

2021 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 2021 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 14 March 2022 at 04:14 PM by Patricia Manicom (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 25 March 2022 at 07:50 AM by Chris Williams (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 588 student enrolments with 292 female students and 296 male students.

In 2021 our Staffing profile was:

Principal Class: Principal: 1.0, Assistant Principal: 1.8

Teaching Staff: Leading Teacher: 1.5, Learning Specialist 1.1, Learning Tutor 1.2, Classroom Teacher 2: 16.4, Classroom Teacher 1: 13.9 and Education Support Staff: 6.3.

Total 42.8 full time equivalent (FTE).

There were no Aboriginal and Torres Strait Islander staff in 2021.

The school’s Student Family Occupation and Education Index (SFOE), which takes into account parents' occupations and education, was 0.0886. The State median was 0.4142. Student Family Occupation (SFO) was 0.1363. The School Index of Community Socio-Educational Advantage (ICSEA) was 1175, with the average ICSEA value at 1000.

Enjoying a rich multicultural community Balwyn Primary School is committed to preparing students with the capabilities and attributes to become global citizens. A significant number of students work well beyond their expected level of learning. Enrichment and Support programs are provided to ensure all students optimise their potential.

The school did not have any international students in 2021.

During 2021 we pivoted from onsite learning to remote and flexible online learning throughout the year.

During remote and flexible online learning the 2020 asynchronous model which had gradually morphed into a synchronous model continued to be revised throughout the year, with increased synchronicity being embedded in daily teaching and learning. Lessons were designed to ensure differentiation with targeted cohorts of students accessing learning at point of need. Learning intentions and success criteria supported student learning. Feedback on work submissions, live WebEx sessions and curated videos optimised the learning opportunities for our students.

Daily morning wellbeing check-ins using an emoticon available in every Google classroom and midday wellbeing WebEx meets enabled teachers to regularly monitor students' wellbeing.

A full onsite program for vulnerable and essential workers children was offered from Prep-Year 6.

Reading Recovery was delivered in synchronous mode during remote and flexible online learning. Due to the disrupted year, eight students accessed the Reading Recovery program during the year. English as an Additional Language (EAL) students experienced regular WebEx sessions with the EAL teacher and a full complement of specialist classes in Art, Music, Health and Physical Education (HPE) and Languages Other than English (LOTE) were offered. A plethora of online material was available and weekly virtual assemblies incorporated a wellbeing message, delivered by the Assistant Principal

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. The rapidity with which our learning organisation evolved is wholly 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 Google Classrooms.

Balwyn Primary School's Instrumental Music Program, accessed by one hundred and thirty students, continued throughout the year, being delivered via WebEx during remote and flexible online learning due to lockdowns. Tuition was offered in piano, guitar, violin, woodwind and drums.

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

At Balwyn Primary School 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 agency and voice will continue as a significant focus in 2022.

Framework for Improving Student Outcomes (FISO)

School Strategic Plan goals centered 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 2021 were articulated through the Department of Education 2021 Priorities Goal of Building Practice Excellence, Health and Wellbeing and Building Communities.

Although COVID-19 prompted a shift in focus to remote and flexible learning, during the year through Google Classrooms there remained a strong focus on delivering a highly differentiated program informed by data and one that evolved more synchronously as the year progressed.

During onsite and online learning, clear learning intentions and success criteria were set and teachers provided targeted feedback to support students to reflect on their learning and how well they met the success criteria.

The Key Improvement Strategy of Learning, Catch up and Extension was leveraged through the Tutor Learning Initiative (TLI) which commenced in Term 4, 2020 as well as excellent classroom programs (onsite and remote) which scaffolded student learning at point of need.

Explicit feedback was given on a regular basis throughout online and onsite learning and this informed reporting and assessment. At year end differentiated report comments indicated what had been covered in the curriculum and articulated student performance in English and Mathematics against a five-point scale. A general comment in Personal and Social Capabilities and Inquiry was detailed with attendance data for the semester. Specialists comments in Languages other than English (LOTE), Music, Visual Arts and Health Physical Education as well as an overview of the curriculum covered were documented.

Balwyn Primary School's achievement domain performance group for 2021 was in the INFLUENCE domain performance group, showing high, increased results in NAPLAN in English and Numeracy.

The measure, based on the 2021 School Performance Report, is as follows:

Reading Achievement (Year 5)

84% of students in top two bands which is deemed very high with the change level over the last three years showing a significant increase.

1.2% of students in the bottom two bands which is deemed to be very low with a change level over the last three years showing the status as 'maintained'.

89.9% of students meeting or above benchmark growth which is deemed to be high with a change level over the last three years showing an increase.

Numeracy Achievement (Year 5)

84.9% of students in top two bands which is deemed very high, showing an increased change level over the last three years.

