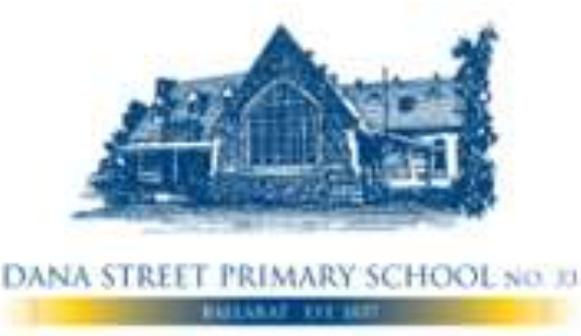# 2017 Annual Report to the School Community

School Name: Ballarat Primary School (Dana Street)

School Number: 33

DANA STREET PRIMARY SCHOOL NO 33

About Our School

School Context

Ballarat Primary School (Dana Street) is located in the Ballarat central business district and in 2017 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 through effective communication, strong teamwork and the application of a range of teaching and learning strategies within a climate of enjoyment, enabling students to reach their academic, social, emotional and physical potential. In 2017, the school had 16.9 equivalent full time staff: Principal class, Teaching staff and Education Support staff. The school was organised into 11 learning groups, supported by specialist visual and performing arts, eLearning, personal development, LOTE (Japanese), health 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.

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 2017, the major focus area was 'Building Practice Excellence'. 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 investigating methods of achieving consistency across the school in the teaching of Writing. 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 achieving a whole school, documented scope and sequence for the teaching of Number. In the area of Wellbeing, the school focussed on a whole school understanding and implementation of Restorative Practices.

Achievement

Ballarat Primary School (Dana St) achieved results similar to expected in teacher judgements against the Victorian Curriculum in Mathematics, and slightly lower in English. The percentage of students in the top 3 bands in Year 3 and Year 5 NAPLAN was also similar to expected in both Reading and Numeracy. NAPLAN learning gain from Year 3 to 5 was varied, with the strongest growth evident in Numeracy. In 2017, 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 2017, 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 areas of Reading, Writing and Number. In 2018, Writing and Number will continue to be major areas of focus, with consistent teaching practices implemented in all classrooms.

Engagement

 Ballarat Primary School (Dana St) has achieved positive student attendance rates with an average of 92% across the school. 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, students are actively involved in their learning. The 1:1 netbook program from grade three to grade six and the implementation of the school's digital scope and sequence enhances student voice and engagement in their learning, with students using the technology as a tool to create and connect.
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 similar to expected in the connectedness to school and student safety variables of the Student Attitudes to School Survey.

The school has implemented a wide range of practices, which enhance student wellbeing, including Bounce back, Restorative practices and Circle Time, Buddies and Mates, Seasons for Growth and a Life Skills program. In addition, the school's counsellor 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. 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.

For more detailed information regarding our school please visit our website at
http://www.danaps.vic.edu.au/

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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

Enrolment Profile

A total of 255 students were enrolled at this school in 2017, 127 female and 128 male.

9 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ─────────────── 100 Results: Mathematics 0 ─────────────── 100	Lower Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Higher Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 39 % / 45 % / 16 % Low / Medium / High **Numeracy** 29 % / 39 % / 32 % Low / Medium / High **Writing** 38 % / 44 % / 19 % Low / Medium / High **Spelling** 25 % / 53 % / 22 % Low / Medium / High **Grammar and Punctuation** 38 % / 47 % / 16 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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: ◆

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

0 ——————————— 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ——————————— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	93 %	92 %	91 %	92 %	92 %	93 %

School Comparison

● Similar

● Similar

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: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Similar

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
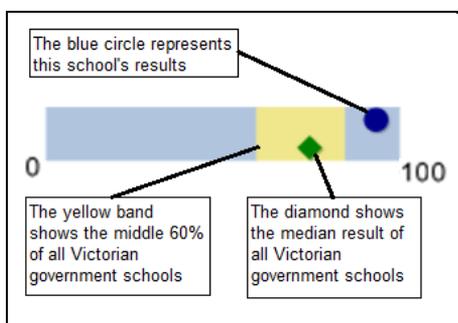   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
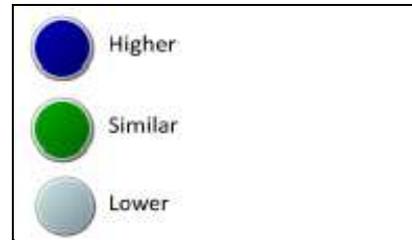
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* 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').

Financial Performance and Position

Financial performance and position commentary

Ballarat Primary School (Dana St) met budget expectations for revenue and expenditure. A substantial amount of money was spent on the refurbishment of student toilets and in painting the art room. In 2017, the school received $31,694 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 31.12.2017 were reported and certified by School Council at the February 2018 meeting, with the Financial Commitment Summary being presented.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$1,716,083
Government Provided DET Grants	$375,237
Government Grants Commonwealth	$675
Government Grants State	$422
Revenue Other	$9,056
Locally Raised Funds	$163,768
Total Operating Revenue	**$2,265,241**

Equity[1]	
Equity (Social Disadvantage)	$31,694
Equity Total	**$31,694**

Expenditure	
Student Resource Package[2]	$1,642,242
Books & Publications	$2,368
Communication Costs	$4,923
Consumables	$30,001
Miscellaneous Expense[3]	$127,967
Professional Development	$7,079
Property and Equipment Services	$206,350
Salaries & Allowances[4]	$195,545
Trading & Fundraising	$29,534
Utilities	$20,154
Total Operating Expenditure	**$2,266,164**
Net Operating Surplus/-Deficit	**($923)**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$75,990
Official Account	$5,043
Total Funds Available	**$81,033**

Financial Commitments	
Operating Reserve	$81,033
Total Financial Commitments	**$81,033**

(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 05 March 2018 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.