

2020 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 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 14 March 2021 at 10:59 AM by Natalie Toohey (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 25 March 2021 at 08:26 PM by Steve Martin (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

Ballarat Primary School (Dana Street) is located in the Ballarat central business district and in 2020 had a student enrolment of approximately 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 2020, 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.

2020 was the year of review for Ballarat Primary School, and the final year of a four year Strategic Plan. The school conducted a deep and analytical review throughout 2020, and the entire review process was quite unique, being among the first in the state to be wholly conducted online.

The Covid-19 pandemic and related periods of remote learning had an impact on the work of the school and data collection.

The school had created an A.I.P. which worked towards its visions and goals. In 2020, the school focused on "Building Practice Excellence", in the core area of Writing, and "Curriculum Planning and Assessment" in the area of Numeracy. Other FISO areas that were the focus of 2020 were "Building Leadership Teams" and "Building Communities". 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, Equity funding was targeted at building classroom libraries, embedding Writing cycles and implementing the school's word study teaching. In Numeracy, Equity funding was used for professional learning in order to build staff capacity in teaching Numeracy. A great deal of work was done in the student Wellbeing area, particularly as remote learning impacted our students. Connectedness became a high priority, and a great deal of emphasis was placed on ensuring our students and families could communicate with their teachers and other staff during remote learning. We were unable to prioritise PLC Inquiry cycles throughout the year due to the shift of focus onto more urgent matters.

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. In 2020, the Victorian Curriculum was implemented in classrooms and specialist programs.

Unfortunately NAPLAN assessments were not completed nationally in 2020, hence there is no NAPLAN data to

reference.

The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. In 2020, the school continued to focus on the priority areas of literacy and numeracy, with improved practices implemented in classrooms. Student growth was targeted in the areas of Writing and Numeracy, with associated professional learning focused on these areas.

The use of numeracy consultant (Andrea Hillbrick) has helped continue to build teaching capacity and knowledge of creating rich assessment to then create formative assessment tasks. The focus was on tasks that 'travel' across days, cross checks and teaching strategies within numeracy lessons. Warm up, Learning Intentions and Success Criteria have become an embedded aspect of lesson plans within Numeracy. Staff worked on teaching strategies within small focus groups and how to use the data from cross checks to then inform focus groups.

Each teaching unit have now been allocated 2 hours planning time so they can work collaboratively together. Units use this time to use information from their cross checks to drive their planning. These two hours have been fundamental in developing consistency within teaching across classes in each unit.

Staff have personalised their data with student names by establishing their baseline data for Number, Reading and Writing each semester. This has assisted teachers with planning differentiated tasks on a week to week basis by using the data to plan for their students and cohort. The data is constantly revisited and reviewed.

The Literacy AIP team has continued to refine the school's approach to Writing through refining documents related to Writing and Word Study. Teaching units have used their planning days to collaboratively plan their Writing Cycles for the upcoming term. This is evidenced by their planners and consistency of teaching between classrooms. Their weekly planners clearly demonstrate the stage of the cycle that they are up to and demonstrate use of the school's Instructional Model and explicit teaching by using the same vocabulary. These include individualised sections for each component of the Instructional Model.

Teachers use their data from hot and cold writes to assess the learning needs of their students and to see student growth throughout the Writing Cycles. Teachers also use the goals from their students' ILPs to plan for differentiated instruction within Literacy.

The use of Writer's Notebooks has helped engage students in their work actively since work as it allows them to choose the idea that they like the most to elaborate on. Students have also been offered multiple options on how to publish their pieces to create further opportunities for student voice and agency.

In 2020, there was a strong focus on peer observations. This focus was around the HITS as well as the Instructional Model. Many staff decided to choose a focus around focused teaching groups within numeracy lessons. This has allowed staff to further develop their knowledge of teaching strategies to use within numeracy focus groups as well as feedback for students during this time.

In 2021, Literacy and Numeracy will continue to be major areas of focus, with the Instructional model, team planning and consistent, high impact teaching practices embedded in all classrooms.

