

2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 April 2021 at 04:23 PM by Dean Banova (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

SCHOOL VISION AND VALUES

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, persistence, self-motivation and the ability to work cooperatively with others
- Become adaptable and creative thinkers who enjoy and are actively involved in their 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 will:

- Provide a safe, caring and stimulating learning environment
- Offer an engaging and challenging curriculum that caters for the diverse needs of all learners
- Use a range of effective, evidence-based teaching approaches to maximise the learning growth of all students
- Adopt practices that enhance student wellbeing and promote positive relationships
- Establish cooperative learning partnerships with parents and the wider community
- Have high expectations of all students

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 PURPOSE

The focus of our Strategic Plan sees us striving to achieve greater consistency of best practice in Literacy and Numeracy teaching across the school from Prep to 6. We aim to achieve this through embedding a whole school Instructional Practice Model and agreed Assessment Practices for Literacy and Numeracy. It became evident through the school review process findings there was a need to embed whole school consistency in these areas. During the self-evaluation and the review process it highlighted the need for further work focused on the development of a professional learning culture and the building of relational trust amongst staff. This will enable more 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 Practice Model. To complement 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. Another focus for improvement coming from the self-evaluation process was the need for better consistency of communication between the school and home related to the classroom program and individual student learning. These were all areas of focus for 2020. 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.

SCHOOL PROFILE

In 2020, the school had 29.3 equivalent full time staff: 2 Principal Class, 27 teachers and 10 Education Support Staff. Practices reflect the school's core values of care, respect, excellence and community. A comprehensive curriculum is offered throughout the school with a strong focus on Literacy and Numeracy. Specialist lessons in Visual Arts, Japanese, Physical Education and Performing Arts are provided to complement class programs with the use of ICT incorporated across the curriculum.

Enrolment Profile

A total of 393 students were enrolled at this school in 2020, 172 female and 221 male. 2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

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. While the school implements practices to enhance all four priority areas, the major focus in 2020 was on 'Excellence in teaching and learning'. Equity funding was targeted to staff professional learning to further build practice excellence and enhance student learning. All staff showed a strong commitment to professional learning which is an integral part of the school's ongoing focus on continuous improvement. However the work in supporting progress in this area was restricted due to restrictions in place due to COVID19. This saw difficulties posed for teachers including in the shared planning and professional learning amongst staff as well the implementation of new classroom practice.

Despite these restrictions the staff were able to successfully introduce the Professional Learning Community (PLC) framework. This saw developments achieved to support the implementation of school-wide teaching practices through a collaborative team planning structure, with the overarching goal of ensuring ongoing consistency of practice across the school. It was successfully overseen by a PLC facilitator and PLT Leader in each team, with the support of the Learning Specialist utilising a teacher inquiry approach to improving classroom practice. This also saw the enhanced use of student data in support of shared team planning. Meeting schedule adjustments allowed for each PLT to meet together during shared APT sessions to conduct team planning using student achievement data as a basis for the preparation of the differentiated program. The meeting will be led by the PLT Leader with Learning Specialist also attending with a focus on shared planning of program, using data to inform the teaching, the sharing ideas related to school-wide agreed practices and the using this to assist with work related to PLC inquiries.

Though we were unable to track the impact of these practices through NAPLAN data, our high level in Teacher Judgement achievement indicated the success of our new approach. In the category related to the percentage of students at or above expected academic standards we tracked in 2020 in both English and Mathematics at 5-6% higher than similar schools and at 2-3% higher than the state average.

Achievement

The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. This was particularly apparent in the work completed during Remote Learning. Through the use of online learning platforms; paper based resources; and effective communication between the school and home, the school's application of a Remote Learning model saw supported progress for nearly all students. In 2020, the school through its AIP identified the area of teaching of Reading as a priority. While restrictions due to COVID did limit our capacity for shared professional learning, all teachers were involved in learning focussed on the teaching of reading which has been well supported by work in Professional Learning Community Teams (PLC Teams). PLC Inquiry Cycles in reading have also supported work in this area along with opportunities for peer and/or self-observations for all teachers. This was reflected in the Teacher judgement of student achievement in Reading and Viewing in Grades Prep - 6 at an average of 89%. This is higher than the similar schools average (83%) the Network average (83%) and higher than the

State average (86%.)

