

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 04 March 2024 at 01:32 PM by David Garner (Principal)

- This 2023 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 27 March 2024 at 09:10 PM by Scott Kittelty (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023, the school had 32.7 equivalent full time staff: 2 Principal Class, 24 Teacher Class & 8.7 Education Support Class. No staff identify as ATSI.

A total of 358 students were enrolled at the school in 2023; 147 female and 211 male. 3% of students had English as an additional language and 4% were Aboriginal or Torres Strait Islander. No students are enrolled under the International Students Program. Our SFOE band value is medium.

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 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.

Our implementation of the Tutor Learning Initiative has also been heavily resourced and targetted with a focus on Literacy in Years 1-4 (Mini Lit and MacqLit) and Numeracy in Year 3 (Maths Tutor groups).

The learning data in the performance summary shows an improvement in NAPLAN Reading data in Year 3 and Numeracy data in Year 5 for 2023 in comparison to our 2022 data (4-year average has been removed due to a change in the data). However, the only NAPLAN result that showed stronger than similar schools is the Year 3 Reading data. The focus on improving Numeracy outcomes resulted in the school working closely with a Numeracy Consultant throughout 2023 (this will continue into 2024).

Wellbeing

The school has continued to implement a range of programs that have impacted positively on student wellbeing. A comprehensive Disability Inclusion focus 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 and Emotional Learning, the development of play skills, and the implementation of a wellbeing teacher & provisional psychologists were all key elements to our wellbeing structure in 2023. *The wellbeing data in the performance summary shown an improvement in students' sense of connectedness according to the Year 4-6 Attitudes to School Survey data - showing higher than the similar schools average and slightly higher than the state average. Whilst the data relating to the management of bullying factor as reported in the attitudes to school survey is only slightly better than the similar schools average and slightly lower than the state average, the 74.3% endorsement is an increase on our four year average.*

Engagement

In 2023, our student attendance rates increased to an average of approximately 89% across the school (from 87% in 2022), a pleasing outcome considering this data is also higher than both similar schools and the state average. The school aims to implement teaching and learning approaches that enhance student engagement, creating high levels of connectedness, self-efficacy and deep learning. 2023 saw the continuation of our partnership with Real Schools, with a focus on building a restorative culture for students, staff and families. 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. The implementation of lunchtime clubs in 2023, also provided students with a wide variety of engaging programs to access i.e. Environmental Club, Art Club, Games Club, Robotics, Library, etc. We are proud to also offer our 14 First Nations students a weekly Yarning Group. External engagement programs were also funded by the School Focussed Youth Service and offered to specific cohorts of Year 5 & 6 students, these included: ReCranked, Art Therapy and Peaceful Kids. Our Year 6 student leadership structures were increased to include captains of each of the specialist areas, environment, ICT, library and Maths with the appointment of Year 5 flag monitors to build student leadership capacity.

Other highlights from the school year

A significant achievement in 2023 was the return of our whole school Celebration of the Arts Showcase which also incorporated a celebration of the school's 70th birthday. This was a wonderful way to celebrate the talents of our students and provide our community with an opportunity to come together to celebrate our students and our school's history.

Financial performance

Ballarat North Primary School maintained a very sound financial position again throughout 2023. The 2020-2023 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support programs and priorities. Careful resource management throughout 2023 enabled the year to end with a net operating surplus of \$186,973 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 2024. Our local fundraising efforts in 2023 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 358 students were enrolled at this school in 2023, 147 female and 211 male.

3 percent of students had English as an additional language and 4 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).

