 2020 Parent Opinion survey, Safety domain - My child feels safe at school - was 93% positive.

Although a disrupted year the school can be proud of its strong focus on wellbeing which supported all members of the learning community = the staff, students and their families.

Financial performance and position

Balnarring Primary School continued to allocate resources to enable the achievement of the school's goals and priorities. The school finished the 2020 calendar year with a \$541 surplus in credit. The school continued to release a Leading Teacher from full time classroom responsibilities, to further support Professional Learning Team's with the implementation of a school wide approach to differentiation. The equity funding continued to partially fund this initiative.

Due to the effects of the Covid-19 pandemic throughout the year, the revenue and expenditure budgets for 2020 were not expended in their usual manner. Many strategies were introduced to assist the whole school community in adjusting to the ever changing needs throughout this period. Communications with families were continually improved using the Compass App and 365 Teams, which all needed to be updated and maintained.

When back on-site many children rode their bikes to school so new bike racks were installed for the junior school students. New furniture and shelving was installed in Kirinari to establish a senior borrowing library, a literacy circle library and to house the desktop computers relocated from the old computer lab for the Year 4 children to readily access. New senior school books were purchased; open learning spaces were established in the grounds to serve as outdoor classrooms; a bus/boat play area was created for the Foundation and Year 1 children and high jump equipment, student sports tops, together with water safety surf boards were also purchased to support the physical education program.

The Bushfire Preparedness Program funds were used to clear the gutters and roofs from branches and leaves, trim trees, mow and whipper snip grass and to purchase a new speaker system throughout the school to aid security, should a bushfire threat occur.

Our buildings and grounds development continued throughout the year with samba drums installed near the school office; louvers and lighting continually maintained in Kirinari; the gym floor resurfaced and extensive drainage repairs and leaking pipes investigated. Two more concrete steps were replaced; shade umbrellas purchased together with many bottles of water and sanitisers which were an OH & S consideration.

The School Council were informed of the school's financial position by the Finance Committee's monthly report

.Appropriate accounts and records were kept and internal controls monitored.

For more detailed information regarding our school please visit our website at
<http://www.balnarringps.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.

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 392 students were enrolled at this school in 2020, 206 female and 186 male.

1 percent of students had English as an additional language and 2 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.

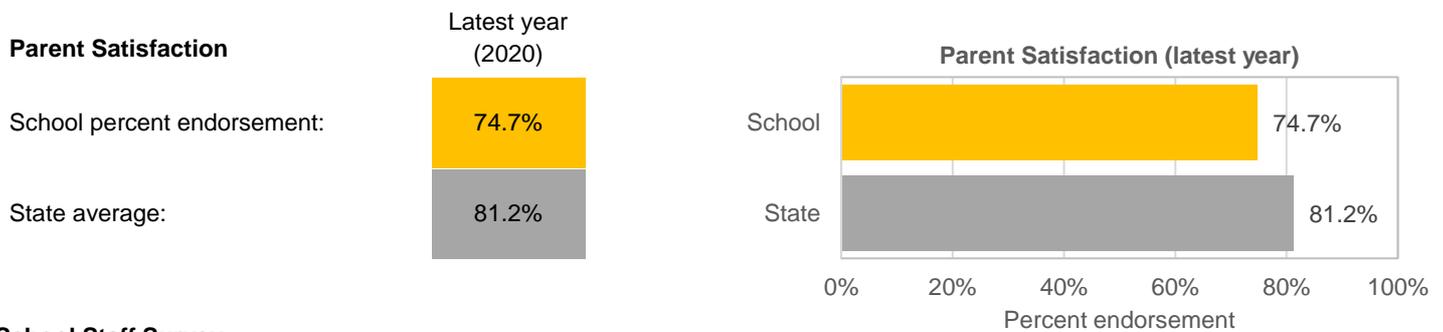
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

