

2022 Annual Report to the School Community

School Name: Ballarat North Primary School (4690)



- 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 of the previous calendar year 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 20 March 2023 at 07:08 PM by David Garner (Principal)

- This 2022 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 24 April 2023 at 10:03 AM by Bree Gibson (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

AIMS

Ballarat North Primary School promotes high achievement and success for all by working with students to:

- Strive for personal excellence in all aspects of their education
- Develop independence, self-motivation and the ability to work cooperatively with others
- Become critical and creative thinkers with an enjoyment of learning
- Build resilience and develop highly effective social skills
- Show care and respect for themselves, others and the environment
- Develop a sense of belonging and pride in their school and an awareness of their place within a global community

MISSION

To achieve our aims for students the school:

- Provides a safe, caring and stimulating learning environment
- Offers an engaging and challenging curriculum that caters for the diverse needs of all learners
- Uses a range of effective and innovative teaching approaches
- Adopts practices that enhance student wellbeing and promote positive relationships
- Establishes cooperative learning partnerships with parents and the wider community
- Has high expectations of all students

SCHOOL VALUES

Our core values are: care, respect, excellence and community.

We demonstrate:

- Care by looking after ourselves, others and our environment
- Respect by using manners and being kind in words and actions
- Excellence by always giving our personal best
- Community by everyone working together

SCHOOL PROFILE

In 2022, the school had 23.5 equivalent full time staff: 2 Principal Class, 29 Teacher Class & 13 Education Support Class. No staff identify as ATSI.

A total of 383 students were enrolled at the school in 2022; 168 female and 215 male. 2% of students had English as an additional language and 3% were Aboriginal or Torres Strait Islander. No students are enrolled under the International Students Program.

The school offered comprehensive Literacy and Numeracy programs complemented by the specialist areas of Physical Education, Visual Arts, Performing Arts and Japanese.

Progress towards strategic goals, student outcomes and student engagement

Learning

STRATEGIC INTENT

The focus of our current Strategic Plan sees us striving to achieve greater consistency of best practice in Literacy and Numeracy teaching across the school from Foundation to Year 6. We aim to achieve this through embedding a whole school Instructional Models and agreed Assessment Practices for Literacy and Numeracy. Our Professional Learning Community (PLC) model enables positive and productive teacher collaboration ensuring consistency of practice and programs across the school. A positive learning culture will also assist with developing a common professional language that will support the implementation and embedding of the school's Instructional Models. To compliment the focus on consistent practice in Literacy and Numeracy, we want to provide more opportunities for authentic learning through a considered focus on Student Agency and Voice. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners.

Throughout the School Strategic (4 year) Plan, to develop in these areas we aim to implement the following Key

Improvement Strategies:

- Review and improve whole school curriculum planning to ensure alignment with the Victorian Curriculum.
- Enhance teacher practice through the consistent implementation of the agreed school-wide pedagogical model.
- Build teacher capacity in data literacy to support teacher judgment and inform differentiation in teacher practice.
- Further develop student involvement and agency in the development and delivery of curriculum.
- Develop a whole school approach to goal setting.
- Further develop and implement the model for communication with parents in relation to curriculum/goal setting.
- Enhance the school's current wellbeing framework.

The learning data in the performance summary shows an improvement in NAPLAN Reading data in Year 3 and 5 and Numeracy data in Year 3 for 2022 in comparison to our four-year average. The only area where this was not achieved was with Year 5 NAPLAN Numeracy, however our students still performed better than similar schools. In 2022, two enablers for advancing this strategic improvement were the commitment to teacher professional learning, specifically PLC coaching, Real Schools Partnership and a focus on Differentiation in classroom practice.

