

2020 Annual Report to The School Community



School Name: Balwyn Primary School (1026)



- 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 12 April 2021 at 08:00 PM by Patricia Manicom (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.

Attested on 22 April 2021 at 04:23 PM by Chris Williams (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

Balwyn Primary School (BPS) is located 10 kilometres east of Melbourne in the leafy suburb of Balwyn.

At Balwyn Primary, we have a strong commitment to educational excellence through vibrant teaching and stimulating learning programs in an affirming, supportive and inclusive environment. We provide a developmental curriculum within a multi-age structure, one that is differentiated, challenging, authentic and innovative. Our Vision "Nurturing global citizens for personal success in an ever changing world" and our motto "Aim High" articulate our commitment to developing in our students a love of learning, strong communication skills, the ability to be responsible, creative and critical thinkers and to be socially connected and resilient. Our values of Responsibility, Respect, Integrity, Belonging and Empathy form the basis of our learning.

At February census there were 598 student enrolments with 299 female students and 299 male students.

In 2020 our Staffing profile was:

Principal Class: Principal: 1.0, Assistant Principal: 1.6

Teaching Staff: Leading Teacher: 1.5, Learning Specialist 2.0, Classroom Teacher 2: 16.0, Classroom Teacher 1: 15.2 and Education Support Staff: 7.8

Total 45.1 full time equivalent (FTE).

The school's Student Family Occupation and Education Index (SFOE), which takes into account parents' occupations and education, was 0.1004 The State median was 0.4241. SFO was 0.1492.

The School Index of Community Socio-Educational Advantage (ICSEA) was 1175, with the average ICSEA value at 1000.

During 2020 we pivoted from onsite learning to remote and flexible online learning throughout the year. During remote and flexible online learning an asynchronous model gradually morphed into a synchronous model during the course of the year. Lessons were designed to ensure differentiation, with targeted cohorts of students accessing differentiated learning at point of need, with learning intentions and success criteria to support student learning. Feedback on work submissions, and live WebEx sessions and curated videos optimised the learning opportunities for our students.

Reading Recovery was delivered in synchronous mode during remote and flexible online learning. Due to the disrupted year, only five students accessed the Reading Recovery program during the year. A wellbeing check-in was available in every Google classroom; this enabled teachers to regularly monitor students' wellbeing. English as an Additional Language (EAL) students experienced regular WebEx sessions with the EAL teacher and a full complement of specialist subjects in Art, Music, Health and Physical Education (HPE) and Languages Other than English (LOTE) were offered. A plethora of online material (e.g. MYON, Literacy Planet and PM eCollection) was available.

In light of this a survey undertaken regarding staff experience during remote and flexible learning during COVID-19 showed the following staff survey responses:

On average across all periods of remote and flexible learning in 2020, there was an 88% positive endorsement to the statement that Balwyn Primary School (BPS) staff had access to adequate curriculum resources to support remote learning. School Type yielded an 85% positive response rate and State an 82% positive response rate.

There was an 88% positive endorsement against the statement that BPS staff felt they had the necessary capabilities to deliver remote instruction. School Type yielded an 84% positive endorsement and State yielded an 81% positive endorsement.

Furthermore BPS staff gave a strong 98% positive endorsement against the statement 'My level of comfort with delivering remote and flexible learning increased over time'. School Type yielded a positive endorsement of 90% and State a positive endorsement of 87%.

Balwyn Primary School's focus on student wellbeing yielded an 85% positive endorsement, with School Type showing an 80% endorsement and State a 79% endorsement.

It may be noted that participation rate of BPS staff in the survey was 90%.

The developmental nature of our Literacy and Numeracy programs ensures that essential skills are taught as a foundation for success across all learning areas. Specialist programs - Visual Arts, LOTE (Mandarin), HPE, Music, Reading Recovery, EAL and Enrichment programs - continued to be provided during onsite and remote learning in 2020.

In 2020 we transitioned our High Potential Learners program and documentation to reflect the new DET guidelines and language around High-Ability Learners. At Balwyn Primary School, we facilitated student engagement in the Victorian High Ability Program through Virtual Schools Victoria and provided participating students with the opportunity to learn together in a quiet, supervised space. High-Ability students within the school were also provided with the opportunity to virtually attend the Victorian Challenge Enrichment Series events. Over 100 places in programs were offered to students and the school took part in eleven different events, covering a range of curriculum areas including Mathematics, Science and Writing. High-Ability students also took part in a number of school-facilitated enrichments, including Creative Writing and Science Talent Search. Teachers continued to cater for High-Ability students within their classrooms, both virtually and on-site, by ensuring their planning reached high into the curriculum and using the school's documentation to nominate any students displaying high potential with their learning. A staff member was appointed as our High Abilities Practice Leader (HAPL).

