

2021 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 2021 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 17 March 2022 at 05:02 PM by Natalie Toohey (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 21 March 2022 at 12:20 PM by Steve Martin (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 throughout 2021 had a student enrolment of approximately 245. 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. The school's vision is to empower every student, in a culture of engagement and excellence, to embrace challenges and reach their full potential.

The school provides a welcoming, stimulating, caring and supportive learning environment for students, teachers and families, with a strong culture of excellence. It aims to connect students with the wider community, so that they are empowered to participate and contribute within a global community.

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.

In 2021, the school had 27 staff: Principal class, Teaching staff and Education Support staff. No staff identify as Aboriginal or Torres Strait Islander. The school was organised into 11 learning groups, supported by specialist Visual and Performing Arts, LOTE (Japanese) 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 DET FISO dimensions of focus in 2021 included Curriculum Planning and Assessment, Health and Wellbeing and Building Communities.

In addition, the school focused on Building Practice Excellence and Intellectual Engagement and Self-awareness. Remote learning had a significant impact on the way in which teaching and student learning was planned and implemented. Teachers found that Writing cycles, for example, were heavily modified due to the cumulative nature of our usual teaching strategies. Students were less able to work on the cycles at home with modified instruction and less support. Deeper learning in Numeracy was less successful during remote learning, particularly for students below level, who would usually have tier 1 intervention at school in Numeracy investigations in order to scaffold them to succeed. Therefore the focus shifted slightly in order for students to achieve success. In early remote learning episodes, students worked on familiar concepts in order to build and maintain confidence while adjusting to a different style of learning. A greater need for wellbeing support saw this focus increase, both during remote learning and when students returned to school. Thus focuses shifted throughout the year as needed.

Nevertheless, we were able to make excellent progress in areas of the A.I.P. In Numeracy, evidence shows that teachers are becoming more effective as collaborative planners and planning within teams as they focus on sequences of lessons. Remote learning accelerated this goal. All teams are using common texts to further their knowledge and base their planning on. Cross checks are used regularly in all classrooms, becoming everyday practice. Teachers are developing capacity to plan tasks that travel and are differentiated. Numeracy tutoring was implemented in semester 2 when students were back at school.

In Literacy, consistency has increased across the school in classrooms and units in planning and delivery of literacy based lessons. Again, remote learning accelerated collaboration. The two hours of unit planning time during the week has greatly assisted with this.

More collaboration across the school in planning Literacy sequences is now common. Staff are noticeably more open and willing to confer with staff outside of their units to check-in with lesson content and share resources/ideas. Writing Moderation sessions reflect this, where staff from senior units join the junior unit and all are able to share expertise. We have observed an increase in student voice and agency language and understanding.

Common processes for goal setting with students was an early focus in 2021. Goals are mostly co-constructed throughout the curriculum. Having the context change through stints of remote learning resulted in a loss of momentum, for both students and staff. Some work was done on refining Maths goals, but this will need to continue. There is now an expectation that teachers work with students to develop goals in Reading, Writing, Numeracy and wellbeing/engagement.

We have implemented consistent implementation of the new traffic light system as part of our engagement and wellbeing strategies. We have a consistent language of Zones of Regulation and this is working well, particularly in the junior grades, as it gives a language and visual support for student to express and regulate emotions.

Staff continue to show enthusiasm and interest in the area of inquiry learning and the development of whole school throughlines.

Throughlines have been created across the curriculum, and these will be developed over the next 12 months. The Inquiry was planned for term 1, 2022.

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. Percentages of students at or above level are very high. In 2020, the Victorian Curriculum was implemented in classrooms and specialist programs.

In NAPLAN, the percentages of students in the top two bands in Reading were above those for similar schools. In Numeracy, the percentages were slightly lower than similar schools, though the four-year average was higher than similar schools.

Learning Gain in NAPLAN between year 3 and 5 was very pleasing in Reading, Writing, Spelling and Grammar & Punctuation, where the school's percentages of high gain were significantly higher than similar schools. High gain in Numeracy, however, was significantly lower than similar schools.

The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. In 2021, the school continued to focus on the priority areas of literacy and numeracy, with improved practices implemented in classrooms.