Engagement

Ballarat Primary School (Dana St) has achieved positive student attendance rates with average rates from 92-95% F-6. 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. Absences were more challenging to calculate throughout remote learning. At times, students were completing work but unable to log in to classroom meetings due to technology issues. Likewise, there may have been students logging in but not completing as much time on task as considered desirable. The platform and digital tasks used during remote learning were judged by many students to be highly engaging.

The school implements a curriculum that supports student engagement. Through the consistent 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

The school has prioritised and dedicated in-school professional development to support student well-being. The use of timely teaching and learning sessions have given the Well-being and Engagement Team the opportunity to present and reinforce initiatives, such as The Zones of Regulation, Circle Time and setting of individual student goals.

Remote learning resulted in prioritised wellbeing supports for staff and students, both during remote learning and when back onsite. The school implemented the use of the digital platform, Class Dojo. This has allowed teachers to communicate, engage with and facilitate learning with students remotely. All class teachers have used this platform to communicate weekly with families about future learning focuses, through the use of weekly snap shots. Specialist teachers have also used this platform to communicate important information to families.

Staff have been open and reflective when trialing new ideas (such as remote Circle Time sessions, the Zones of Regulation and the Regulation Station) and each classroom has developed a student-led display that reflects the whole school approach to emotional regulation. Respectful Relationships is taught across all year levels, following a school scope and sequence and emerging relationships with partner schools have given our school positive contacts for future collaboration and continual improvement in our delivery of the RRRR materials.

Unit planners include time allocated for Circle Time, Respectful Relationships and the use of our instructional model in all planning, allows for growth mindset to be identified in learning intentions and success criteria.

Circle Time is embedded in practice with sessions held weekly in every grade level. Growth mindset language has also been incorporated into success criteria and day-to-day experiences. School values have continued to be reinforced in all areas of school life with prestigious awards given termly to excellent examples in each area.

The inclusion of clubs and the Play Pod have seen students outside play increase in creativity and positive peer interactions .

Financial performance and position

Ballarat Primary School (Dana St) met budget expectations for revenue and expenditure. A substantial amount of money was spent on carpeting and furniture. In 2020, the school received \$43,646 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 31.12.2020 were reported and certified by School Council at the February 2021 meeting, with the Financial Commitment Summary being presented.

The surplus, moving forward, will be targeted at programs implemented in 2021. A large amount of money was carried forward to co-contribute to the VSBA-led minor works project for the school's oval. The school was successful in gaining a \$500,000 minor works grant late in 2020, which will be carried out during 2021.

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

<http://www.danaps.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 251 students were enrolled at this school in 2020, 132 female and 119 male.

5 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.

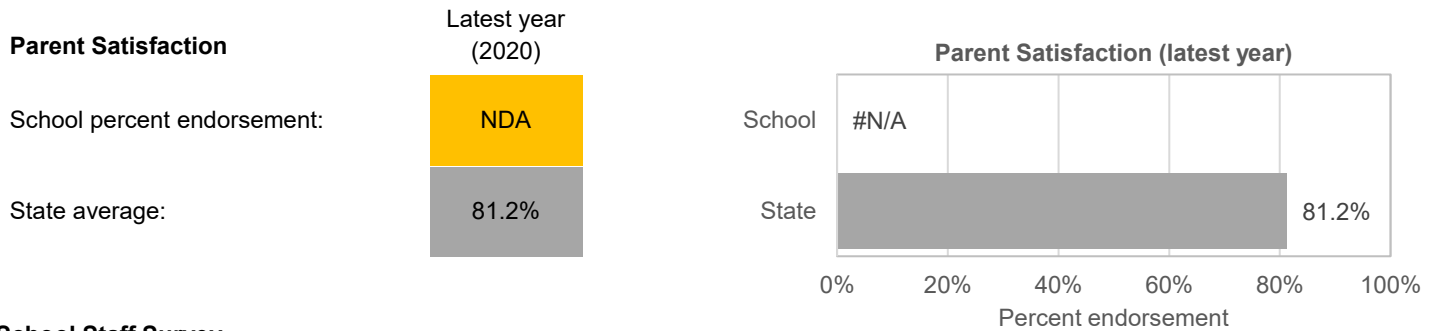
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

