

2019 Annual Report to The School Community



School Name: Ballarat Primary School (Dana Street) (0033)



- 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 2019 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 07 March 2020 at 02:29 PM by Natalie Toohey (Principal)

The 2019 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 19 March 2020 at 04:49 PM by Steve Martin (School Council President)

About Our School

School context

Ballarat Primary School (Dana Street) is located in the Ballarat central business district and in 2019 had a student enrolment of nearly 250. The school is Ballarat's oldest Victorian Government primary school and was established in 1857. It has played and continues to play a significant role in the education community of Ballarat. Practices reflect the belief that education is a process of growth, underpinned by the community values of respect, care, responsibility, inclusion, tolerance, understanding and excellence. The core purpose of the school is to provide a comprehensive education for all students. This is accomplished in a climate of engagement, inclusion and enjoyment. We employ effective communication, strong teamwork and the use of evidence-based, explicit teaching and learning strategies which enable students to reach their academic, social, emotional and physical potential.

In 2019, the school had 26 staff: Principal class, Teaching staff and Education Support staff. The school was organised into 11 learning groups, supported by specialist Visual and Performing Arts, LOTE (Japanese), Intercultural Studies and Physical Education. In addition, the school has a strong English as an Additional Language (EAL) program and has International School accreditation. This enhances the comprehensive and engaging teaching and learning programs for the diverse student community.

All students and families are supported through evidence-based wellbeing programs and strategies aimed at developing responsibility, resilience and social, emotional and physical potential.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) has four priority areas - Excellence in teaching and learning, Professional leadership, Positive climate for learning and Community engagement in learning. Ballarat Primary School (Dana St) implements practices to enhance all four priority areas.

In 2019, the school focussed on "Building Practice Excellence", in the core areas of Writing and Numeracy. Equity funding was targeted towards professional learning to further build practice excellence and enhance student learning, particularly in the areas of Writing, Number and Student Wellbeing. In Literacy, the Equity funding and professional learning was targeted towards embedding consistency in teacher planning of Writing, implementing our new Instructional Model and building capacity of teachers to teach students to move through a writing cycle as an author. Literacy actions were targeted at introducing a new approach towards teaching word study. The move away from the word "spelling" was deliberate, as the aim was to teach students how to study and learn about words in our language, in order to better spell them. Equity funding has also supported the provision of literacy intervention programs which have had a positive impact on student literacy learning. In Numeracy, professional learning was targeted at enhancing staff knowledge and understanding of using the curriculum as a starting point to develop a logical scope and sequence to provide for deeper learning. Assessment data was an area of focus, as teachers used student data to begin planning a series of lessons on a given topic. The instructional model was also a major part of our Numeracy professional learning. The FISO area of 'Empowering Students and Building School Pride' was the focus of our Wellbeing goal and actions. The school focussed on embedding its range of Wellbeing practices and planning for these across the school. Respectful Relationships has been implemented across the school, and teachers have worked collaboratively to plan for integrating this with circle time and Bounce Back lessons.

'Building leadership teams' was the FISO focus for the school's leadership goal. A great deal of professional learning was undertaken by leaders within the school to assist them to build capacity to lead. This included the learning specialist accessing a purpose built course through Bastow Institute and our Assistant Principal accessing "Open to Learning". We continued to build the capacity of the PLC leaders, with time allocated for collaborative planning. The School Improvement Team met regularly to oversee all A.I.P. actions within the school. The collaborative nature of this team enhanced the capacity of all members to lead.

Achievement

Ballarat Primary School (Dana St) achieved results above expected for our school type in teacher judgements against the Victorian Curriculum in English and Mathematics. The percentage of students in the top 3 bands in Year 3 and Year 5 NAPLAN was also above expected in both Reading and Numeracy. The four year average for Reading and Numeracy was higher than expected. NAPLAN learning gain from Year 3 to 5 was strong in Reading, Spelling and Writing, with the strongest growth evident in Reading. In 2019, the Victorian Curriculum was implemented in classrooms and specialist programs.

The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. In 2019, the school continued to focus on the priority areas of literacy and numeracy, with improved practices implemented in classrooms. Professional Learning Communities were used to target student growth in the area of word study (Writing), with targeted professional learning aimed at this area. In 2020, Writing and Number will continue to be major areas of focus, with the Instructional model, team planning and consistent teaching practices embedded in all classrooms.

Engagement

Ballarat Primary School (Dana St) has achieved positive student attendance rates with an average of 92% across the school. The school records less absences than expected, compared to similar schools. Absences are promptly followed up, with support offered to families where attendance is a concern. Student attendance is given a high profile in the newsletter and in classrooms. High expectations for learning are promoted in all areas of the school.