Engagement

Ballarat Primary School (Dana St) has achieved positive student attendance rates with average rates from 92-94% F-6. The school records less absences than expected, compared to similar schools and the state. 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. All teachers consistently use the school's evidence-based instructional model. Through the consistent use of high impact teaching strategies such as learning intentions and success criteria, differentiation, student goal-setting, worked examples and explicit teaching, students are actively involved in their learning. Staff are actively engaging students in lessons, with student voice growing - 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 increasingly 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 student wellbeing in 2021, in line with the DET focus. The use of timely teaching and learning sessions have given the Wellbeing A.I.P. 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. While in remote learning, teachers planned wellbeing lessons and sessions throughout the week. Teachers worked 1:1 with students for wellbeing and engagement support where needed. Vulnerable students, including those who were vulnerable in the area of wellbeing, were offered onsite schooling. Respectful Relationships is taught across all year levels, following a school scope and sequence and contact with other network RRRR schools and Regional staff. Unit planners include time allocated for Circle Time and Respectful Relationships. Teachers use growth mindset language and terms in success criteria for lesson across the curriculum. 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 continuing use of the Play Pod have seen students outside play increase in creativity and positive peer interactions .

Finance 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 \$44,673 in Equity Funding, which was targeted towards the A.I.P. focus areas of Writing, Number and Wellbeing. \$46,665 in new funding from DET, as well as \$20000 in school funds, were dedicated to the tutoring initiative, aimed at assisting students who had fallen behind to accelerate in the Literacy and Numeracy learning. The school has taken care to present monthly finance details at all School Council meetings. All funds held by the school as at 31.12.2021 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 2022. A large amount of money has been carried forward and held to co-contribute to the VSBA-led minor works project for the school's oval. This will be completed in the first half of 2022.

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 243 students were enrolled at this school in 2021, 121 female and 122 male.

4 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).

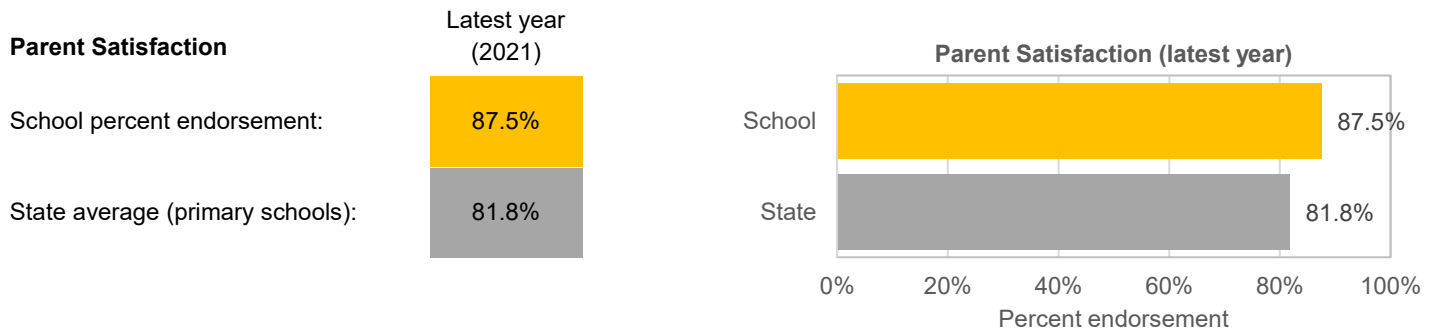
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