Wellbeing

The school has continued to implement a range of programs that have impacted positively on student wellbeing. A comprehensive Program for Students with Disabilities also provides intervention and additional assistance for identified students. High expectations for learning and behaviour are promoted and supported by the school's Engagement and Wellbeing Policy and child safe practices, enabling the creation of a safe, supportive learning environment. The school's core values of care, respect, excellence and community remain an ongoing focus and the foundation for the development of students' social skills. The continued evolution and development of the Respectful Relationships curriculum has been an important element in maintaining a focus on social competencies and committing to a whole school focus on wellbeing for students, staff and families. Social Intelligence Club, the development of play skills, and the implementation of a wellbeing teacher were all key elements to our wellbeing structure in 2022. The area of wellbeing has been a significant concern throughout the challenges of the past three years, and the key wellbeing data indicators highlight that this continues to be an area of challenge and focus for us moving forward. The Attitudes to School Survey Data - Sense of Connectedness has shown a drop in 2022 when compared to both our four-year average and the state average, and will be an area of focus as we emerge from lengthy periods of remote learning and interrupted schooling.

Engagement

In 2022, our student attendance rates dropped to an average of 87% across the school, an expected outcome in the return to fulltime school interrupted by mandated isolation periods for student illness. The school aims to implement teaching and learning approaches that enhance student engagement, creating high levels of connectedness, self-efficacy and deep learning. 2022 saw the start to our partnership with Real Schools, with a focus on building a restorative culture for students, staff and families. The school wide development in Goal Setting and Portfolios has supported the area of student agency and ownership of this learning. Extra curricula offerings and high quality specialist programs continue to be highly valued by the school community and also have a positive impact on student engagement. There has been significant investment in platforms such as COMPASS and SEESAW to engage and communicate with families in a more consistent, ongoing manner. The implementation of lunchtime clubs in 2022, also provided students with a wide variety of engaging programs to access i.e. Environmental Club, Art Club, Games Club, Library, etc. We are proud to also offer our 13 First Nations students a weekly Yarning Group.

Other highlights from the school year

A significant achievement in 2022 was the return of our whole school concert after a three year hiatus. This was a wonderful way to celebrate the talents of our students and reconnect with our families through the return of whole school events. We were also proud to install three flag poles to display the Australian, Aboriginal and Torres Strait Islander flags continuously and to hold a Welcome to Country Ceremony with Wathaurong elders.

Financial performance

Ballarat North Primary School maintained a very sound financial position again throughout 2022. The 2020-2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support programs and priorities. Careful resource management throughout 2022 enabled the year to end with a net operating surplus of \$150,642 as shown in the Financial Performance and Position report. The surplus funds ensure the school is well positioned to maintain sufficient reserve funds in addition to resourcing school based programs in 2023. Our local fundraising efforts in 2022 allowed us to continue to action key elements of our Grounds Master Plan.

For more detailed information regarding our school please visit our website at
<https://www.ballaratnthps.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 2.0 (FISO 2.0).

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 383 students were enrolled at this school in 2022, 168 female and 215 male.

2 percent of students had English as an additional language and 3 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).

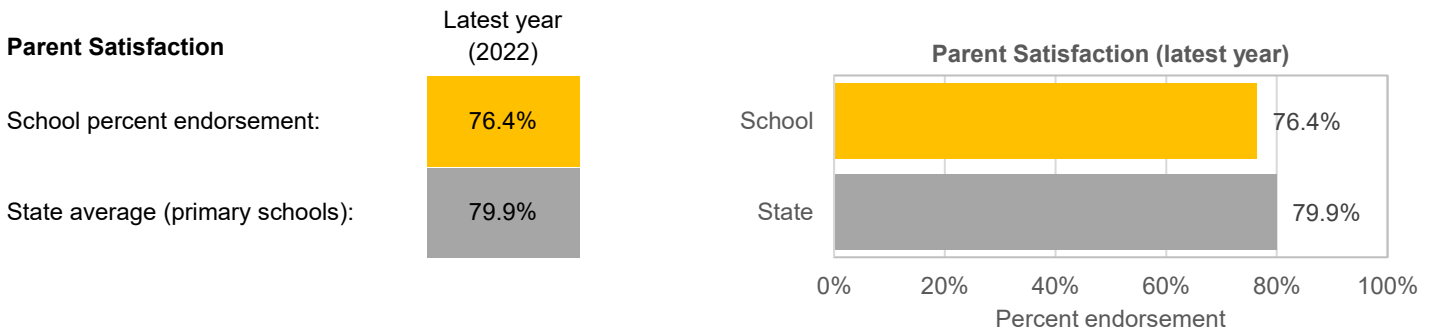
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

