

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2023 at 02:00 PM by Patricia Manicom (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 17 March 2023 at 04:03 PM by Chris Williams (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## 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 611 student enrolments with 286 female students and 325 male students.

In 2022 our Staffing profile was:

Principal Class: Principal: 0.9, Assistant Principal: 1.7

Teaching Staff: Leading Teacher: 0.6, Learning Specialist: 1.5, Learning Tutor: 0.7, Classroom Teacher 2: 17.1, Classroom Teacher 1: 13.4 and Education Support Staff: 8.0.

Total 43.9 full time equivalent (FTE).

There were no Aboriginal and Torres Strait Islander staff in 2022.

The school's Student Family Occupation and Education Index (SFOE), which takes into account parents' occupations and education, was 0.0893. The State median was 0.4043.

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 had one international student in 2022.

During 2022 we returned onsite following two years of transitioning between onsite and remote and flexible online e-learning.

Google classroom, the platform for remote learning, continues to be used in the classroom context.

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 extensive work covering Reading and Writing and Student Voice was undertaken with Terry Campbell, Louise Dempsey and Sue Bryen.

Balwyn Primary School's Instrumental Music Program, accessed by 140 students, offered tuition in piano, guitar, violin, woodwind, cello and drums.

The Junior School Council played a role in community projects and initiatives and Year 6 students nominated for and were elected into a diverse range of leadership positions. At Balwyn Primary School all students are valued and differences are accepted within a supportive school environment. The promotion of self-esteem, collaboration and student agency and voice will continue as a significant focus in 2023.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

School Strategic Plan goals centered on maximising student growth across the curriculum with a targeted focus on student learning and wellbeing.

School Improvement priorities for 2022 were articulated through the Department of Education 2022 Priorities Goal of a Learning Key Improvement Strategy and a Wellbeing Key Improvement Strategy. The Key Improvement Strategies of Learning and Wellbeing were leveraged through a strong return to onsite learning with excellent classroom teaching differentiated at point of need, supplemented by the Tutor Learning Initiative (TLI), Reading Recover (RR) and English as an Additional Language (EAL).

Balwyn Primary School's Achievement domain performance group for 2022 was in the INFLUENCE domain performance group, showing high, increased results in NAPLAN in English and Numeracy, and included achievement in top two bands, lifting low performers and positive change in benchmark growth.

In addition, in the Participation domain, which measures students' participation in NAPLAN assessments, responses to School Staff Survey, and responses to Attitudes to School Survey, Balwyn Primary scored in the INFLUENCE domain performance group.

Furthermore, in the Engagement domain, which focuses on student attendance, Balwyn Primary scored in the INFLUENCE domain performance group.

The measure, based on the 2022 School Performance Report, is as follows:

Reading Achievement (Year 5)

77.2% of students in top two bands which is deemed very high, showing a decreased change level over the last three years.

1.1% of students in the bottom two bands which is deemed to be very low, 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)

80.4% of students in top two bands which is deemed very high, showing a decreased change level over the last three years.

1.1% 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.

Writing Achievement (Year 5)

By end of 2022 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing increased from 44% to 46% and this shows that Balwyn Primary School has exceeded expectation on 2022 targets with an increase from 44% in the top two bands to 60% in the top two bands at Year 5. As a point of reference, Similar Schools achieved 53% of Year 5 students in the top two bands, Network achieved 46% and State achieved 29%.

In 2022 (Semester 2 results), the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) increased in Reading from 7% to 33%, in Writing from 5.5% to 25% and in Number and Algebra from 23.5% to 41%.

The percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) decreased in Reading from 29% to 11%, in Writing from 30% to 8%, and in Number and Algebra from 16% to 8%.

Work in Student Voice has been undertaken with the Quaglia Institute. Guided by a senior member of the Quaglia Team, the Voice Team developed an implementation and support plan to begin the School Voice journey at Balwyn Primary.

A Curriculum Day provided time for focused work on Student Agency. There is still work to be done analysing data on the Student Attitudes to School Survey as Student Voice and Agency targets from 61% in 2021 to 64% in 2022 were not met with an overall % positive endorsement at 53%.

Self-regulation and Goal Setting targets from 80% to 82% were only met by the Year 4 cohort with a total 87% positive endorsement. A highlight is that our Year 4 male cohort gave a positive endorsement of 90% for Self-regulation and Goal Setting, and the Year 4 female cohort gave an 85% positive endorsement.

While the Parent Opinion Survey positive endorsement for Student Agency and Voice remained at 83%, parents identified both "opportunities for my child to make decisions and solve problems" (88% positive endorsement) and "opportunities for my child to develop a sense of responsibility" (86% positive endorsement) at a much higher level.