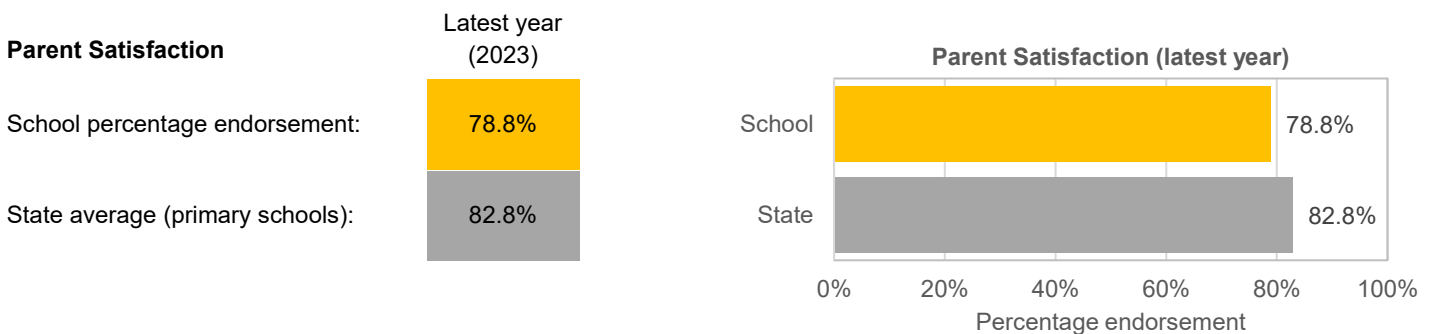
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

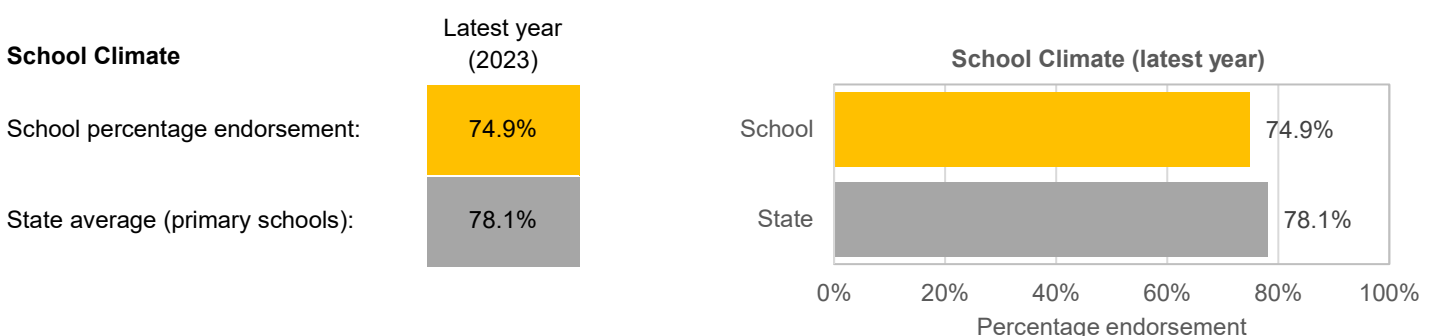


School Staff Survey

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 against the Victorian Curriculum

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

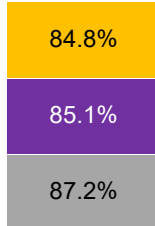
English Years Prep to 6

School percentage of students at or above age expected standards:

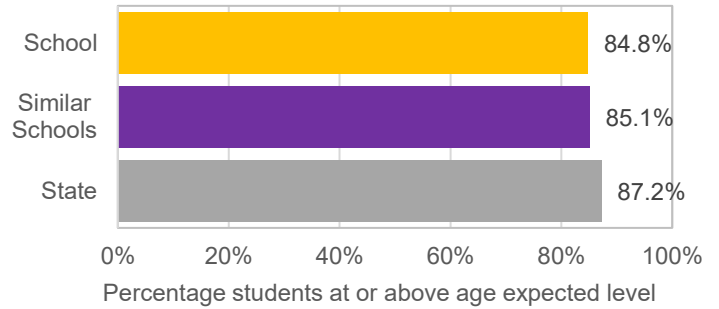
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



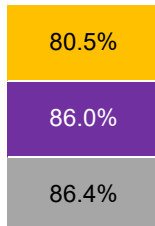
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