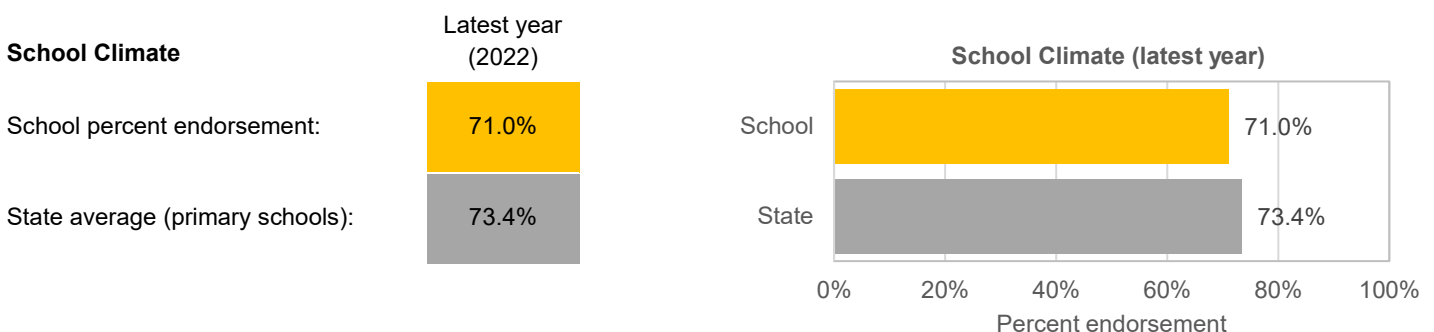


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

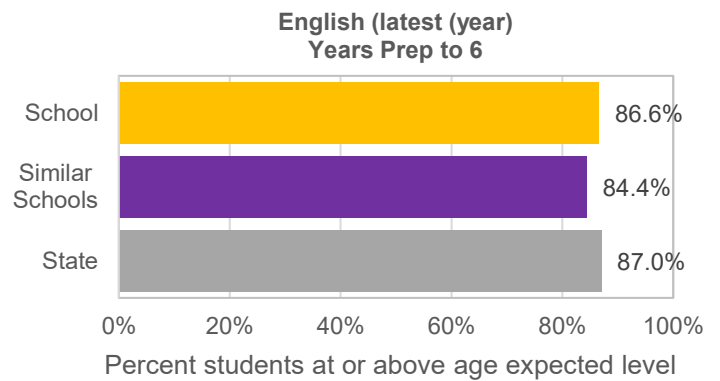
86.6%

Similar Schools average:

84.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

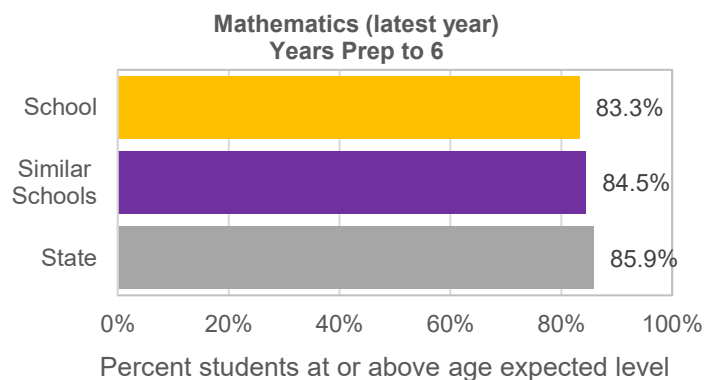
83.3%

Similar Schools average:

84.5%

State average:

85.9%



LEARNING (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.