Mathematics Enrichment through the Australian Mathematics Trust was offered to more than 80 students from Years 3-6 at four different levels, developing their problem solving skills with complex and challenging problems. The Mathematics Enrichment ran throughout Term 2 and Term 3 via Google Classrooms and regular WebEx sessions.

During Term 4, learning catch up was offered across the school, with students being withdrawn in small group sessions to scaffold and support learning at point of need. Positive gains were made during the term and this model will be continued during 2021 as documented in the 2021 Annual Implementation Plan (AIP) Key Improvement Strategy: Learning Catch up and Extension priority.

Continuous improvement of student and teacher learning is strongly embedded in our school culture, demonstrated by learning and assessment that is meaningful, rigorous and informed by data. Extensive professional learning to support and upskill teachers in remote learning was offered during 2020 and the rapidity at which our learning organisation evolved is attributed to the outstanding commitment of Balwyn Primary School staff.

Building teacher capacity through peer learning and professional development is ingrained in school culture and during remote and flexible online learning staff collaborated to deliver a high quality curriculum through their Google Classrooms.

Balwyn Primary School's Instrumental Music Program, which is significant, continued throughout the year, being delivered via WebEx during remote and flexible online learning in Terms 2 and 3 and returning to onsite lessons in the last term of 2020. The Instrumental Program, which consisted of one hundred and thirty students, offered piano, guitar, violin, woodwind and drums.

The Junior School Councillors played a significant role during COVID-19 with some excellent community projects and initiatives. Year 6 students nominated for a diverse range of leadership positions and contributed during onsite and remote contexts.

All students are valued and differences are accepted within a supportive school environment regardless of whether schooling is in a remote or onsite context. The promotion of self-esteem, collaboration and student voice is a priority.

Framework for Improving Student Outcomes (FISO)

School Strategic Plan goals are centred on maximising student growth across the curriculum with a targeted focus on English and Mathematics, as well as maximising student and organisational resilience.

School Improvement priorities for 2020 were focused on Excellence in Teaching and Learning, with the improvement initiatives centred on building practice excellence and curriculum planning. Although COVID-19 prompted a shift in focus to promoting and building teacher skills in Google Classrooms, there remained a strong focus on a delivering a differentiated program. Clear learning intentions and success criteria were set for tasks and teachers gave targeted feedback to support students to reflect on their learning and how well they met the success criteria.

Students were not assessed against the curriculum using a five point scale in June, however the December reports indicated progress against a five point scale. Explicit feedback was given on a regular basis throughout online learning; this informed reporting and assessment at end of cycle reporting. Differentiated report comments indicated what the student could do, the skills they were developing and future goals.

Strategies employed during 2020 included enhancing curriculum and pedagogical practices using learnings from the Train the Trainer model, with particular focus on Getting Knowledge Ready (GKR) to promote reading comprehension and vocabulary.

Professional learning in March assisted in consolidating staff understanding of the way Writing is taught at BPS as well as building on the professional learning undertaken in 2019. The philosophy of connecting rich mentor texts with literacy teaching continues to be embedded within teaching practice at Balwyn Primary School.

The use of a data wall, designed and led by our Leading Teachers in 2018 was paused in 2020 as staff were not onsite for substantial periods of time during the year, however the co-construction of data by all staff during virtual team meetings assisted in developing and promoting a rich common language for sharing all student progress. Personalising data continues to positively impact the school culture and most importantly, student learning and teaching.

The Peer Learning program and a 2020 PDP goal relating to peer observations further promoted teacher capacity building and collaboration, although the disrupted COVID-19 year meant that for a part of the year, peer observations took place in the Google classroom environment.

Professional Practice Days were used effectively in a diverse range of ways from personalised staff learning, which was mainly virtual to whole team professional learning walks onsite, as well as analysis of data and peer observations.

Learning Specialists worked within our learning organisation to provide support, mentoring, coaching and professional learning to graduate teachers and colleagues alike during remote and flexible online learning and onsite.

During 2020 the staff had opportunities to examine the Instructional Model, to discuss, reflect and provide comment. Teams worked on team expectations for how the Instructional Model will be implemented in classrooms.