The school implements a curriculum that supports student engagement. Through the growing use of high impact teaching strategies such as learning intentions and success criteria, student goal-setting, worked examples, explicit teaching and consistent lesson structure, students are actively involved in their learning. Staff are actively engaging students in lessons, with authentic choices becoming more widespread- in texts, choice in challenging tasks and content within inquiry type units of work. The 1:1 netbook program from grade three to grade six and the implementation of the school's digital technologies scope and sequence enhances student voice and engagement in their learning, with students using the technology as a tool to create and connect. The integration of subject areas such as Science, History, Geography and Design Technologies into meaningful units of work, supports students with authentic learning experiences and thus increases engagement.

High quality specialist and extra-curricular programs also enhance student engagement. These are valued by the school community.

Wellbeing

Ballarat Primary School (Dana St) achieved results above that expected in the connectedness to school and student safety variables of the Student Attitudes to School Survey.

The school is integrating and embedding a wide range of practices which enhance student wellbeing, including Respectful Relationships, Bounce back, Restorative practices and Circle Time, Buddies and Mates, Seasons for Growth and a Life Skills program. In addition, the school's wellbeing officer supports a number of students for whom there are concerns in relation to wellbeing. High expectations for behaviour, based on the school values, are promoted in all learning areas as well as in the school ground. Student voice has been a focus within the school, with students being asked their opinions within their learning and outside. The play pod is an initiative that responded to student voice in saying that there were not enough options for outside play. The school focused a great deal of funds on upgrading the external environment for students to have a range of options for play. A whole school approach is used for supporting student behaviour. The school's child-safe practices aid in the promotion of a safe and supportive learning environment for all community members. In 2020, staff will deepen their own learning in and embed zones of regulation across the school, in order to assist students to self-regulate their emotions. A continued focus on growth mindset across the school will facilitate students experiencing confidence in their learning.

Financial performance and position

Ballarat Primary School (Dana St) met budget expectations for revenue and expenditure. A substantial amount of money was spent on painting, maintenance of the heritage-listed buildings and on playground upgrades. In 2019, the school received \$34819.20 in Equity Funding, which was targeted towards the A.I.P. focus areas of Writing, Number and Wellbeing.

The school has taken care to present monthly finance details at all School Council meetings.

All funds held by the school as at 31.12.2019 were reported and certified by School Council at the February 2020 meeting, with the Financial Commitment Summary being presented.

The surplus, moving forward, will be targeted at programs implemented in 2020. A large amount of money will be carried forward to begin planning for resurfacing of the school's oval.

For more detailed information regarding our school please visit our website at

<http://www.danaps.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 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	
<p>Enrolment Profile</p> <p>A total of 248 students were enrolled at this school in 2019, 126 female and 122 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 2 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>48%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>58%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>51%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>50%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	48%	41%	Numeracy	18%	58%	24%	Writing	13%	51%	36%	Spelling	15%	50%	35%	Grammar and Punctuation	17%	57%	26%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>91 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	92 %	91 %	93 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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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: **Key:** Similar School Comparison: Above Similar Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Above </p>
<p>Students Attitudes to School - Management of Bullying</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>Above </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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,940,657	High Yield Investment Account	\$47,451
Government Provided DET Grants	\$395,334	Official Account	\$3,103
Government Grants Commonwealth	\$8,587	Total Funds Available	\$50,553
Revenue Other	\$4,511		
Locally Raised Funds	\$97,245		
Total Operating Revenue	\$2,446,334		
Equity¹			
Equity (Social Disadvantage)	\$38,013		
Equity Total	\$38,013		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,836,905	Operating Reserve	\$50,553
Books & Publications	\$2,530	Funds Received in Advance	\$6,900
Communication Costs	\$4,634	Maintenance - Buildings/Grounds < 12 months	\$8,027
Consumables	\$57,402	Total Financial Commitments	\$65,480
Miscellaneous Expense ³	\$110,169		
Professional Development	\$14,248		
Property and Equipment Services	\$153,926		
Salaries & Allowances ⁴	\$155,769		
Trading & Fundraising	\$17,838		
Utilities	\$23,831		
Total Operating Expenditure	\$2,377,252		
Net Operating Surplus/-Deficit	\$69,082		
Asset Acquisitions	\$0		

(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 26 February 2020 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)

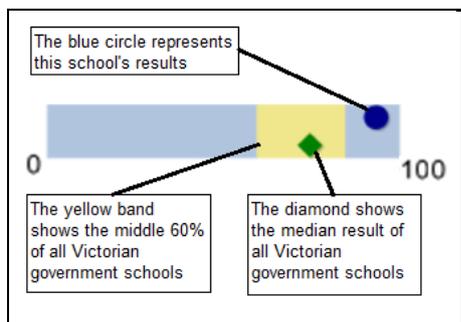
Engagement

- 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).

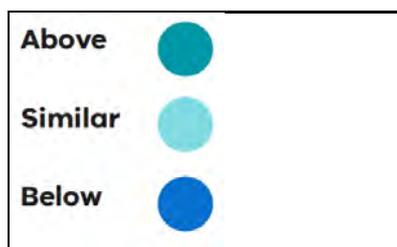


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').