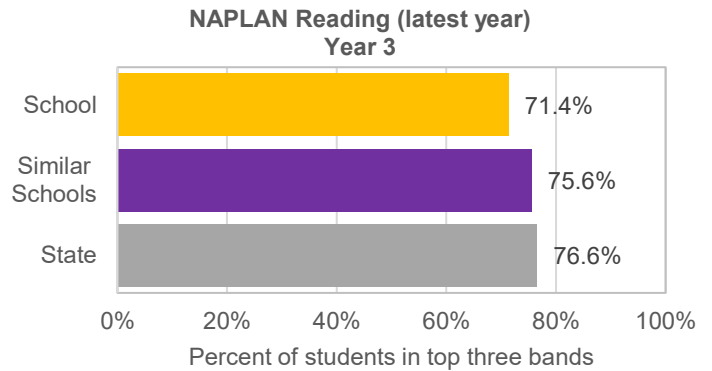
NAPLAN

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 2019, 2021 and 2022 data.

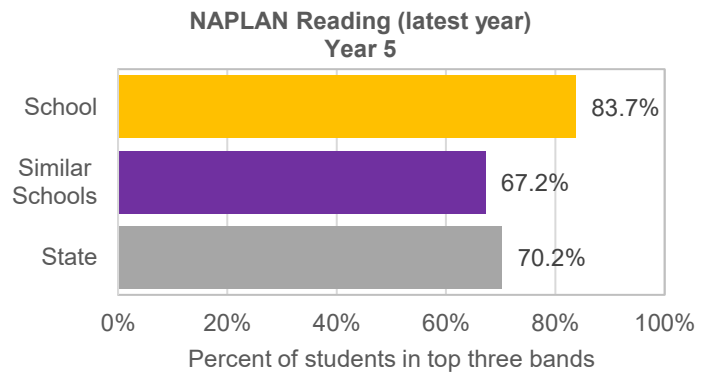
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	68.1%
Similar Schools average:	75.6%	72.9%
State average:	76.6%	76.6%



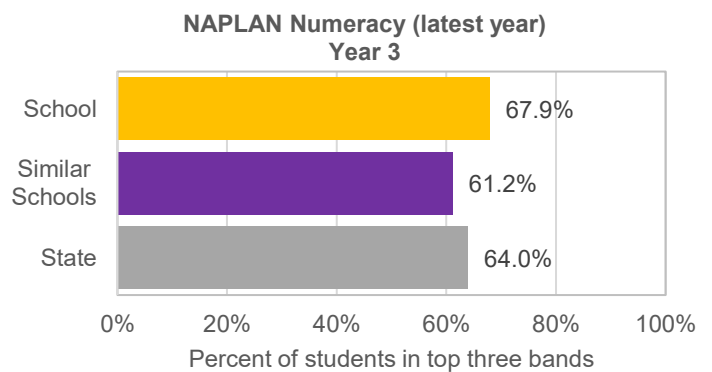
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.7%	78.6%
Similar Schools average:	67.2%	65.8%
State average:	70.2%	69.5%



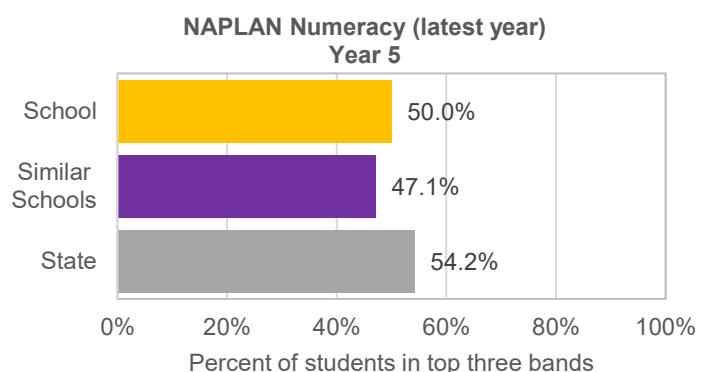
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.9%	65.4%
Similar Schools average:	61.2%	62.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	63.3%
Similar Schools average:	47.1%	51.6%
State average:	54.2%	58.8%