1.2% of students in the bottom two bands which is deemed to be very low with a change level, over the last three years, showing the status as 'maintained'.

89.9% of students meeting or above benchmark growth which is deemed to be high with an increased change level over the last three years.

Trend and comparative data for the benchmark growth performance indicator showed that the 2021 high benchmark growth in Reading and Numeracy was substantially better than similar schools.

Targets to improve Naplan Benchmark Growth data in 2021 were as follows:

Reading to be greater than 35% high growth, and less than 22% low growth; 2021 benchmark growth showed 47% high growth and 10% low growth.

Writing to be greater than 45% high growth and less than 20% low growth; 2021 benchmark growth showed 26% high growth and 14% low growth.

Numeracy to be greater than 30% high growth and less than 18% low growth; 2021 benchmark growth showed 42% high growth and 10% low growth.

While 2021 targets were exceeded in Reading and Mathematics for benchmark growth in both high and low growth, the Writing target for benchmark growth (high growth) was not met, however the benchmark growth (low growth) was met.

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

BPS students performed strongly against the National Median Scale Score in Reading and Mathematics.

Teacher Judgement against the Victorian Curriculum at Age Expected Level in 2021 (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. In Statistics and Probability, the percentage of Balwyn Primary School students performed the same as Similar schools and higher than State.

On the Student Attitudes to School Survey, High Expectations for Success yielded a 90% positive endorsement and Stimulated Learning and Self-Regulation and Goal Setting yielded a positive endorsement of 80%.

Balwyn Primary School's Health and Wellbeing target was to improve the Student Attitudes to School survey data to show positive endorsement of Student Safety - Managing Bullying at 82% or higher.

On the 2019 survey the Year 4-6 positive endorsement for Managing Bullying was at 84% with the Year 4 female cohort showing a collectively strong endorsement of 90% for Managing Bullying.

In 2021, following an eighteen month period of pivoting between online and face-to-face teaching, the overall positive endorsement for 'Managing Bullying' was 75%. In light of this, the targets were partially met.

In Building Communities, the target was to maintain or improve BPS Student Attitudes to School survey data showing positive endorsement of student connectedness and sense of belonging at 85% or higher.

Student Connectedness on the 2021 Student Attitudes to School survey Year 4-6 showed a positive endorsement of 82%, with the Year 6 students showing an 84% positive endorsement. Our Year 4 students had the lowest positive endorsement at 81%. The target therefore not met in 2021.

In 2019 (Pre- Covid19 and lockdowns) the School Connectedness Year 4-6 overall positive endorsement was 88%, with 97% of our Year 5 female students and 91% of our Year 6 students positively endorsing this survey factor. The target pre-Covid19 was exceeded in 2019.

The target to improve our results on the Student Attitudes to School survey data to show positive endorsement of

student voice and agency at 70% or higher yielded the following results:

In 2019, 70% of Year 4-6 students gave a positive endorsement, with 76% of Year 5 students positively endorsing this survey factor. The target was met.

In 2021, 61% of Year 4-6 students gave a positive endorsement against Student Voice and Agency. The target was therefore not met.

A teacher leader appointed to drive voice and agency will ensure that this area is being strengthened starting in Semester 1, 2022. Initial staff surveys and discussions will focus around clarifying the concepts of student voice, agency and leadership and exploring ways these can be embedded in daily classroom life.

The Parent Opinion Survey showed a strong positive endorsement for High Expectations for Success (87%), Effective Teaching (83%), Student Motivation and Support (82%) and Stimulated Learning (81%).

Most positively, the School Staff Opinion Survey showed an 86% positive endorsement for collective efficacy.

Of particular note is that Balwyn Primary celebrated the achievement of being a finalist in the Victorian Education Excellence Awards in the category 'Outstanding Provision for High-Ability Students'. A beautifully framed award graces our foyer in recognition of the outstanding work undertaken at BPS. Although we did not win, we are honoured and delighted to have been a finalist, recognised for excellence in provision for high ability students, supporting their learning, engagement and wellbeing, and helping them thrive now and in the future.

Achievement

Our school culture is one of high expectations, and continuous improvement of student and teacher learning is ingrained. Although staff were not onsite for periods of time during the 2021 school year lockdowns, rich professional discussions and the co-construction of data and curriculum development by all staff during virtual team meetings assisted in developing and promoting a rich common language for sharing all student progress.

Personalising teaching and learning, informed by data, continued to positively impact the school culture and most importantly, teaching and student learning. Balwyn Primary School teachers continued to 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.