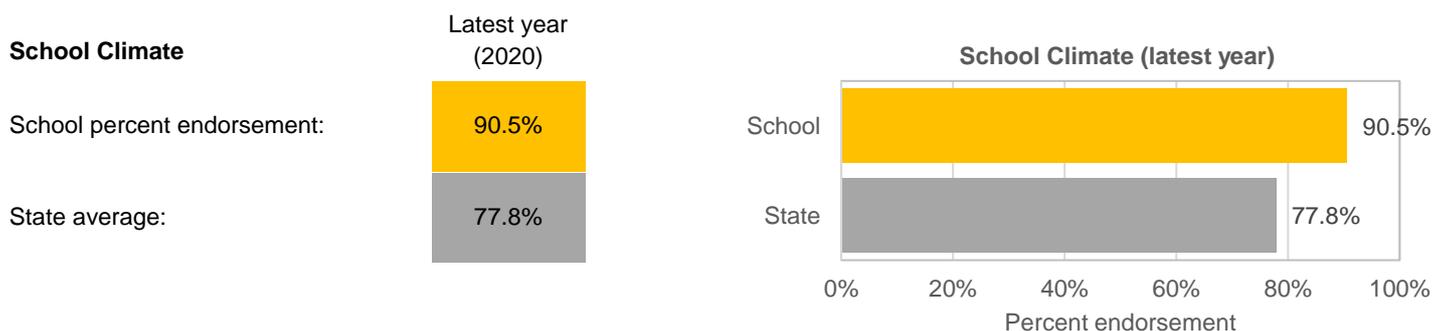


School Staff Survey

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:

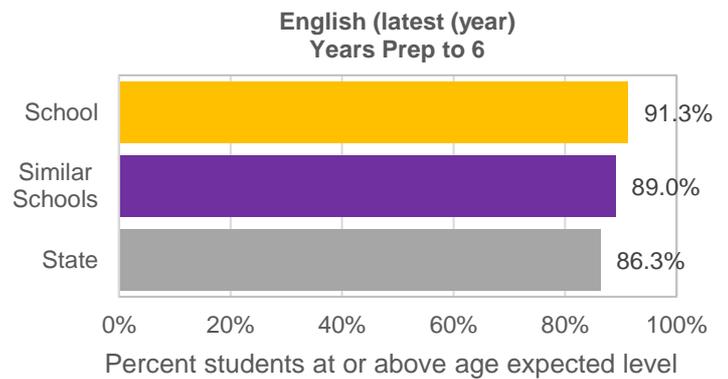
91.3%

Similar Schools average:

89.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

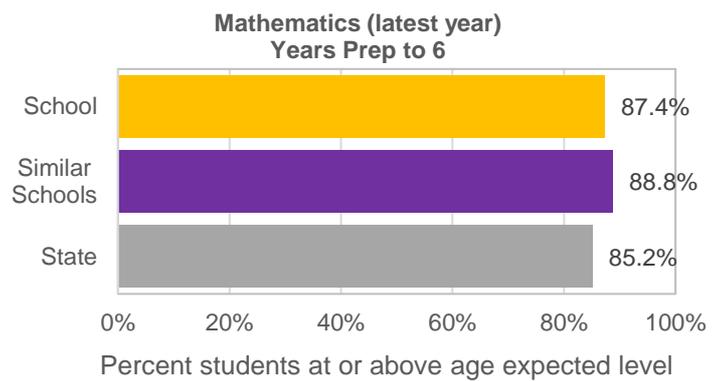
87.4%

Similar Schools average:

88.8%

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

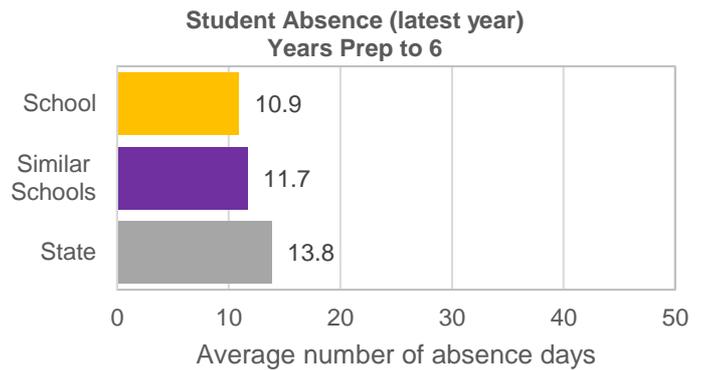
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.9	15.6
Similar Schools average:	11.7	14.4
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):	93%	93%	94%	95%	95%	96%	95%

WELLBEING

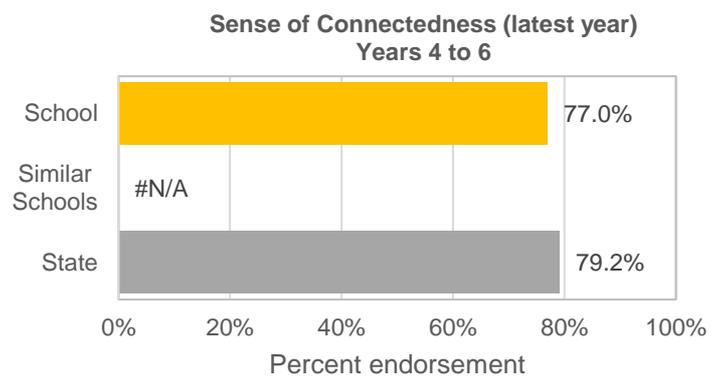
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	77.0%	80.2%
Similar Schools average:	NDP	79.9%
State average:	79.2%	81.0%



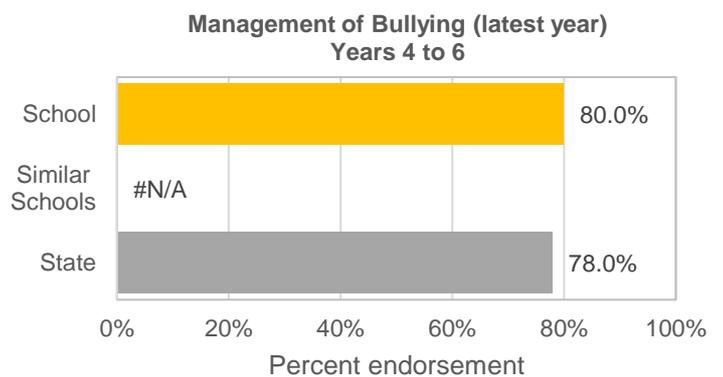
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	80.0%	81.9%
Similar Schools average:	NDP	80.9%
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	\$2,879,509
Government Provided DET Grants	\$395,290
Government Grants Commonwealth	\$1,097
Government Grants State	\$21,857
Revenue Other	\$20,092
Locally Raised Funds	\$106,720
Capital Grants	NDA
Total Operating Revenue	\$3,424,566

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,110
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$26,110

Expenditure	Actual
Student Resource Package ²	\$2,878,969
Adjustments	NDA
Books & Publications	\$2,664
Camps/Excursions/Activities	\$5,024
Communication Costs	\$20,938
Consumables	\$63,724
Miscellaneous Expense ³	\$24,869
Professional Development	\$7,745
Equipment/Maintenance/Hire	\$93,905
Property Services	\$65,588
Salaries & Allowances ⁴	\$90,341
Support Services	\$15,730
Trading & Fundraising	\$14,608
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,159
Total Operating Expenditure	\$3,310,264
Net Operating Surplus/-Deficit	\$114,303
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	\$287,863
Official Account	\$15,906
Other Accounts	NDA
Total Funds Available	\$303,769

Financial Commitments	Actual
Operating Reserve	\$62,107
Other Recurrent Expenditure	\$8,450
Provision Accounts	\$1,300
Funds Received in Advance	\$64,749
School Based Programs	\$62,269
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$2,677
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$107,304
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$308,856

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.