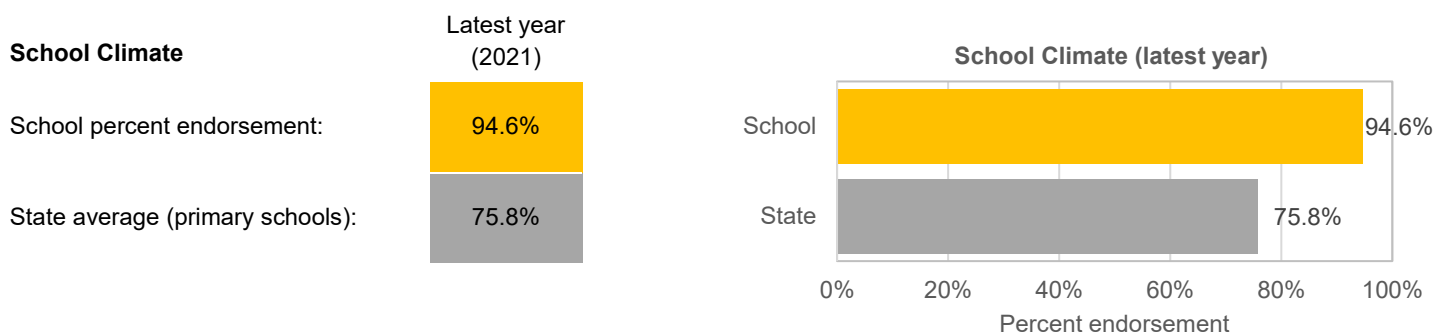


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

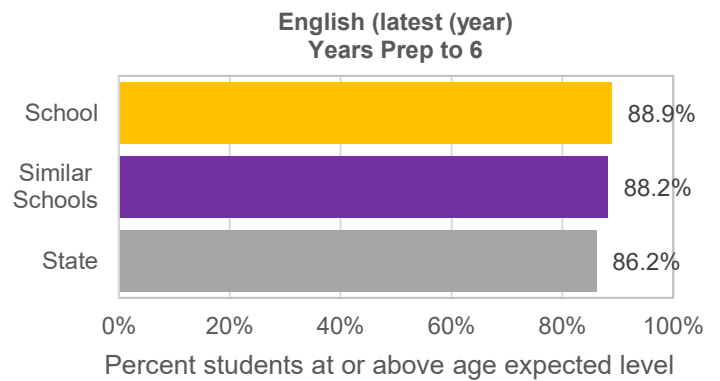
88.9%

Similar Schools average:

88.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

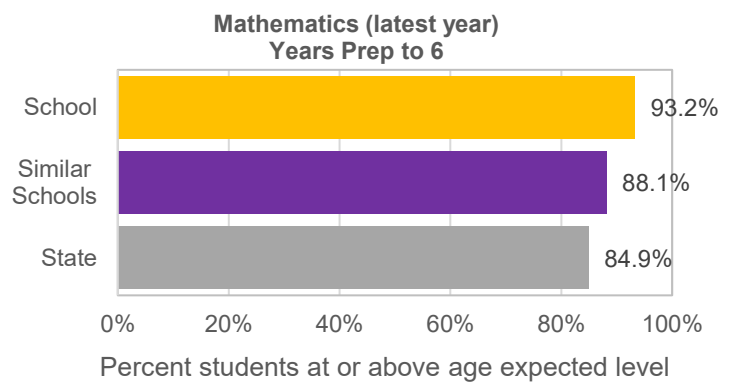
93.2%

Similar Schools average:

88.1%

State average:

84.9%



ACHIEVEMENT (continued)

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.

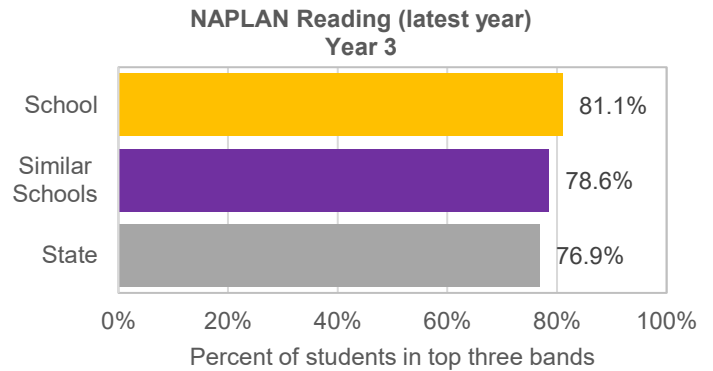
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

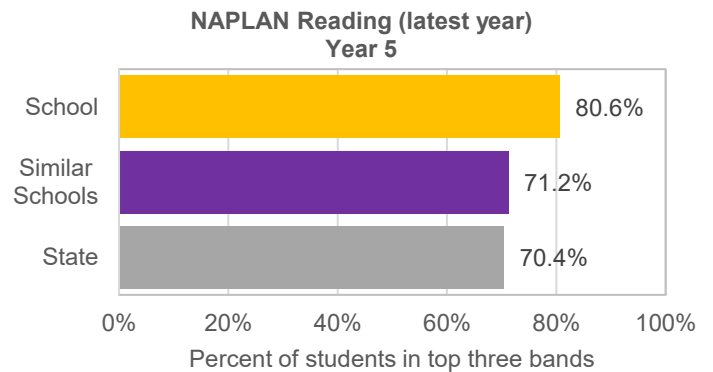
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.1%	85.7%
Similar Schools average:	78.6%	78.7%
State average:	76.9%	76.5%