Strategies employed during 2021 included consolidating curriculum and pedagogical practices using learnings from educational consultants. In addition, best practice of You Can Do It! was revisited with targeted professional learning. This professional learning assisted in consolidating staff understanding of the You Can Do It! socio-emotional curricular and school wide practices to build a critical mass. Wellbeing was a priority, with daily check ins during lockdowns and meticulous monitoring of student attendance and emotional status.

An Assistant Principal filled the role of Wellbeing Officer and any concerns were escalated for immediate attention. Weekly virtual assemblies included a wellbeing message delivered by the Assistant Principal each week.

The data wall, designed and led by our Leading Teachers in 2018, was revived following teacher and student return to school after the final 2021 lockdown.

The Peer Learning program further promoted teacher capacity building and collaboration, although the disrupted year meant that for a part of the year peer observations took place in the Google classroom environment.

Professional Practice Days in Semester 1 and Semester 2 were used effectively in diverse ways ranging from personalised staff learning, which was mainly virtual, to whole team professional learning walks onsite, as well as analysis of data, reflections and peer observations.

The Learning Specialist and Leading Teacher worked to provide support, mentoring, coaching and professional

learning to graduate teachers and colleagues alike during remote and flexible online learning and onsite learning.

Work on embedding the Instructional Model continued throughout 2021.

Team Instructional Leaders were pivotal in driving team collaborations and a quality curriculum targeted at student point of need across the developmental learning continuum.

School Improvement Team (SIT) meetings chaired by the Curriculum Leaders ensured vertical cohesion and sustained improvement.

With portions 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 families.

The developmental nature of our Literacy and Numeracy programs ensured that essential skills were taught as a foundation for success across all learning areas. Specialist programs - Visual Arts, LOTE (Mandarin), Health and Physical Education (HPE), Music, Reading Recovery, EAL, the Tutor Learning Initiative and Enrichment programs - continued to be provided during onsite and remote learning in 2021.

During 2021 learning catch up was offered across the school through the Tutor Learning Initiative, with students being withdrawn in small group sessions to scaffold and support their learning at point of need. Positive gains were made during the year and this model will be continued during 2022 as documented in the 2022 Annual Implementation Plan (AIP) Key Improvement Strategy: 2022 Priorities Goal.

Balwyn Primary School 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 were also provided with the opportunity to attend the Victorian Challenge Enrichment Series events virtually. Programs covering a range of curriculum areas including Mathematics, Science and Writing were offered to students.

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 onsite, 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.

Mathematics Enrichment through the Australian Mathematics Trust was offered to students from Years 3-6 at four different levels, developing their problem-solving skills with complex and challenging problems. The High-Abilities Practice Leader (HAPL) appointed in 2020 continued in their role in 2021.

Six students accessed the Program for Students with Disabilities (PSD) in Term 1, Term 2 and Term 3, and eight students accessed the PSD in Term 4. Integration Aides supported PSD students within the classroom, regular Student Support group (SSG) meetings were held and independent Learning Plans, Behaviour Management plans and Safety plans were in place where needed. Funding was provided through the Student Resource Package (SRP).

Our School Review took place online during Semester 2. The Pre-Review Self-evaluation was extensive and involved all stakeholders in our learning community. The exhaustive process culminated in the setting of goals which included the 2022 Priorities Goal.

In addition there was a documented focus on optimising learning growth for all students in English and Mathematics, creating empowered learners who are actively engaged in and connected to their learning, and continuing to develop respectful, resourceful and resilient students who embody the school values. Embedded in these goals was a relentless focus on building staff capacity in understanding and applying the differentiated Instructional Model, data analysis and extending student writing capabilities. Investigating and implementing ways of measuring improvement in student voice and agency in our learners and developing and implementing common language, understandings and

practices that support student voice and agency in learning is a high priority. Finally, an area for sustained focus will be refining and enhancing the holistic and integrated approach of Wellbeing across the school into everyday practice.

Moving forward, curriculum development led by the Assistant Principal, Curriculum Leaders and Learning Specialists will ensure that momentum is maintained. Professional Learning Communities (PLC) work will continue in 2022.

Continued work in enabling a culture of high expectations and the sharing of data, teaching strategies and expertise is planned.

BPS has partnerships with Melbourne University and Deakin University, with pre-service teacher mentoring being provided by BPS teachers.

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

The Year 5/6 BYOT program, successfully implemented in 2016, continued to run throughout 2021.

The PLC action research cycle will continue to be implemented in 2022 with support provided by PLC experts, the Assistant Principal, the Curriculum Leaders and Team Instructional Leaders (TILS).

With a focus on Writing, Learning Specialists and Curriculum Leaders will continue their work in coaching and developing teacher capacity across the school, and the BPS Peer Learning program will also continue in 2022.

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.

Follow up on absenteeism in 2021 was conducted by the Principal, Assistant Principals, Wellbeing Officer, Office Personnel and Teachers.