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 a stimulating, enriching and inclusive learning environment. Strategies employed during 2022 included consolidating curriculum and pedagogical practices using learnings from educational consultants, Louise Dempsey, Terry Campbell and Sue Bryen.

The Peer Learning program further promoted teacher capacity building and collaboration and Professional Practice Days were used effectively.

The Learning Specialists and Leading Teacher worked to provide support, mentoring, coaching and professional learning to graduate teachers and colleagues alike. Work on embedding the Instructional Model continued throughout 2022. 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.

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. Positive gains were made during the year and the aforementioned programs will continue to be offered in 2023.

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, and Science Talent Search and Tournament of Minds. Teachers continued to cater for High-Ability students within their classrooms by ensuring their planning reached high into the curriculum and the school's documentation was accessed to nominate any students displaying high potential in 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 2022.

Nine students accessed the Program for Students with Disabilities (PSD) in Term 1, Term 2 and Term 3, and 11 students accessed the PSD in Term 4. Integration Aides supported PSD students within the classroom, regular Student Support group (SSG) meetings were held and Individual Education Plans (IEP), Behaviour Management Plans (BMP) and/or Safety Plans were in place. Funding was provided through the Student Resource Package (SRP).

Curriculum development led by the Assistant Principal, Curriculum Leaders and Learning Specialists will continue to ensure that momentum is maintained. 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 successfully throughout 2022.

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 2023.

## Wellbeing

Student wellbeing has taken priority in our Learning Organisation.

The first priority in 2022 was on re-establishing connections with school and peers, supported by ongoing curricular and extra-curricular activities such as Running Club.

Balwyn Primary School's Health and Wellbeing target on the 2022 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.

The overall 2022 Attitudes to School Survey (Year 4-6) positive endorsement for Managing Bullying was at 62%, with 22% neutral and 15% not positive.

Student Cognitive Engagement and Student Development all scored higher than State except for the factor "not experiencing bullying", where Balwyn Primary School's score was 3% lower than State.

Respectful Relationships continued to be embedded across our Learning Organisation and the Positive Environment Plan was implemented with professional learning provided by the Assistant Principal and Wellbeing Leader.

Professionally developed Cyber Safety lessons continued to be provided across the school and Kids Helpline worked with the Year 5/6s. A parent information session called "Think U Know" was delivered by Vic Police and the Federal Police.

Student Voice and Learner Agency will feature prominently in 2023 and work with the Quaglia Institute and Voice Team will continue.

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.

Teams continued to work collaboratively, strengthening practices in developing student strategies for successfully working and playing with each other, and building teacher strategies to support student wellbeing. This included the introduction and implementation of a new positive behaviour management structure called "High Five" which sets out five steps for students to follow when managing difficult situations with their peers. This has now been implemented across the school with staff receiving professional learning sessions across our learning organisation.

*Compass Chronicles* was used by all staff to report incidents in the school yard at lunchtime and recess particularly, to ensure that incidents are followed up and that patterns of behaviour can be identified and addressed.

The Wellbeing Officer provided individual and small group support to identified students in re-establishing behavioural norms and developing their social skills. Individual Education Plans (IEP) are in place and were successfully enacted.

Documentation of referrals/communication processes to support students with emerging or acute wellbeing needs was in place and a proactive home/school partnership promoted student wellbeing. Delivery of whole staff professional learning on strengthening our students' culture and sense of belonging as well as revisiting referrals and communication processes with staff, was undertaken.

Processes and protocols for students with emerging or acute wellbeing needs have been addressed and documented.



The Student Opinion Survey results have been reviewed, discussed and analysed, at a leadership, teacher and School Council level to inform areas for improvement in 2023. A senior teacher met with small groups of students to unpack the Student Opinion Survey and the PAL (Principal Advisory Leaders) met with the Principal to discuss the results. Suggested actions from the students have been documented and some of these have already been enacted. Senior teachers have also be addressed School Council on issues arising from the Student Opinion Survey.

## Engagement

Student attendance shows an average attendance rate that is consistent with the majority of Victorian government schools. In the Engagement domain which focuses on student attendance, Balwyn Primary scored in the INFLUENCE domain performance group.

Ongoing newsletter entries highlighting the importance of regular attendance will continue to be published.

Follow up on absenteeism in 2022 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.

The average Student Absences - Days Per Full Time Equivalent across the school P-Year 6 in 2022 was 16.21 days. The school strongly encourages student attendance as this is positively correlated to student outcomes.

Average absence days across the school for 2022 were lowest at Year 2, with an average of 14.66 days, and highest at Year 6, with an average of 18.69 days per student.