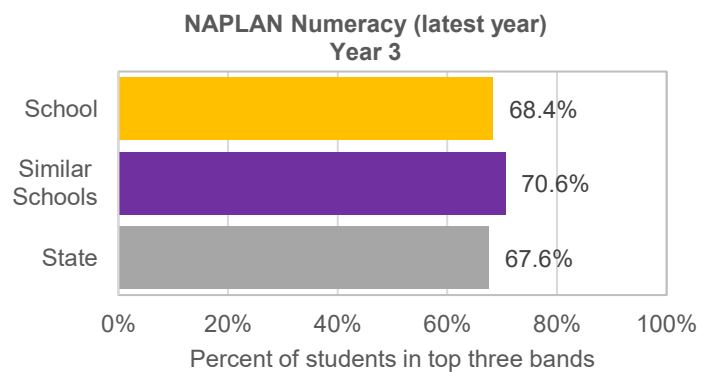
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.6%	72.1%
Similar Schools average:	71.2%	69.3%
State average:	70.4%	67.7%



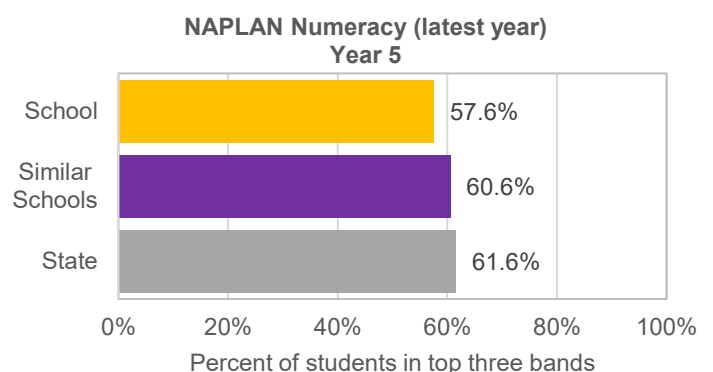
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	75.3%
Similar Schools average:	70.6%	72.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.6%	60.7%
Similar Schools average:	60.6%	59.9%
State average:	61.6%	60.0%



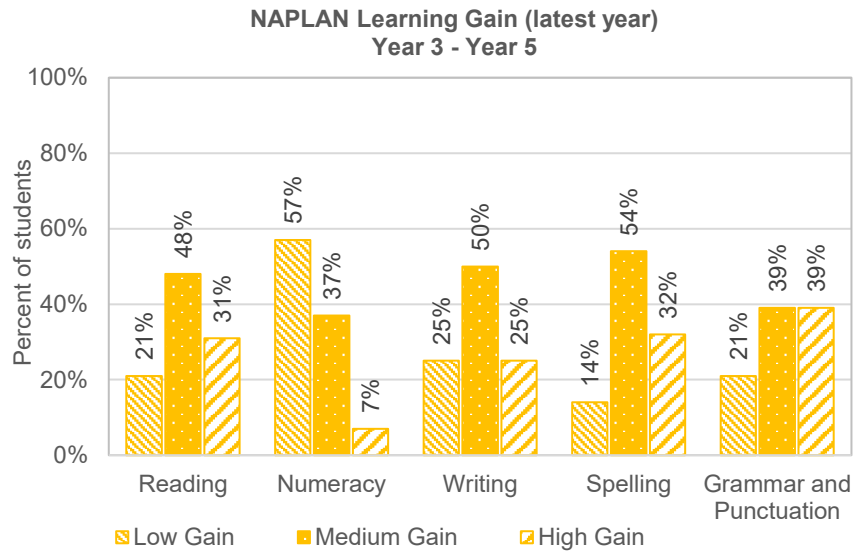
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	48%	31%	23%
Numeracy:	57%	37%	7%	18%
Writing:	25%	50%	25%	19%
Spelling:	14%	54%	32%	22%
Grammar and Punctuation:	21%	39%	39%	22%