This follow up was viewed as an early intervention approach that could potentially pinpoint an underlying issue affecting attendance which could differ from the original reason provided by the parent. Furthermore, identifying an issue with absenteeism allowed for support to be rendered by the school.

A daily wellbeing and attendance check-in was required during remote learning and non-attendance protocols were in place with teacher follow up.

The average Student Absences - Days Per Full Time Equivalent across the school in 2021 was 8.86 days, the lowest absenteeism rate in five years.

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.

Average absence days across the school for 2021 were lowest at Year 1, with an average of 7.27 days, and highest at Year 6, with an average of 10.32 days per student.

The Student Attitudes to School Survey completed annually by Victorian school students in Years 4, 5 and 6 indicates the positive percentage endorsement for attendance is 90%, with 7% neutral and 3% negative endorsement.

The Attitudes to School Survey shows that the percentage of positive endorsement for students from Year 4-6 feeling a sense of connectedness is 82%. Sense of Inclusion yielded a positive endorsement of 87%.

Student Agency and Voice showed a 61% positive endorsement with a 27% neutral endorsement, which may have been impacted by the remote learning experience during the 2021 year and which will continue to be a focus for 2022.

In 2021, COVID-19 and the associated global pandemic prevented our sister school visit from Baochuan Primary School in Nanjing. Online collaborations facilitated through the Jiangsu -Victoria International Education Centre (JVIEC) did not eventuate due to the disrupted year.

During 2021 Learning Enhancement at Balwyn Primary included learning intervention such as Reading Recovery and the Tutor Learning Initiative support programs for students at risk, as well as enrichment opportunities for high potential students.

Student engagement was facilitated through the Victorian High-Ability Program (Virtual Schools Victoria) which provided participating students with the opportunity to learn together in a supervised space. High-Ability students within the school were also provided with the opportunity to attend the Victorian Challenge Enrichment Series virtually.

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. A staff member served as our High-Abilities Practice Leader (HAPL). Mathematics Enrichment through the Australian Mathematics Trust was offered to students from Years 3-6.

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 the Besen Centre was cancelled due to COVID-19 restrictions and despite best efforts, the Year 5/6 Musical was unable to proceed.

Our Student Code of Conduct, Balwyn Values and the You Can Do It! (YCDI!) program continue 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.

Year 6 leader program across all domains, including the Principal Advisory Leaders (PAL) and the Foundation-Year 6 Junior School Council, required some adjustment in 2021. Despite the challenges that COVID-19 and lockdowns presented, much was accomplished.

A beautiful 'Acknowledgement to Country' plaque from Kinya Lerrk titled 'Heal Country" was chosen by the Principal Advisory Leaders.

Kinya Lerrk, an 100% Aboriginal owned and operated business, creates design and art to celebrate Aboriginal culture and respectfully acknowledge traditional owners of land. The chosen art work hangs in the foyer of the school. reinforced by what is modelled in our school community.

Despite the challenges that COVID-19 and lockdowns presented, much was accomplished.

Wellbeing

Student wellbeing has taken priority in our learning organisation, both onsite and during remote learning.

During remote learning daily Google Classroom check-ins and optional wellbeing catch-ups in the afternoon were held, and students absent or indicating "I'm struggling" on the daily "I'm Here" button were followed up. High priority was given to promoting avenues for families to get support, including emergency contact with the School Wellbeing Officer. Wellbeing lessons, including physical activity components were provided across all levels. Onsite the first priority was

on re-establishing connections with school and peers, supported by ongoing curricula and extra-curricula activities such as Running Club. Permitted workers' children and vulnerable students were welcomed to the onsite learning program, which grew in numbers as the year progressed.

Balwyn Primary School's Health and Wellbeing target on the 2021 Annual Implementation Plan (AIP) was to improve our Student Attitudes to School Survey data to show positive endorsement of Student Safety - Managing Bullying at 82% or higher.

While the 2019 Attitudes to School Survey (Year 4-6) positive endorsement for Managing Bullying was at 84% with the Year 4 female cohort showing a collectively strong endorsement of 90%, the 2021 Attitudes to School Survey (following an 18-month period of pivoting between online and face-to-face teaching) showed an overall reduced positive endorsement for Managing Bullying of 75%.

Whole school professional learning took place, strengthening whole staff understanding of the YCDI! program. Extensive work was undertaken by the Wellbeing Leader to merge Respectful Relationships with the YCDI! program and a whole school approach is in place with regard to embedding these concepts across the school.

Professionally developed Cybersafety lessons were also enacted across the school.

The ICT Leading Teacher conducted in depth session on Cybersafety targeted to the needs of Year 5/6 students.