The Student Attitudes to School Survey completed annually by Victorian school students in Years 4, 5 and 6 indicated that the positive percentage endorsement for Attitudes to Attendance was 85%, with 89% positively endorsing: "I always try to attend school" and 96% positively endorsing "My parent(s), caregiver(s), guardians(s) believe(s) that going to school is important".

The Attitudes to School Survey shows that the percentage of positive endorsement for students from Year 4-6 feeling a Sense of Connectedness was 75%. Sense of Inclusion yielded a positive endorsement of 80%.

Student Agency and Voice showed a 53% positive endorsement. As such this will continue to be a focus in 2023.

During 2022, 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 Tournament of Minds (T.O.M.) 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 Drama and Sport were offered.

The Year 3/4 Dance Drama held in December, 2022 showcased student work in action.

Our Student Code of Conduct, Balwyn 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 Year 6 Leader program across all domains, including the Principal Advisory Leaders (PAL) and the Foundation-Year 6 Junior School Council, allowed for leadership opportunities.

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## Other highlights from the school year

In Term 4 the Year 5/6 students attended Camp Rumbug, a camp located in the magnificent hills of South Gippsland, two hours from Melbourne's CBD and set in 200 acres of glorious temperate rainforest overlooking Wilsons Promontory National Park. In Term 3, the Year 3/4 students attended Forest Edge Camp at Neerim East, a beautiful 120 acre property with river valley, fern gullies, forests and mountains.

The Year 1/2 dinner and games night was a huge success and the Year 2 sleepover provided students with an opportunity to experience a night away from home in preparation for the Year 3 camp experience in 2023.

The annual Prep breakfast provided an exciting start to the day for the youngest members of our learning organisation. The communal breakfast was enjoyed by students and teachers alike and showcased prep students' increasing independence and responsibility.

Prep Transition sessions were held onsite after two years offsite and provided a wonderful opportunity for students to experience school life, make new friends and get to know their teachers. Sessions were successful and productive.

A highlight of the year was the Open Night in November, when students shared their learning with their parents in every classroom. The Year 3/4 Dance Drama in December celebrated BPS talent and the Christmas Concert on the top flats showcased students' singing so joyously.

Following entry into the Science Talent Search (STS), two students were awarded major bursaries and five students were awarded minor bursaries. Four students received a formal invitation from the CEO of the Australian Mathematics Trust to celebrate their achievement.

In sporting accomplishments, two students swam at the Eastern Metropolitan Regional Championships and one of the students continued through to State. A student was also selected as a member of the School Sports Victorian Swimming Team and competed in the annual School Sport Australian Swimming Championships in Brisbane, winning two bronze medals. A student competed at the State Swimming Carnival and won a gold medal for the breaststroke and freestyle events. A student competing at the State Cross Country Championships finished in eleventh place and in fifth place for the 1500m event at the State Track and Field Championships.

Great participation and competition was displayed at the annual BPS Athletics Carnival at Bill Sewart Athletics Track. Sunny weather and excellent organisation contributed to the success of this annual event.

In May the Assistant Principals attended The Riversdale Network Conference "Principal Wellbeing, Inclusion and Diversity" at San Remo, relishing the opportunity to engage in professional dialogue with colleagues and attend a diverse range of presentations. The Principal Team attended the Term 3 Principal Forum which focused on deepening understandings of system priorities, supports and resources, the implementation of the Victorian Government Schools Agreement 2022, and, strengthening collaboration and shared learning regarding the implementation of school improvement initiatives that positively impact learning and wellbeing.

A staff member was successfully awarded a grant to study for the Master of Inclusive Education and two Staff members made application in 2022 for the Teaching Excellence Program (TEP) and were awarded places in 2023.

Installation of the southern boundary works completed in July, 2022 has provided yet another wonderful area for students to gather and engage in active and passive play.

The successful application for a school shade sail grant allowed for the installation of an expansive shade sail over the amphitheatre.

2022 was certainly a year of many proud moments, significant highlights and celebrations.

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## Financial performance

Balwyn Primary School finished 2022 with continued strong financial performance thanks to the support of families, fundraising contributions and budget management by School Council.

There were many challenges presented in the return to the first full year onsite since the beginning of the COVID-19 pandemic. Increased staffing pressures and absences due to COVID-19 meant that significant funds were dedicated to Casual Relief Teachers as the school navigated the maintained restrictions.

The school received high levels of voluntary contributions towards parent payments and over \$17,000 in donations towards the Building and Library Funds.

Fundraising opportunities for our Parents', Friends' and Teachers' Association returned with the school participating in a number of community events and raising over \$9,700 in profit for 2022.