With the large portion of the year in remote and flexible online learning, it was ensured that all Balwyn Primary students were equipped with devices and connectivity. The school supplied excess iPads and dongles to families requiring support and all loaned iPads were retained by the families.

eLearning continued to be integrated across classroom and specialist classes, and a number of online Reading packages such as MYON and PM eCollection were purchased to ensure a diverse range of reading materials was made available.

NAPLAN in 2020 did not proceed, however a number of assessments such as PAT Reading and PAT Maths, Renaissance Star Reading, PM Running Records, PROBE and Single Word Spelling Test (SWST) provided a plethora of data on students' skill levels across English and Mathematics, allowing for student needs to be targeted and learning growth to be ascertained.

Victorian Curriculum data in English and Mathematics provided the following data for Semester 2, 2020:

An average of 97.7% of students from Prep -Year 6 scored at Age Expected and Above Age expected in Reading and Viewing.

An average of 97.2% of students from Prep -Year 6 scored at Age Expected and Above Age expected in Writing.

An average of 97.7% of students from Prep -Year 6 scored at Age Expected and Above Age expected in Number and Algebra.

The school will continue to refine and enhance its curriculum with detailed explicit planning documents, to ensure differentiation of the curriculum. A sustained and targeted focus on Literacy and building teacher leadership capacity in leading Reading and Writing pedagogy and Mathematics, as well as learning catch up and intervention across these areas will be provided to all students achieving six months behind expected level in 2021 through the Tutor Learning Initiative (TLI) program.

Curriculum development will continue to be led by our Curriculum Leaders and Learning Specialists and further work in 2021 will ensure that momentum is maintained.

Professional Learning Communities (PLC) work will continue in 2021 with a refresher course being offered for existing staff as well new leaders.

The 2021 Annual Implementation Plan addresses the Department's Priorities in: Learning Catch Up and Extension; Happy, Active and Healthy Kids; and Connected Schools.

Continued work in enabling a culture of high expectations and the sharing of data, teaching strategies and expertise is planned. Innovative use of digital technologies embedded within the curriculum will continue to challenge and engage students. Teaching will continue to be explicit and targeted at student point of need, informed through ongoing assessment.

The Tutor Learning Initiative (TLI), will be driven by student learning need, with students ranging from those who already had additional learning needs prior to the period of remote and flexible learning in 2020, to those students who were previously progressing at or above level, but whose learning progress was most impacted by remote and flexible learning. The pedagogical teaching practices of differentiation, personalisation and student-centred learning are the foundation for the specific interventions delivered as part of the Initiative. Current research suggests that small-group learning offered through focused, regular sessions with a trained teacher is a clear evidence-based approach for improving student learning outcomes in a timely manner (Grattan Institute, 2020 as referenced).

Achievement

Our school culture is one of high expectations and continuous improvement of student and teacher learning is ingrained.

Teacher Judgement against the Victorian Curriculum at Age expected level in 2020 (Semester 2 results) across the school (Prep-Year 6) showed that in all areas of English and Mathematics, except for Statistics and Probability, a higher percentage of students scored at or above expected level than similar schools, network schools and State as follows:

CURRICULUM AREA	BPS	SIMILAR SCHOOLS	NETWORK	STATE
Reading & Viewing	98%	96%	97%	86%
Speaking & Listening	99%	98%	98%	91%
Writing	97%	94%	94%	81%
Measurement & Geometry	97%	95%	96%	85%
Number & Algebra	97%	95%	96%	85%
Statistics and probability	95%	95%	96%	85%

NAPLAN did not take place in 2020 and therefore there is no reportable data. Across the school a higher percentage of students performed above similar schools, network and State in Reading and Viewing and Writing in teacher judgements against the Victorian Curriculum. A higher percentage of Balwyn Primary School EAL students performed above Age Expected level against State.

The following Victorian Curriculum Growth Teacher Judgements indicate the growth that students made from 2019-2020. It should be noted that these results follow a year where students shifted from onsite to remote and flexible online learning during COVID19.

On average from Year 1-Year 6, 71% of students achieved at or above the expected level of growth in Reading and

Viewing from 2019 - 2020.

On average from Year 1-Year 6, 77% of student achieved at or above the expected level of growth in Writing from 2019 - 2020.

On average from Year 1-Year 6, 82.5% of students achieved at or above the expected level of growth in Measurement and Geometry from 2019 - 2020.

On average from Year 1-Year 6, 84% of students achieved at or above the expected level of growth in Number and Algebra from 2019 - 2020.

On average from Year 1-Year 6, 78.8% of students achieved at or above the expected level of growth in Statistics and Probability from 2019 - 2020.