The Leading Teacher (LT), Team Instructional Leader (TIL) and ICT Coordinator refined the ICT norms for the 'Bring your Own Device' (BYOD) program. Targeted cyber-safety lessons for Year 1-4 students based on learning needs were delivered during remote learning.

The Student Wellbeing Action Team (SWAT) Leaders promoted positive behaviour and School-wide values through Assembly presentations, posters and Games Club support.

The Assistant Principal delivered weekly assembly segments with a strong wellbeing and school values focus and this was also reflected in weekly newsletter items. The Principal and Assistant Principals posted articles and links to parenting webinars sourced from Parenting Ideas and the YCDI Program into the school newsletter and the Compass portal. In response to community feedback, a successful Wellbeing Day was held.

During the School Review the Panel affirmed that the school's approach to strengthening every student's wellbeing capability and achieving the highest levels of learning growth was a school strength. This was universally acknowledged by teachers, students and parents during the Fieldwork Day.

A consensus that the school could continue to improve even further was expressed in terms of moving forward by integrating some of the ideas from existing 'standalone' programs into other curriculum areas.

As such, in 2022 current practices around student wellbeing will be audited, refined and documented, including the effectiveness of programs being used and further professional learning that may be required.

Consistency of delivery and understanding of wellbeing practices across the school will continue to be developed, embedding understandings across all aspects of school life including classroom lessons, classroom management practices, and school playground behaviour support.

Student Voice and Learner Agency will feature prominently in 2022.

In addition, the Cybersafety Project lessons will be integrated with the wellbeing scope and sequence.

In light of the above, BPS will focus on implementing a common language, understandings and practices that support student voice and agency in learning, developing and embedding a holistic approach to wellbeing across the school and opportunities for the community to be actively involved in the learning process will be provided.

Finance performance and position

Balwyn Primary School's strong financial performance in recording an operating surplus of \$168,375 resulted from outstanding parent support, as well as additional fundraising efforts and a decision to commit funds for continued investment and development of facilities in 2022.

Despite another unprecedented pandemic year, the school was fortunate enough to have excellent parent contributions, with collection rates of >98% payment for essential learning items, approximately 80% for voluntary items and over \$12,000 in donations.

Resources were allocated to support student learning through provision of Learning Intervention and Technical and ICT assistance including the purchase of an additional server (\$5,982) and fibre upgrade (\$21,444) to support ongoing ICT requirements.

Investment in additional digital and other curriculum resources such as Mathletics, MYON and Literacy Planet, also assisted staff to engage their students.

Considerable investment was made in casual relief staff to supervise the students who participated in remote learning onsite and additional funds were allocated to employ staff to work with students identified as being at risk on return to onsite learning.

Staff were fortunate enough to participate in Professional Development from educationalists in Writing and in incorporating social-emotional learning in the classroom.

Equity funding of approximately \$10,000 was used to provide for staff and students in need, and a grant from the Australian Sports Commission was used to purchase additional sporting equipment which assisted in the delivery of valuable experiences for our students.

A surplus was recorded in the SRP due to sound management of the budget over past years, which resulted in significant investments made to school facilities, including extensive repainting of school buildings, upgrading of lighting to LED, and the purchase of outdoor benches (\$6,680).

This surplus also permitted Balwyn Primary School to engage in an agreement to undertake the installation of new prep sandpits to the existing site (\$11,700). 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 588 students were enrolled at this school in 2021, 292 female and 296 male.

54 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).

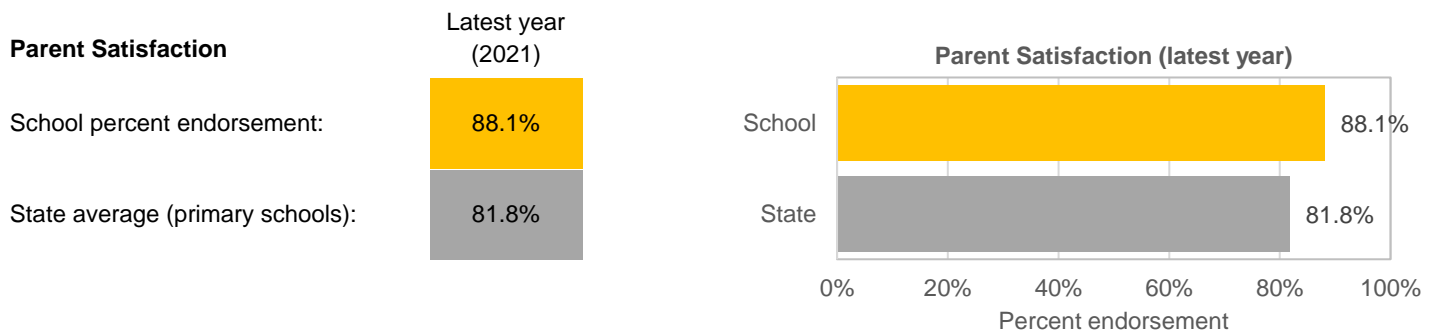
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