Engagement

Ballarat North Primary School has once again achieved positive student attendance rates with an average of 95% across the school and the school rated in performance above in the Similar School Comparison. The importance of student attendance is emphasised regularly at assemblies and all absences are followed up daily and support given to families where attendance is a concern.

The school aims to implement teaching and learning approaches that enhance student engagement, creating high levels of connectedness, self-efficacy and deep learning. The further implementation of the BNPS Learning Behaviours in 2020 has been positive, supporting the development of a growth mindset. The school wide development in Goal Setting has supported the area of student agency and ownership of this learning. The development of a whole school document and consistent application across the school have helped in this area. 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.

Wellbeing

A.I.P targets related to the Student Attitudes to School Survey were achieved with a high percentage of positive responses. The school has continued to implement a range of programs that have impacted positively on student wellbeing including mentoring, TEAMs, Buddies, Seasons For Growth, and the Life Skills program. A comprehensive special needs program 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. We also introduced the Rights, Responsibilities and Respectful Relationships program in 2020 though restrictions meant we were unable to fully implement the whole program.

Our data has seen a dip in the areas of our results in the Student Attitudes to School survey. This has seen a drop in the Sense of Connectedness in Years 4 to 6 to 75% which is below Similar Schools (76.5%) and below the State average (79.2%) We have also seen a drop in the levels in the Management of Bullying domain now at 71% below Similar Schools at 75.7% and the State Average (78%)

We will be continuing the school wide roll out of the Rights, Responsibilities and Respectful Relationships program in 2021 and we hope this will see us improve in these areas next year.

Financial performance and position

Ballarat North Primary School maintained a very sound financial position throughout 2020. The 2020-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support programs and priorities. Careful resource management throughout 2020 enabled the year to end with a net operating surplus of \$158,620 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 2020. Equity Funding was used for coaching and intervention to support literacy and numeracy programs. Revenue raised through fundraising during 2020 will be used to help fund our Grounds Masterplan.

For more detailed information regarding our school please visit our website at <http://www.ballaratnorthps.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 393 students were enrolled at this school in 2020, 172 female and 221 male.

2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

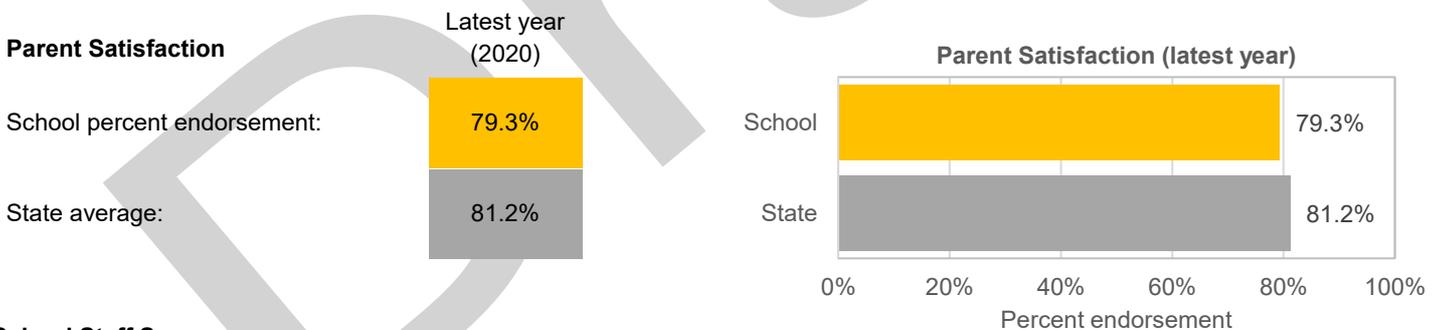
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