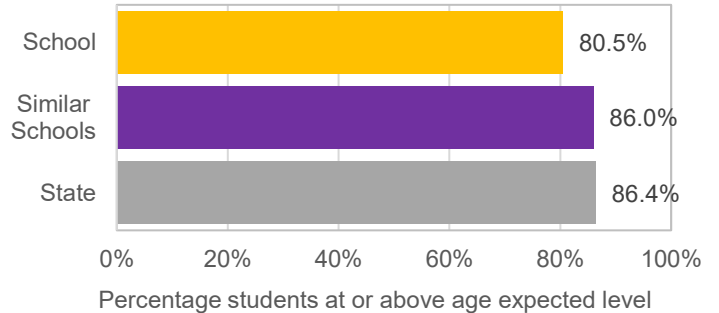
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.7%

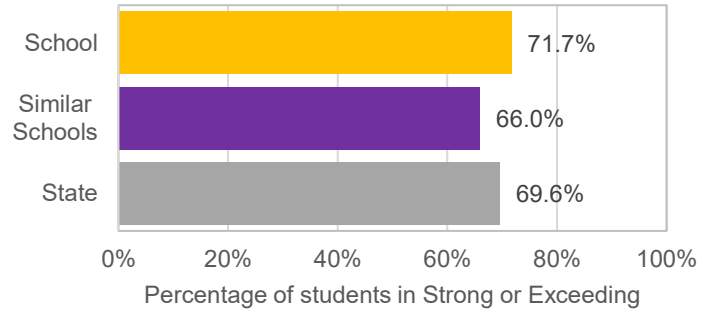
Similar Schools average:

66.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

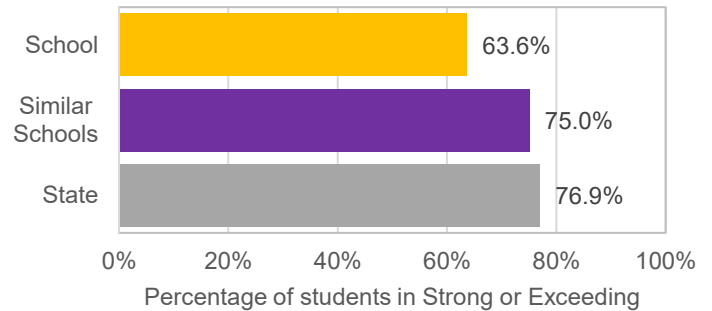
Similar Schools average:

75.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.2%

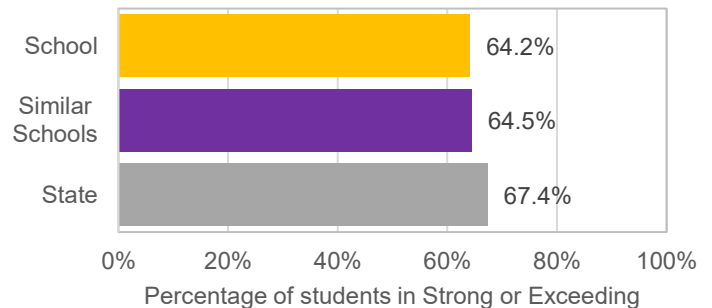
Similar Schools average:

64.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.5%

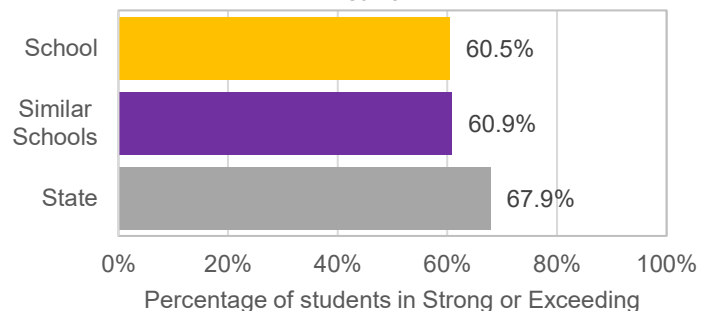
Similar Schools average:

60.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

71.4%

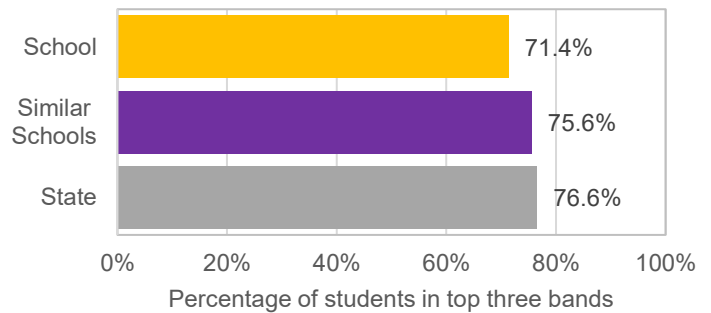
Similar Schools average:

75.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

83.7%

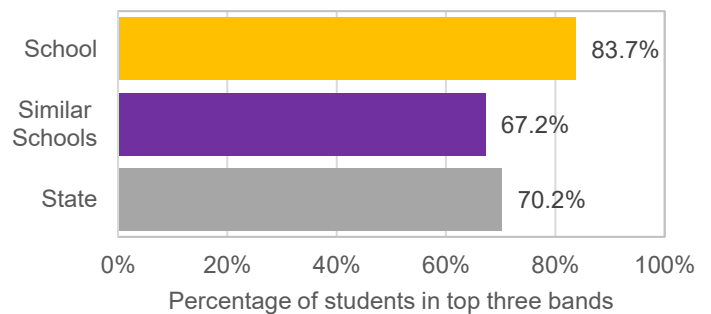
Similar Schools average:

67.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

67.9%

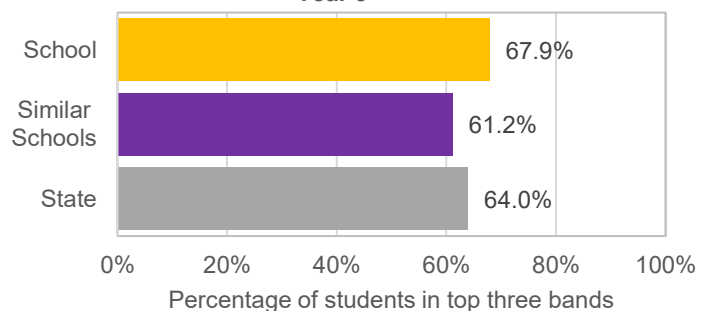
Similar Schools average:

61.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

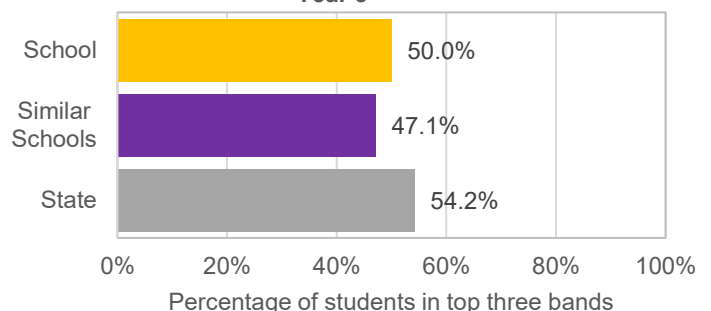
Similar Schools average:

47.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

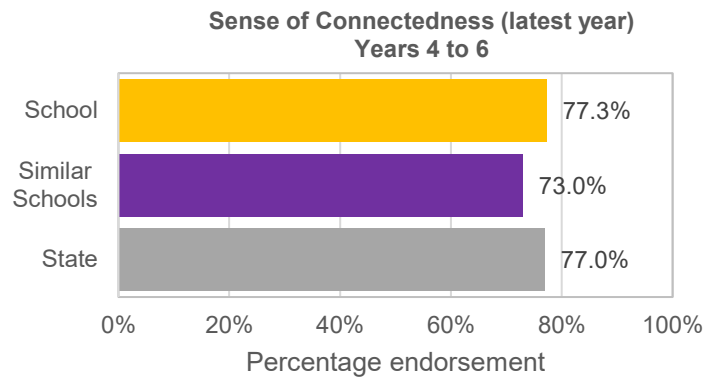
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	77.3%	75.8%
Similar Schools average:	73.0%	75.4%
State average:	77.0%	78.5%