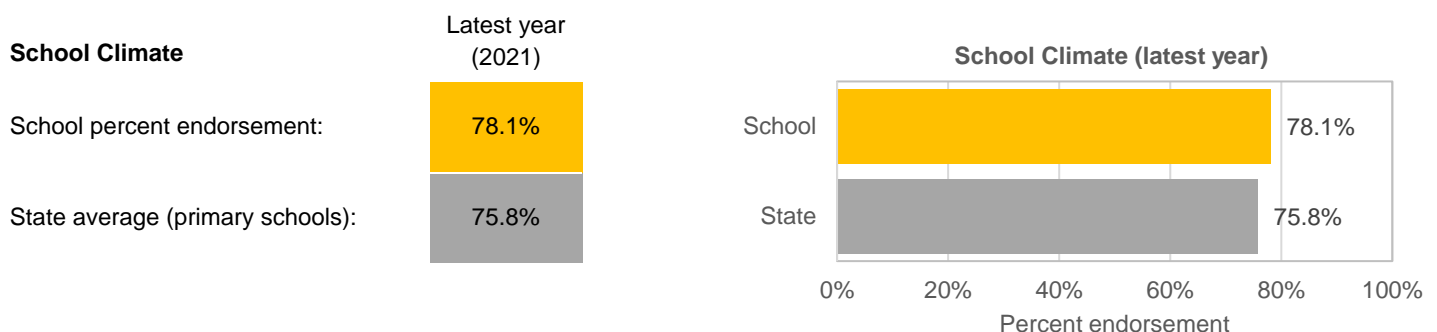


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

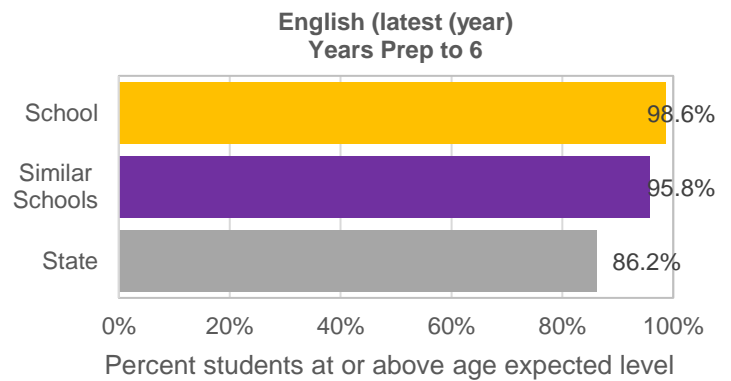
98.6%

Similar Schools average:

95.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

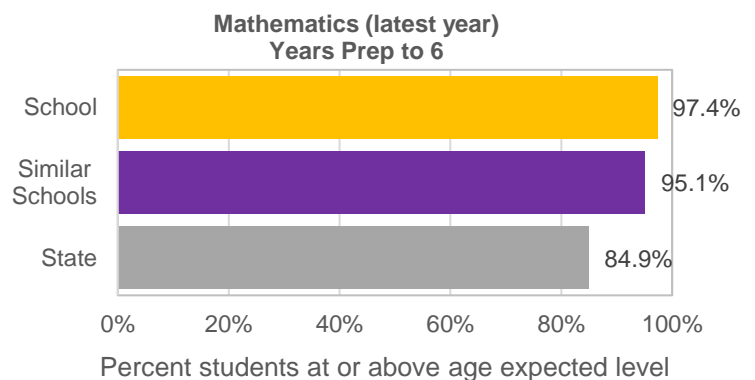
97.4%

Similar Schools average:

95.1%

State average:

84.9%



ACHIEVEMENT (continued)

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

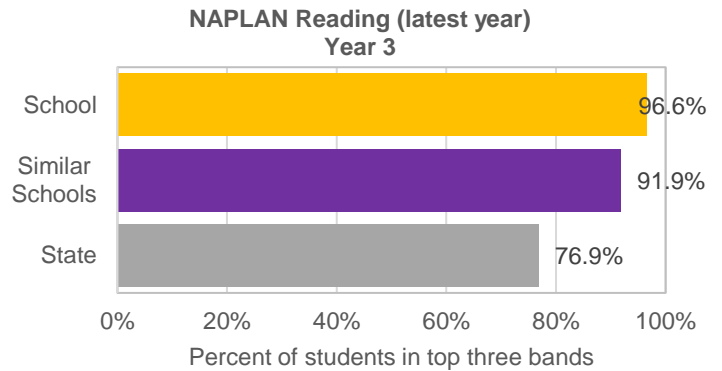
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