In Term 4, tutors were employed across the school to work with students identified as 'at risk' in their learning. The Tutor Learning Initiative (TLI) will be implemented during 2021.

The Australian Council for Educational Research (ACER) has a long history of creating assessment tools for schools to use to measure students' knowledge, skills and understanding in specific subjects, which helps to pinpoint where students are in their learning journey.

At Balwyn Primary, PAT Maths and PAT Reading assessments are used to monitor student achievement and growth in Maths and Reading. These test results are compared with national median scores of students across Australia.

In 2020, the following results were attained:

Students in Year 1-Year 6 achieved results WELL ABOVE the National Median Scale Score in Maths.

Students in Year 1 achieved results ABOVE the National Median Scale Score in Reading and in Year 2-Year 6, students achieved results WELL ABOVE the National Median Scale Score in Reading.

Balwyn Primary School teachers encourage the development of high self-efficacy in their students through a diverse range of strategies and the provision of an inclusive inquiry based learning environment.

Effective Teaching Practice for Cognitive Engagement showed the following outcomes: Effective Teaching Time 83% positive endorsement, with 91% of students positively endorsing the statement "My Teacher tells us what we are learning and why".

My teacher expects students to pay attention / My teacher expects me to listen yielded a positive endorsement of 96%.

Differentiated Learning Challenge showed an 84% positive endorsement and Stimulated Learning a positive endorsement of 81%.

Professional Learning Teams will continue to use data to identify areas for the next level of learning and build teacher capacity to meet these goals.

The Year 5/6 BYOT program which was successfully implemented in 2016 has continued to run throughout 2020.

We have partnerships beyond our school, with Melbourne University and Deakin University, with pre-service teacher mentoring provided by BPS teachers.

Design Thinking, which was implemented across the school through the Inquiry Curriculum during 2016 continues to influence curriculum design, encourage reflective practice and thinking skills and enhance learner agency.

BPS will continue to work with an Educational Consultant in 2021, with a continued focus on writing.

Two Learning Specialists will continue their work in coaching and developing teacher capacity across the school in

2021 and the Peer Learning program will also continue.

Participation in the Professional Learning Communities (PLC) Intake 3 Initiative in 2019 provided invaluable professional learning, however during 2020 not all teams ran inquiry challenges during COVID-19. The PLC action research cycle will continue to be implemented in 2021 with support provided by PLC experts.

Engagement

Student attendance shows an average attendance rate consistent with the majority of Victorian government schools. Ongoing newsletter entries highlighting the importance of regular attendance will continue to be published. 2020 showed irregular and excessive patterns of absenteeism in the first few weeks of the 2020 school year due to COVID-19.

The average Student Absences - Days Per Full Time Equivalent across the school in 2020 was 13.04 days.

The school strongly encourages student attendance as this is positively correlated to student outcomes, although it is acknowledged that the global pandemic affected attendance during onsite learning, particularly at the outset of the year.

Average absence days across the school for 2020 were the lowest at Year 4 level, with an average of 11.03 days and the highest at Year 6, with an average of 13.61 days per student.

The Student Attitudes to School Survey (AToSS), completed annually by Victorian school students in Years 4, 5 and 6, indicates the positive percentage endorsement for attendance is 94%.

The AToSS shows that the percentage of positive endorsement for Balwyn Primary School's students from Year 4-6 feeling a sense of connectedness is 84%.

Student Agency and Voice showed a 61% positive endorsement; this may have been impacted by the remote learning experienced during the 2020 year and will continue to be a focus for 2021.

In 2020, COVID-19 and the associated global pandemic prevented our sister school visit from Baochuan Primary School in Nanjing.

During 2020 Learning Enhancement at Balwyn Primary included learning intervention such as Reading Recovery and support programs for students at risk, as well as extending enrichment opportunities for high potential students.

After school opportunities in Art, Drama, Music Theatre, Sport and Yoga were paused due to lockdown and stringent measures being implemented during onsite learning. The Music Night at Ivanhoe Girls' Grammar was cancelled due to COVID-19 restrictions.

Our Student Code of Conduct, Balwyn Values and the five You Can Do It! (YCDI!) keys continued to underpin the curriculum and ensure high levels of student engagement, exemplary conduct and positive student wellbeing.

The Respectful Relationships whole-school approach recognises that schools are a workplace, a community hub and a place of learning and that everyone involved in our school community deserves to be respected, valued and treated equally. Positive attitudes, behaviours and equality are lived across the school community when classroom learning is reinforced by what is modelled in our school community.