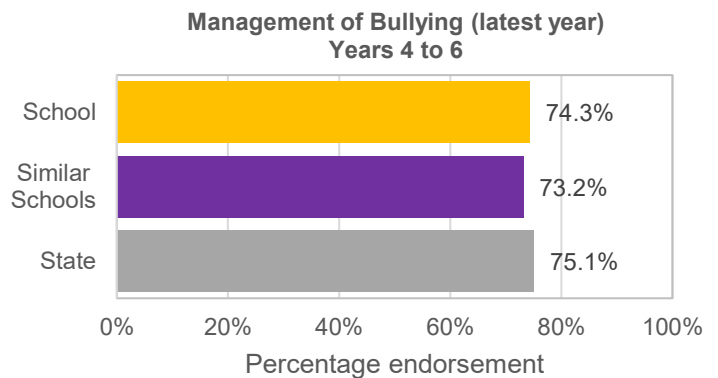


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	74.3%	72.1%
Similar Schools average:	73.2%	74.8%
State average:	75.1%	76.9%



ENGAGEMENT

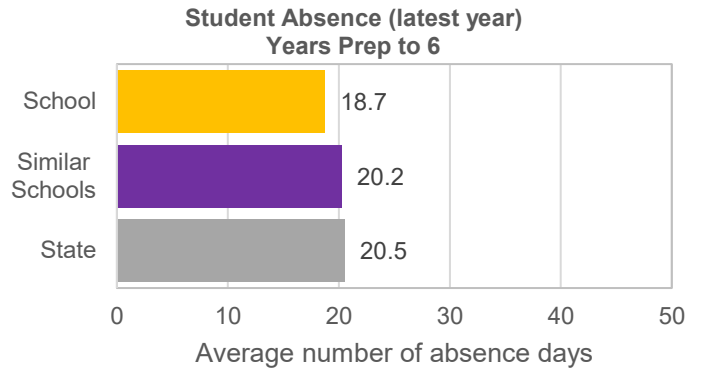
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	18.7	16.4
Similar Schools average:	20.2	18.9
State average:	20.5	18.1



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 (2023):	91%	91%	91%	92%	91%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,016,108
Government Provided DET Grants	\$590,716
Government Grants Commonwealth	\$8,488
Government Grants State	\$0
Revenue Other	\$14,275
Locally Raised Funds	\$143,337
Capital Grants	\$0
Total Operating Revenue	\$4,772,925

Equity ¹	Actual
Equity (Social Disadvantage)	\$166,860
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$166,860

Expenditure	Actual
Student Resource Package ²	\$3,819,117
Adjustments	\$0
Books & Publications	\$1,147
Camps/Excursions/Activities	\$70,304
Communication Costs	\$2,159
Consumables	\$84,288
Miscellaneous Expense ³	\$9,422
Professional Development	\$12,779
Equipment/Maintenance/Hire	\$91,122
Property Services	\$176,568
Salaries & Allowances ⁴	\$218,213
Support Services	\$52,402
Trading & Fundraising	\$20,364
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,067
Total Operating Expenditure	\$4,585,952
Net Operating Surplus/-Deficit	\$186,973
Asset Acquisitions	\$25,223

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$141,072
Official Account	\$16,159
Other Accounts	\$0
Total Funds Available	\$157,231

Financial Commitments	Actual
Operating Reserve	\$110,608
Other Recurrent Expenditure	\$3,403
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$68,876
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	\$20,515
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$203,402

All funds received from the Department of Education, 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.