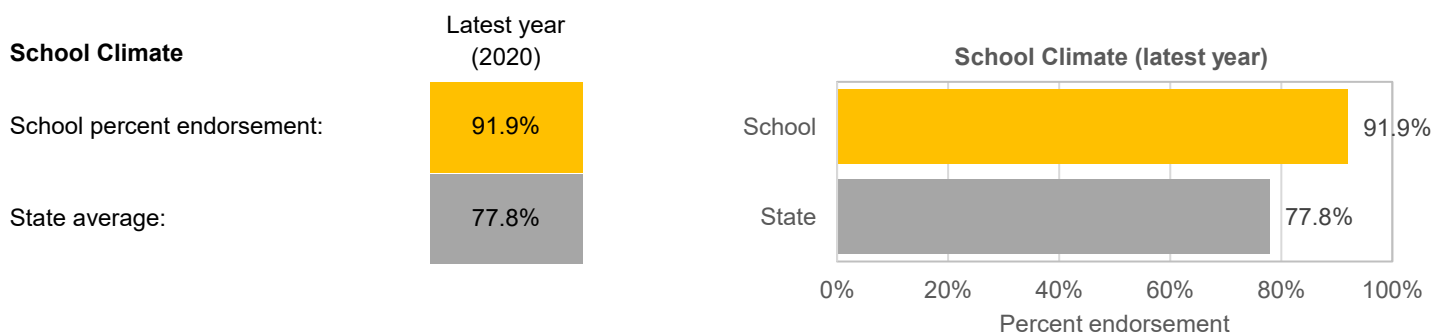


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

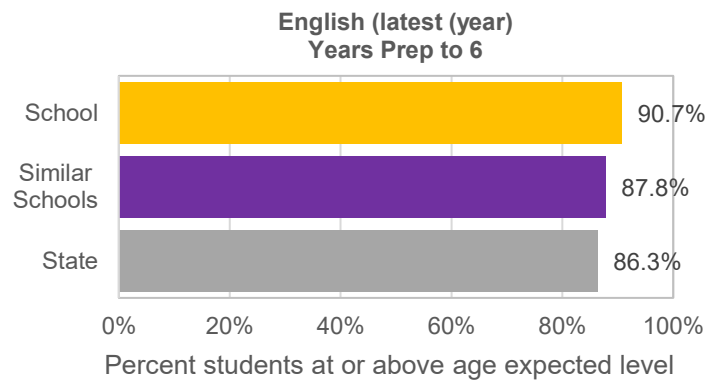
90.7%

Similar Schools average:

87.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

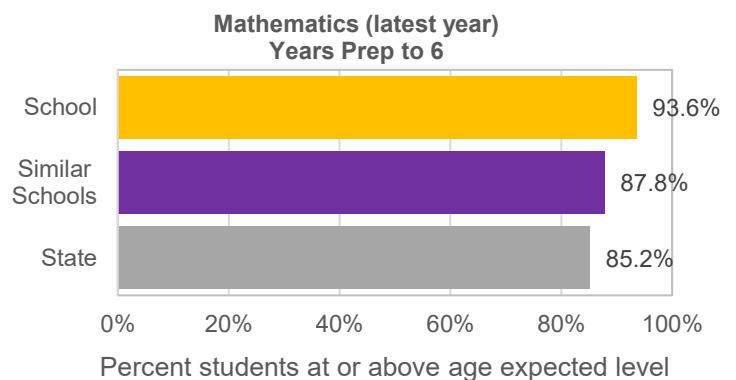
93.6%

Similar Schools average:

87.8%

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

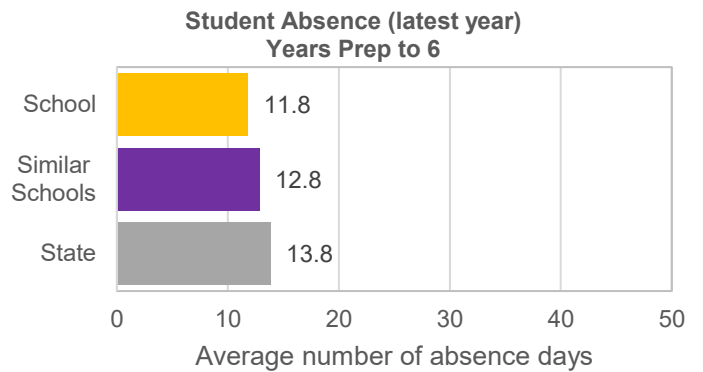
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.8	14.5
Similar Schools average:	12.8	15.1
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):	95%	94%	94%	93%	94%	92%	94%

WELLBEING

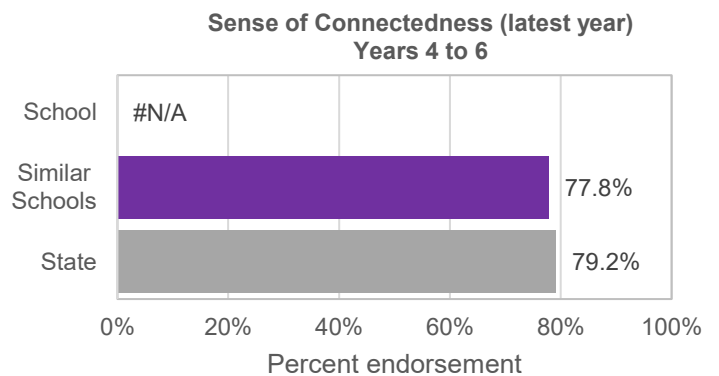
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	83.2%
Similar Schools average:	77.8%	79.5%
State average:	79.2%	81.0%



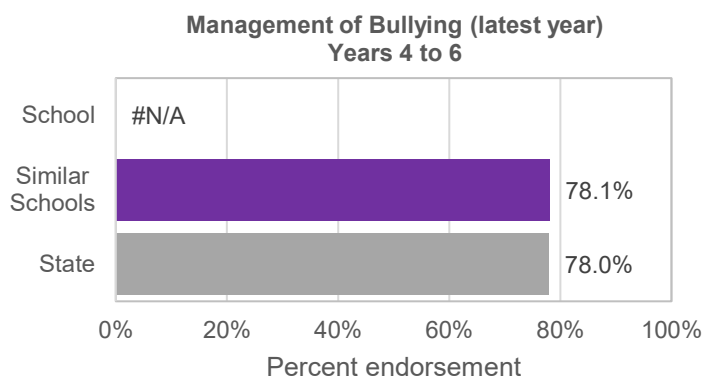
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	81.5%
Similar Schools average:	78.1%	80.6%
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	\$2,087,466
Government Provided DET Grants	\$435,883
Government Grants Commonwealth	\$9,550
Government Grants State	NDA
Revenue Other	\$571
Locally Raised Funds	\$68,777
Capital Grants	NDA
Total Operating Revenue	\$2,602,247

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,646
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$43,646

Expenditure	Actual
Student Resource Package ²	\$1,988,643
Adjustments	NDA
Books & Publications	\$9,685
Camps/Excursions/Activities	\$7,307
Communication Costs	\$3,617
Consumables	\$68,623
Miscellaneous Expense ³	\$15,123
Professional Development	\$11,164
Equipment/Maintenance/Hire	\$22,111
Property Services	\$79,292
Salaries & Allowances ⁴	\$118,066
Support Services	\$32,961
Trading & Fundraising	\$9,459
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$24,588
Total Operating Expenditure	\$2,390,638
Net Operating Surplus/-Deficit	\$211,609
Asset Acquisitions	\$11,475

- (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	\$157,079
Official Account	\$6,850
Other Accounts	NDA
Total Funds Available	\$163,929

Financial Commitments	Actual
Operating Reserve	\$61,260
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$12,409
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$42,000
Maintenance - Buildings/Grounds < 12 months	\$6,851
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$122,521

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.