ENGAGEMENT

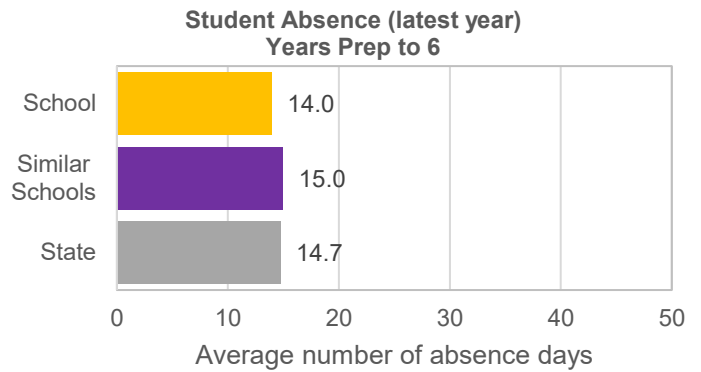
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.0	14.0
Similar Schools average:	15.0	14.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	92%	93%	93%	92%	94%	93%

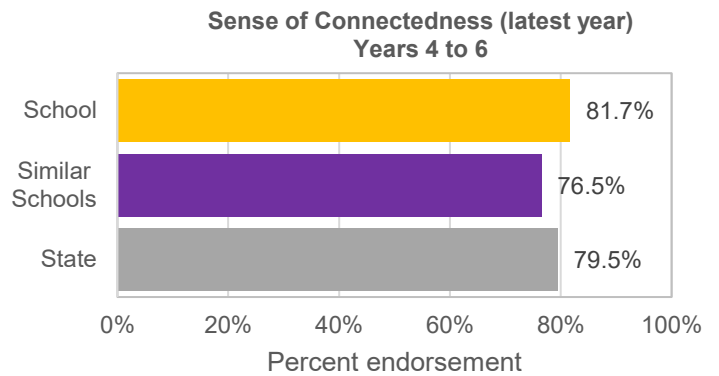
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.7%	82.2%
Similar Schools average:	76.5%	78.3%
State average:	79.5%	80.4%

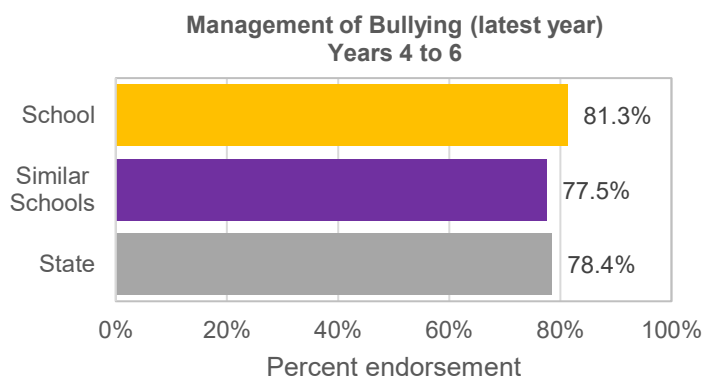


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.3%	80.7%
Similar Schools average:	77.5%	79.4%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,175,257
Government Provided DET Grants	\$394,563
Government Grants Commonwealth	\$12,125
Government Grants State	\$0
Revenue Other	\$10,296
Locally Raised Funds	\$68,057
Capital Grants	\$0
Total Operating Revenue	\$2,660,298

Equity ¹	Actual
Equity (Social Disadvantage)	\$44,673
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$44,673

Expenditure	Actual
Student Resource Package ²	\$2,116,459
Adjustments	\$0
Books & Publications	\$6,477
Camps/Excursions/Activities	\$27,226
Communication Costs	\$1,816
Consumables	\$46,460
Miscellaneous Expense ³	\$13,163
Professional Development	\$15,921
Equipment/Maintenance/Hire	\$39,026
Property Services	\$74,354
Salaries & Allowances ⁴	\$140,166
Support Services	\$37,922
Trading & Fundraising	\$11,027
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,611
Total Operating Expenditure	\$2,553,628
Net Operating Surplus/-Deficit	\$106,669
Asset Acquisitions	\$6,631

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$203,267
Official Account	\$6,416
Other Accounts	\$0
Total Funds Available	\$209,683

Financial Commitments	Actual
Operating Reserve	\$67,881
Other Recurrent Expenditure	(\$63)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$23,392
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$42,000
Maintenance - Buildings/Grounds < 12 months	\$2,551
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$135,761

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.