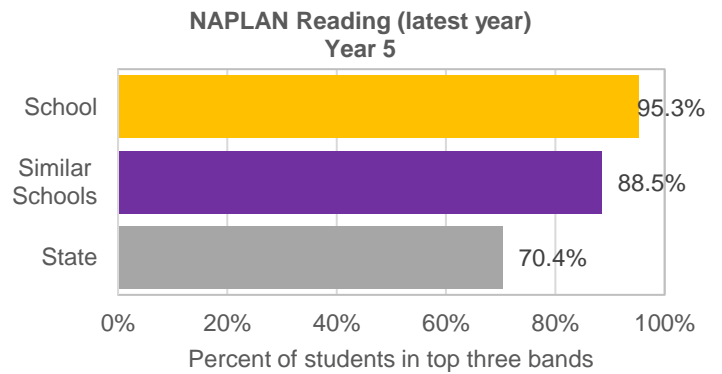
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	96.6%	94.7%
Similar Schools average:	91.9%	90.9%
State average:	76.9%	76.5%



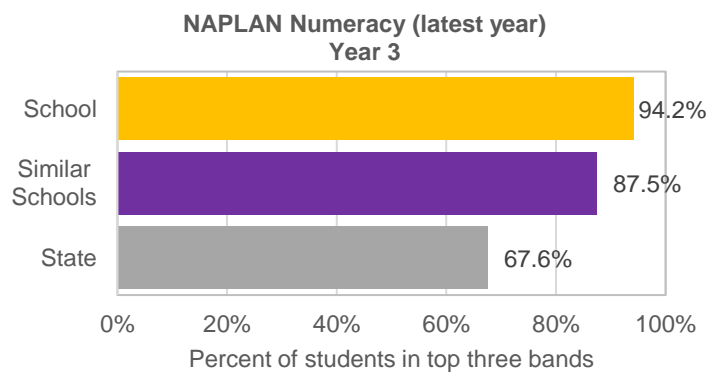
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	95.3%	92.8%
Similar Schools average:	88.5%	85.0%
State average:	70.4%	67.7%



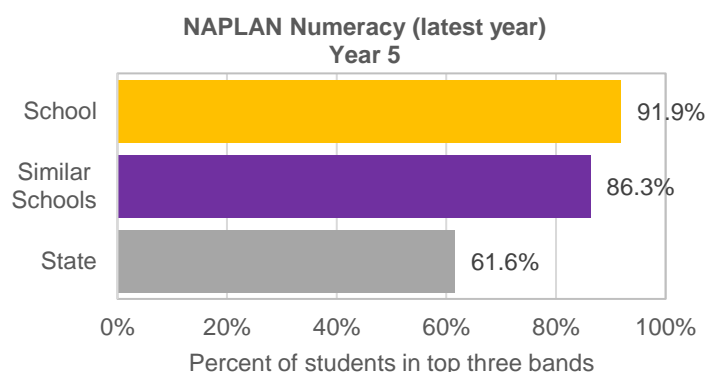
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.2%	93.9%
Similar Schools average:	87.5%	87.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.9%	90.3%
Similar Schools average:	86.3%	83.8%
State average:	61.6%	60.0%



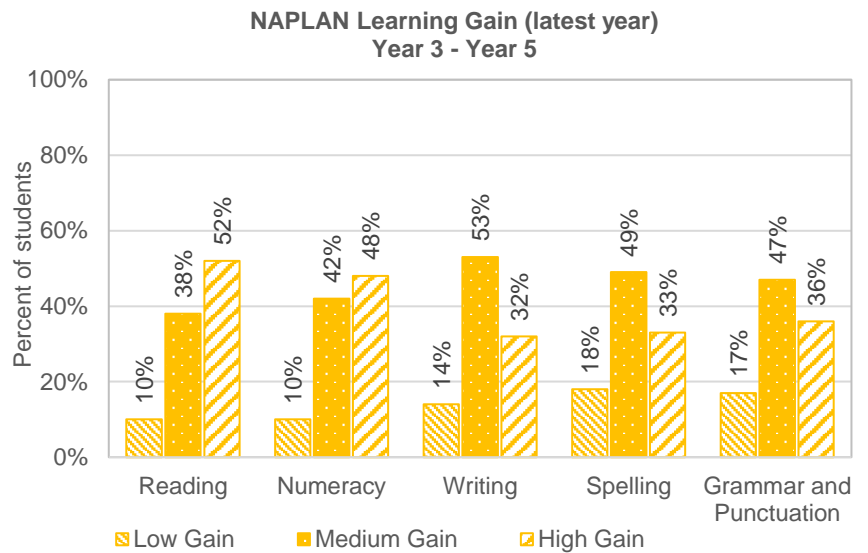
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	10%	38%	52%	33%
Numeracy:	10%	42%	48%	38%
Writing:	14%	53%	32%	38%
Spelling:	18%	49%	33%	34%
Grammar and Punctuation:	17%	47%	36%	40%