WELLBEING

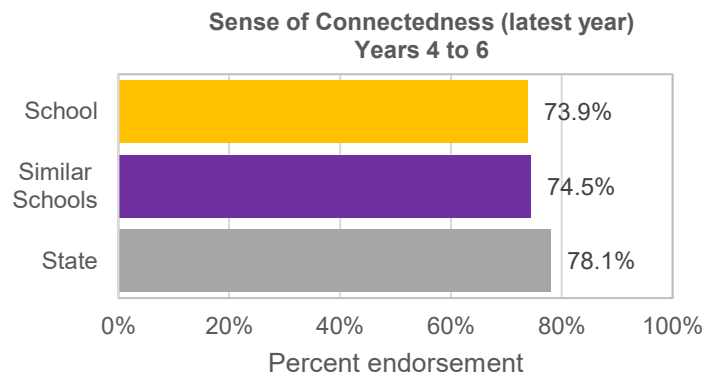
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	73.9%	78.7%
Similar Schools average:	74.5%	76.7%
State average:	78.1%	79.5%

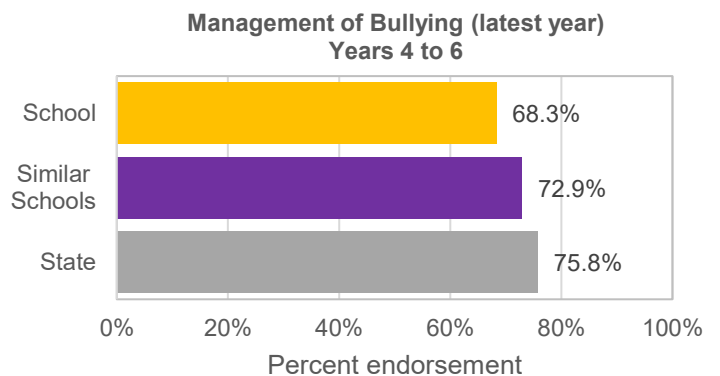


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	68.3%	76.0%
Similar Schools average:	72.9%	76.3%
State average:	75.8%	78.3%



ENGAGEMENT

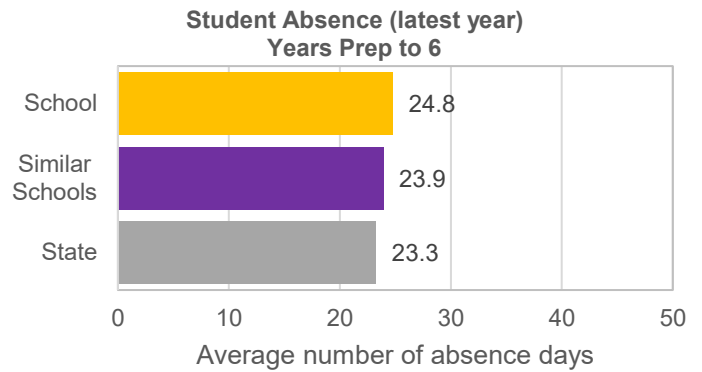
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.8	14.4
Similar Schools average:	23.9	17.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	87%	86%	90%	88%	87%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,781,644
Government Provided DET Grants	\$613,277
Government Grants Commonwealth	\$15,236
Government Grants State	\$0
Revenue Other	\$17,366
Locally Raised Funds	\$156,118
Capital Grants	\$0
Total Operating Revenue	\$4,583,641

Equity ¹	Actual
Equity (Social Disadvantage)	\$166,174
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$166,174

Expenditure	Actual
Student Resource Package ²	\$3,686,375
Adjustments	\$0
Books & Publications	\$990
Camps/Excursions/Activities	\$82,585
Communication Costs	\$2,130
Consumables	\$99,215
Miscellaneous Expense ³	\$11,617
Professional Development	\$16,959
Equipment/Maintenance/Hire	\$104,940
Property Services	\$156,089
Salaries & Allowances ⁴	\$181,887
Support Services	\$37,344
Trading & Fundraising	\$21,028
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,840
Total Operating Expenditure	\$4,432,999
Net Operating Surplus/-Deficit	\$150,642
Asset Acquisitions	\$8,782

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$169,379
Official Account	\$28,062
Other Accounts	\$0
Total Funds Available	\$197,440

Financial Commitments	Actual
Operating Reserve	\$110,472
Other Recurrent Expenditure	\$4,133
Provision Accounts	\$0
Funds Received in Advance	\$21,905
School Based Programs	\$74,035
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$28,308
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$9,467
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$248,320

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.