The continuation in 2020 of Year 6 leaders across all domains, including the Principal Advisory Leaders (PAL) and the Foundation-Year 6 Junior School Council required an adjustment in 2020, given the movement to flexible and remote online learning. Despite the challenges that COVID-19 presented, much was accomplished.

Wellbeing

In 2020 a wellbeing program was designed and delivered in Term 2 during remote online learning. This assisted in ensuring that students were able to learn about and demonstrate behaviours in line with the School Values, Respectful Relationships and the You Can Do It! program. Wellbeing lessons integrated our School Values with the Respectful Relationships program and the You Can Do It! program.

A full wellbeing day was planned by and delivered to further promote student wellbeing. Wellbeing booklets were developed in Term 3 and a wellbeing focus was included in the weekly virtual video assembly.

A wellbeing register was developed and maintained to support students and families with wellbeing needs throughout 2020 based on the increased needs.

Support was offered to students and families as required.

A significant wellbeing focus was implemented for all students upon return to onsite learning in Term 4.

Onsite learning was made available by invitation to those students at risk or deemed vulnerable.

A Scope and Sequence was designed by the Wellbeing Leaders and Assistant Principal. The Scope and Sequence was presented to the SIT Team by the Wellbeing Leader.

A daily wellbeing check-in with every student was facilitated in Google Classroom and students who were identified at risk were followed up by classroom teachers to further support students in need.

LOOKOUT Designated Teacher Training was undertaken by the Wellbeing Leader.

Future work will focus on the development of an action plan to lead staff Professional Development to build skills and knowledge in more effectively developing student voice and agency at Balwyn Primary School.

Balwyn Primary School's 2020 wellbeing goal was to provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community.

The 2020 AToSS showed that Student Safety yielded the following positively endorsed responses: Advocate at School, 82% positive endorsement and Managing Bullying with an overall positive endorsement of 78%. I feel safe at this school yielded an 86% positive endorsement.

The Respect for Diversity statement "It is okay to be different at this school" yielded a 90% positive endorsement from Years 4-6 students.

During COVID-19 an emphasis was placed on student and staff wellbeing. Daily wellbeing check-ins were provided through the Google Classrooms and in addition WebEx sessions held during the week allowed for students to connect with their peers and teacher.

Classroom Behaviour in 2019 overall primary result was 81% therefore the target of equal or greater than 80% positive response for the 2019 Annual Implementation Plan (AIP) target was exceeded. However during COVID-19, in 2020 the percentage of positive endorsement dropped to 79% positive endorsement.

Student Voice and Learner Agency overall primary result dropped from 70% positive endorsement to 61% positive endorsement in 2020 during COVID-19.

The AIP Target of equal to or greater than 77% positive response was therefore not achieved.

In 2019 the overall primary positive endorsement of Respect for Diversity was 81%, meeting the 2019 AIP target of equal to or greater than 80% positive responses. However, this fell to 78% positive endorsement during COVID-19, so in 2020 this target was not met.

The percentage of positive response (strongly agree/agree) in the following component or factors in AToSS showed a strong endorsement in the following statements: I want to learn new things (95%), I always try to attend school (94%), My teacher tells us what we are learning and why (91%), My teacher sets clear rules for classroom behaviour (90%), There is a teacher or another adult at this school who tells me when I do a good job (86%), I feel safe at this school (86%).

Some challenges with the YCDI! program and how this works in tandem with Respectful Relationships, School Values and the Personal and Social Development curriculum continued to present in 2020. Ongoing work to address the integration of Respectful Relationships work and the YCDI! Program will continue into 2021 and include a focus on Student Voice and Learner Agency.

Growth on the Staff Opinion Survey in the following dimensions for 2020 is as follows:

Teacher collaboration, which showed a positive endorsement of 64% in 2019, improved marginally in 2020 with a positive endorsement of 65%. It may be noted that there was a neutral response of 33%.

In 2020, Balwyn Primary School's Bright Beginnings program for four year olds was paused during the year due to COVID-19. An opportunity for a whole school transition program took place in Term 4 and provided an opportunity to facilitate a smooth transition between levels. 2020 Foundation engaged in multiple transition sessions via WebEx and one onsite program in small groups to prepare for 2021.

A strong emphasis was placed on welcoming our new students and parents and developing positive partnerships, albeit via WebEx.

Students are well prepared for their transition to secondary school, with 52% of our 2020 Year 6 students currently enrolled at Balwyn High.