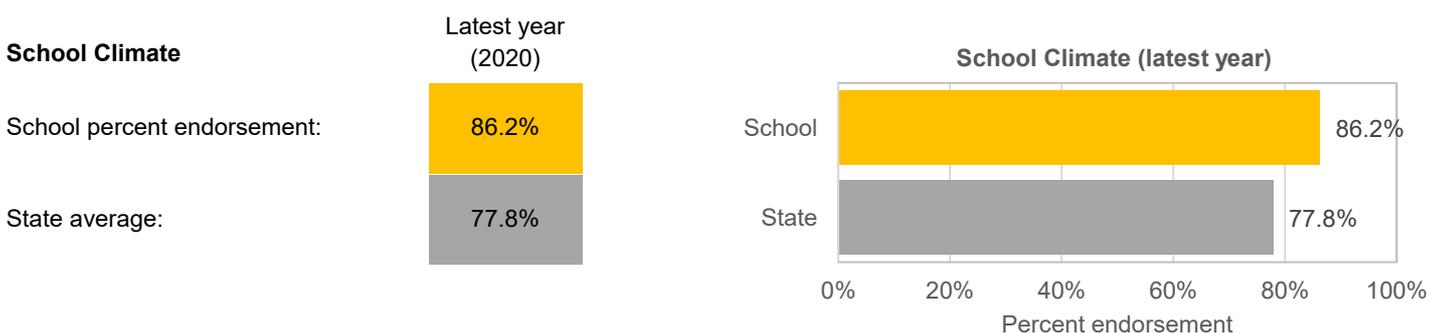


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

89.3%

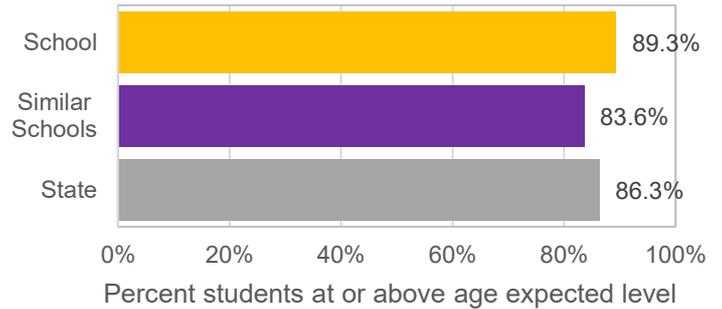
Similar Schools average:

83.6%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

87.3%

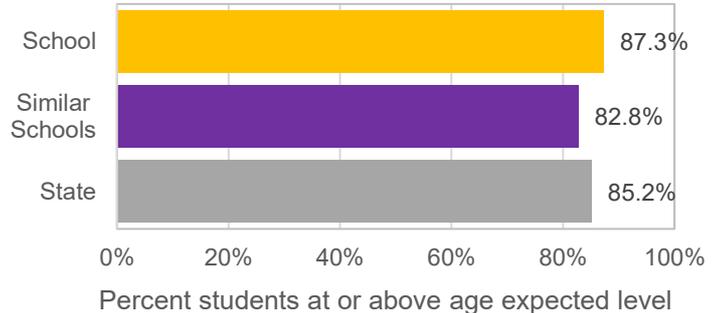
Similar Schools average:

82.8%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

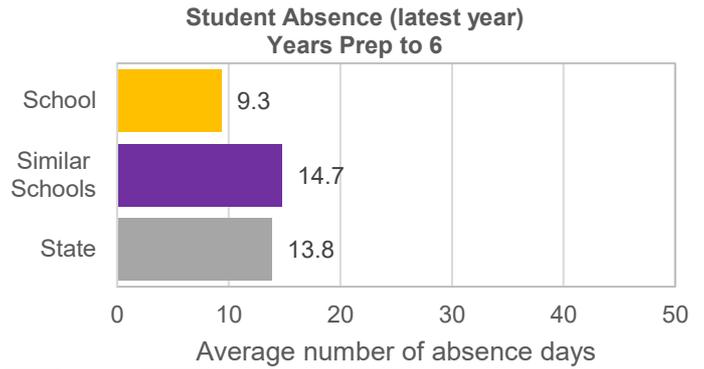
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.3	10.4
Similar Schools average:	14.7	15.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	96%	95%	95%	95%	95%	96%