ENGAGEMENT

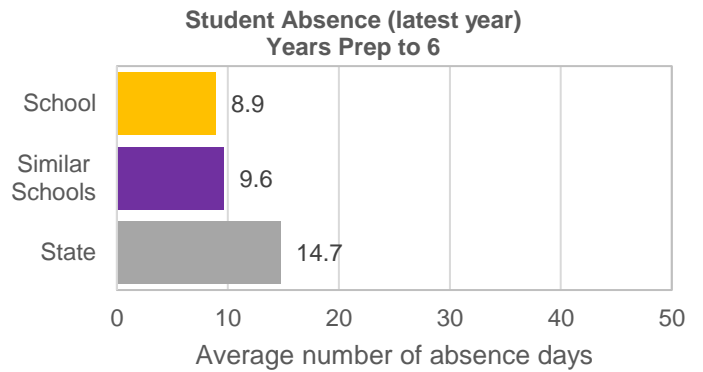
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.9	11.8
Similar Schools average:	9.6	11.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	96%	95%	96%	96%	96%	95%

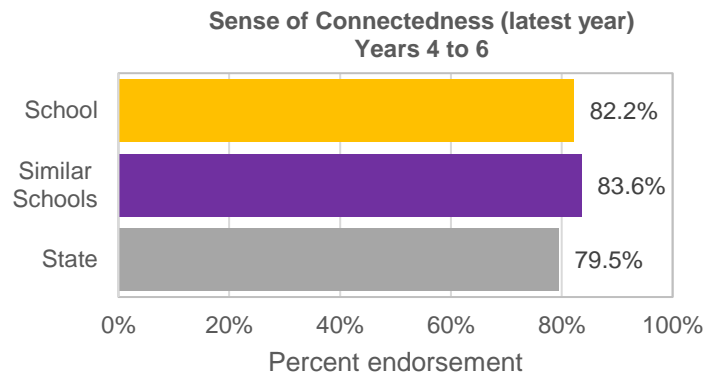
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.2%	85.0%
Similar Schools average:	83.6%	83.9%
State average:	79.5%	80.4%

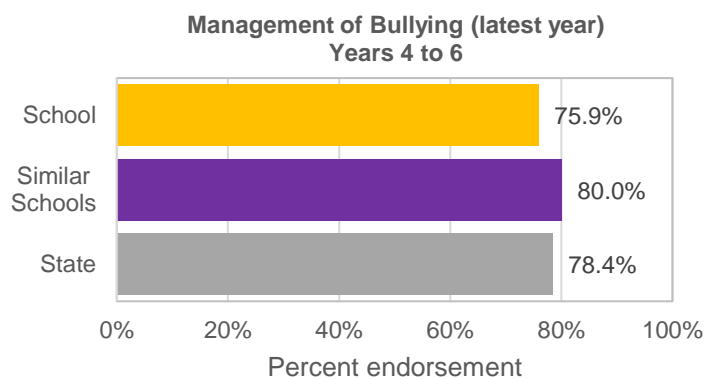


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.9%	80.5%
Similar Schools average:	80.0%	81.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,777,846
Government Provided DET Grants	\$409,968
Government Grants Commonwealth	\$3,450
Government Grants State	\$0
Revenue Other	\$7,151
Locally Raised Funds	\$784,329
Capital Grants	\$0
Total Operating Revenue	\$5,982,745

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,535
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,535

Expenditure	Actual
Student Resource Package ²	\$4,675,940
Adjustments	\$0
Books & Publications	\$8,440
Camps/Excursions/Activities	\$67,468
Communication Costs	\$3,819
Consumables	\$136,109
Miscellaneous Expense ³	\$33,213
Professional Development	\$8,554
Equipment/Maintenance/Hire	\$125,491
Property Services	\$84,070
Salaries & Allowances ⁴	\$394,041
Support Services	\$130,710
Trading & Fundraising	\$14,827
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,107
Total Operating Expenditure	\$5,721,789
Net Operating Surplus/-Deficit	\$260,956
Asset Acquisitions	\$43,779

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$421,689
Official Account	\$54,131
Other Accounts	\$12,954
Total Funds Available	\$488,774

Financial Commitments	Actual
Operating Reserve	\$164,544
Other Recurrent Expenditure	\$42,605
Provision Accounts	\$26,453
Funds Received in Advance	\$144,844
School Based Programs	\$66,670
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,037
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$56,083
Maintenance - Buildings/Grounds < 12 months	\$93,248
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$648,484

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.