Camberwell High School, Canterbury Girls' Secondary College, Doncaster Secondary College, East Doncaster Secondary College, Eltham College, Koonung Secondary College and Melbourne Girls' College are listed as other Victorian government schools accessed by our students for their Year 7 high school placements in 2020.

2020 data shows that 30% of Year 6 students were enrolled to attend Independent schools across 14 different Independent schools in Year 7. These schools included Camberwell Girls' Grammar School, Camberwell Grammar, Carey Baptist Grammar School, Fintona Girls' School, Hillcrest Christian College, Ivanhoe Grammar, Korowa Anglican Girls' School, Marcellin College, Ruyton Girls' School, The Hutchins School, Tintern Grammar, Trinity Grammar, Waverley Christian College and Xavier College.

Our strong belief is that successful transition requires a structured approach and we are mindful of the importance of ensuring that students have positive experiences in moving from the familiarity of their primary school environment to the less familiar environment of secondary school settings.

Our strong Balwyn Values that form the basis for our learning are: Responsibility, Respect, Integrity, Belonging and Empathy. Respectful Relationships, Balwyn Values and YCDI! are embedded in classroom learning and the school culture.

During 2020 it was challenging to continue our Balwyn Values Keepers Awards as a large part of the year was held in a remote learning context.

Challenging and extending highly able students, as well as supporting and scaffolding "at risk" learners, are features of Balwyn's differentiated and personalised learning program.

Ongoing work to empower students to manage difficulties and bounce back from adversity has taken place during 2020, with our Wellbeing Leader and Wellbeing Officer continuing their work across the school.

Student School Leaders, including the Student Wellbeing Action Team (SWAT) were appointed for the sixth time in 2020, however due to COVID-19 restrictions in driving change was impacted.

A Wellbeing Scope and Sequence and how it relates to the Personal and Social Development curriculum was developed.

Student workshops in relation to Restorative Practices, including Restorative Dialogue will be introduced in 2021.

Financial performance and position

Balwyn Primary School finished 2020 in a strong financial position, despite the unprecedented challenge of providing targeted and engaging educational experiences in a pandemic year, moving between on-site and remote learning environments. The school was fortunate to have strong parental support in the high level of parent payments received for both essential and voluntary items, as well as more than \$24,000 of donations. Fundraising opportunities were limited and our Parents', Friends' and Teachers' Association turned their focus to support of families in our community. While a significant landscaping project (\$55,000) had to be deferred to 2021, some investment in facilities was able to be undertaken, with upgrading of lighting in the administration building (including library and Year 5/6 classes) to LED (\$6,500) repainting of the administration building (\$43,000) and installation of blinds in six classrooms (\$7,800). Staff were fortunate to access professional development from an eminent educationalist early in the year and then rapidly built capacity in the use of digital technologies to make instructional videos, post learning and assessment tasks and engage in live presentations to enable the provision of a high quality program during remote learning. Investment in additional digital and other curriculum resources such as Literacy Planet, MYON and Maths Challenge materials also assisted staff to engage their students. Significant investment was made in casual relief staff to supervise the students who participated in remote learning on-site and additional funds were allocated to employ staff to work with students identified as being at risk on return to on-site learning in Term 4. Equity funding of \$11,345 was used to provide both staff and materials for students in need. An operating surplus of \$129,785 was recorded due to sound management of the budget over past years and with the intention of future investment in both facilities and staff, including our proposed development of the southern boundary of the school and the provision of staff professional development in both curriculum and wellbeing areas. Continued responsible management of resources will enable the school to finance the achievement of its Strategic Plan goals.

For more detailed information regarding our school please visit our website at

<https://balwynps.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 598 students were enrolled at this school in 2020, 299 female and 299 male.

56 percent of students had English as an additional language and 0 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.

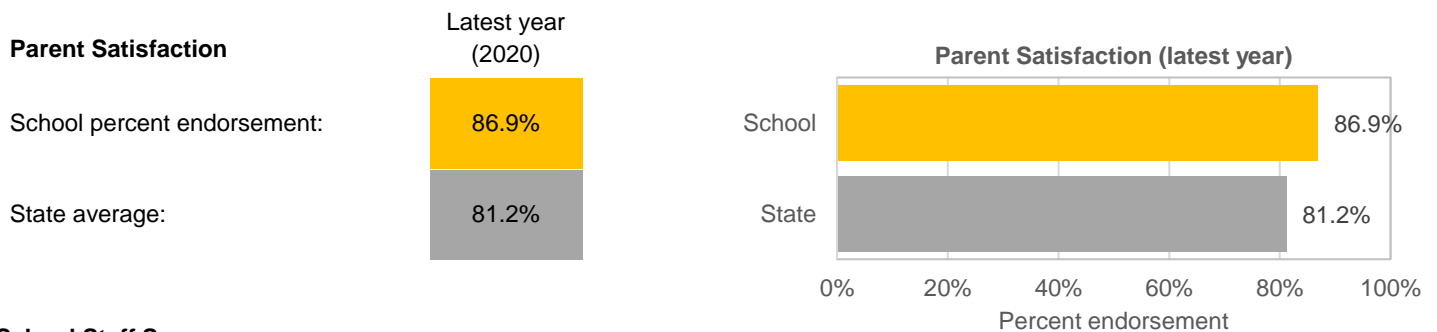
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