WELLBEING

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

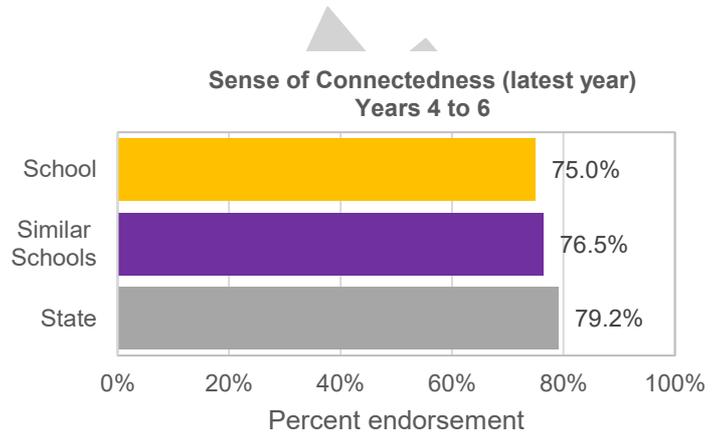
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	75.0%	84.7%
Similar Schools average:	76.5%	78.5%
State average:	79.2%	81.0%



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

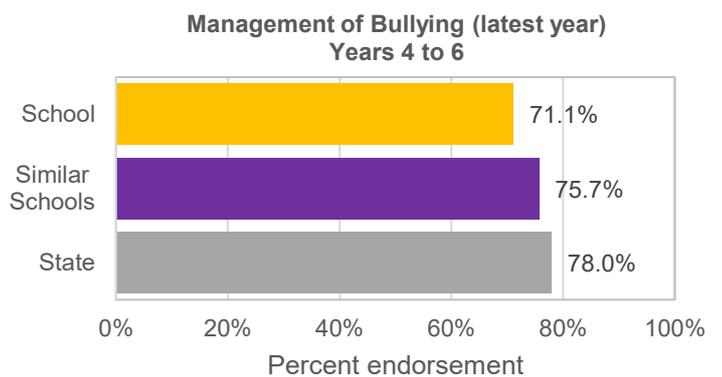
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	71.1%	84.4%
Similar Schools average:	75.7%	78.7%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,303,498
Government Provided DET Grants	\$602,438
Government Grants Commonwealth	\$6,143
Government Grants State	NDA
Revenue Other	\$2,410
Locally Raised Funds	\$80,637
Capital Grants	NDA
Total Operating Revenue	\$3,995,126

Equity ¹	Actual
Equity (Social Disadvantage)	\$174,151
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$174,151

Expenditure	Actual
Student Resource Package ²	\$3,275,254
Adjustments	NDA
Books & Publications	\$1,313
Camps/Excursions/Activities	\$9,104
Communication Costs	\$3,532
Consumables	\$71,132
Miscellaneous Expense ³	\$5,798
Professional Development	\$8,382
Equipment/Maintenance/Hire	\$67,719
Property Services	\$144,576
Salaries & Allowances ⁴	\$185,021
Support Services	\$12,472
Trading & Fundraising	\$22,333
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$29,869
Total Operating Expenditure	\$3,836,506
Net Operating Surplus/-Deficit	\$158,620
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$183,910
Official Account	\$35,569
Other Accounts	NDA
Total Funds Available	\$219,479

Financial Commitments	Actual
Operating Reserve	\$82,207
Other Recurrent Expenditure	\$3,403
Provision Accounts	NDA
Funds Received in Advance	\$31,537
School Based Programs	\$61,645
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$15,004
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$193,796

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.