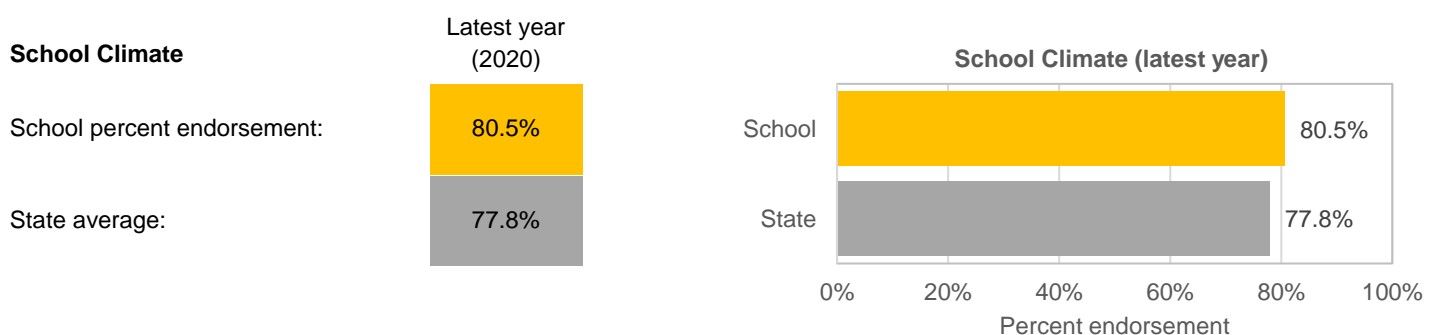


School Staff Survey

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:

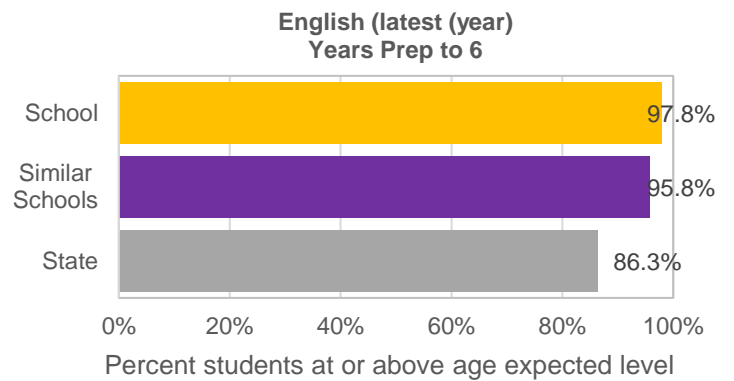
97.8%

Similar Schools average:

95.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

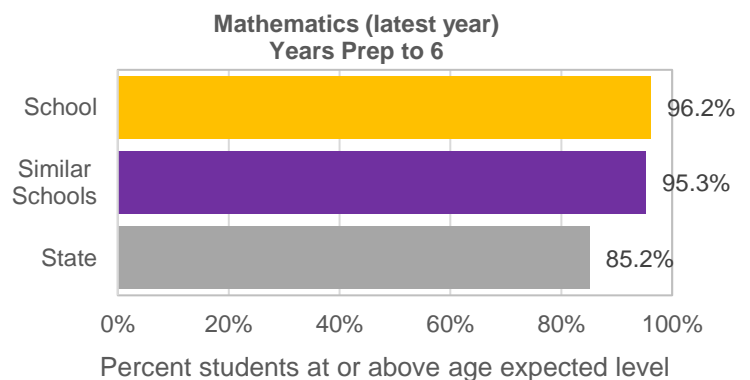
96.2%

Similar Schools average:

95.3%

State average:

85.2%



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

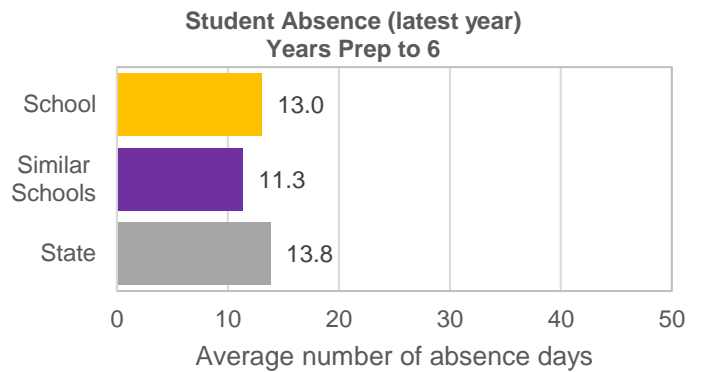
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.0	12.8
Similar Schools average:	11.3	12.9
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%	92%	92%	94%	94%	94%	93%

WELLBEING

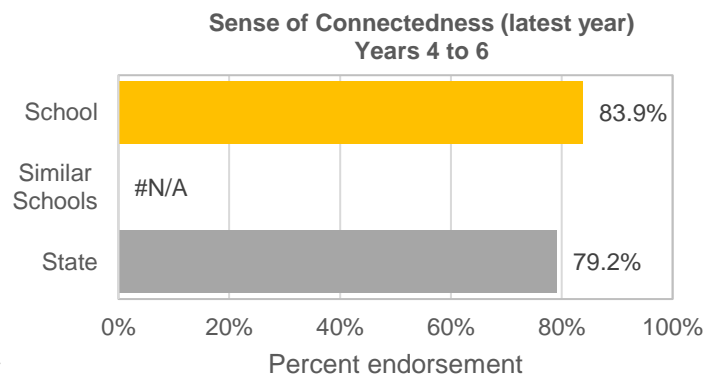
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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:	83.9%	85.3%
Similar Schools average:	NDP	84.3%
State average:	79.2%	81.0%



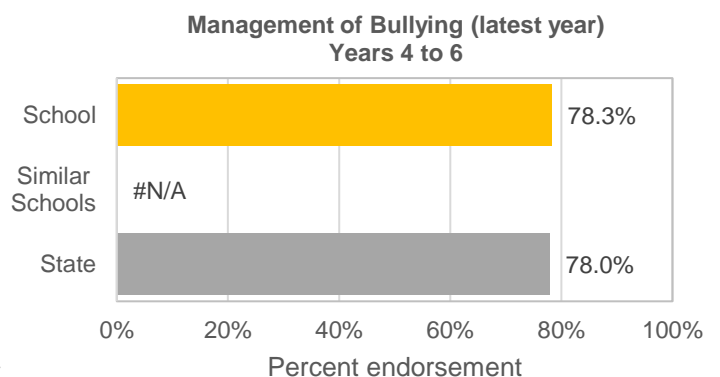
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	78.3%	81.9%
Similar Schools average:	NDP	82.3%
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	\$4,720,154
Government Provided DET Grants	\$480,349
Government Grants Commonwealth	\$3,230
Government Grants State	NDA
Revenue Other	\$18,290
Locally Raised Funds	\$478,135
Capital Grants	NDA
Total Operating Revenue	\$5,700,157

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,345
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$11,345

Expenditure	Actual
Student Resource Package ²	\$4,593,548
Adjustments	NDA
Books & Publications	\$9,167
Camps/Excursions/Activities	\$33,093
Communication Costs	\$4,770
Consumables	\$124,702
Miscellaneous Expense ³	\$40,917
Professional Development	\$7,521
Equipment/Maintenance/Hire	\$141,986
Property Services	\$156,765
Salaries & Allowances ⁴	\$328,960
Support Services	\$77,625
Trading & Fundraising	\$10,738
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,581
Total Operating Expenditure	\$5,570,372
Net Operating Surplus/-Deficit	\$129,785
Asset Acquisitions	\$38,373

- (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	\$532,118
Official Account	\$65,211
Other Accounts	\$10,298
Total Funds Available	\$607,627

Financial Commitments	Actual
Operating Reserve	\$140,335
Other Recurrent Expenditure	\$27,417
Provision Accounts	\$22,885
Funds Received in Advance	\$233,224
School Based Programs	\$88,755
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$13,658
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$67,420
Capital - Buildings/Grounds < 12 months	\$56,083
Maintenance - Buildings/Grounds < 12 months	\$69,035
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$718,812

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.