The school had a continued focus on student agency and engaged an internationally renowned consultancy experienced in fostering Student Voice (\$6,000) as well as receiving quality instruction and support from educational consultants in Reading and Writing (\$15,000).

Balwyn Primary School also renewed investment in multiple additional digital curriculum resources, programs and subscriptions such as Literacy Planet, Maths Challenge, Reading Eggs and Mathletics to assist staff with engaging students.

A number of major projects were completed including:

- Southern Boundary Renewal Works (\$61,000)
- Shade Sail Installation (\$26,150 – with \$25,000 grant from School Shade Sails Fund).

The reported surplus will be carried forward to 2023 and in combination with the Confirmed Cash Budget, will be used to complete significant priority projects that were deferred from 2022.

This includes the installation of new Fibre Optic cabling to ensure connectivity for the whole school (\$26,500), introduction of new robotics and STEM program (\$25,000) and an update of the Out of School Hours care building (\$10,000).

In addition, the school will continue to invest in the professional development of our staff in both curriculum and wellbeing areas with provision set aside for Professional Practice Days, Curriculum Days and external Professional Development.

Responsible management of carried forward and new resources will progress the school's Strategic Plan goals.

**For more detailed information regarding our school please visit our website at  
[balwyn.ps@education.vic.gov.au](mailto:balwyn.ps@education.vic.gov.au)**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 611 students were enrolled at this school in 2022, 286 female and 325 male.

57 percent of students had English as an additional language and NDP 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).

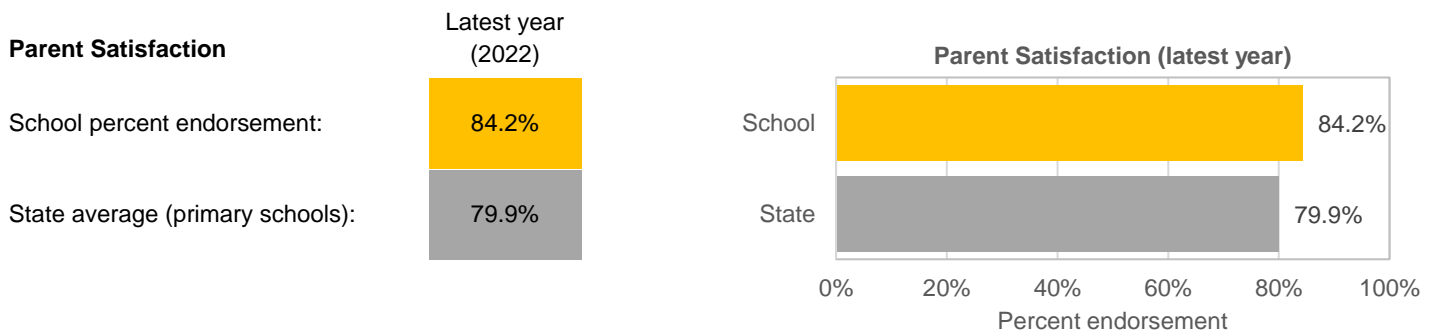
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

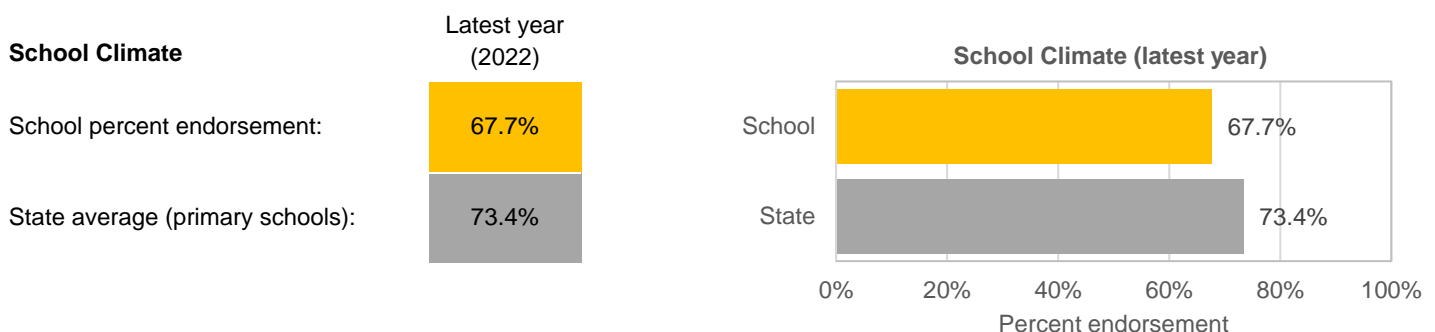


### School Staff Survey

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.



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

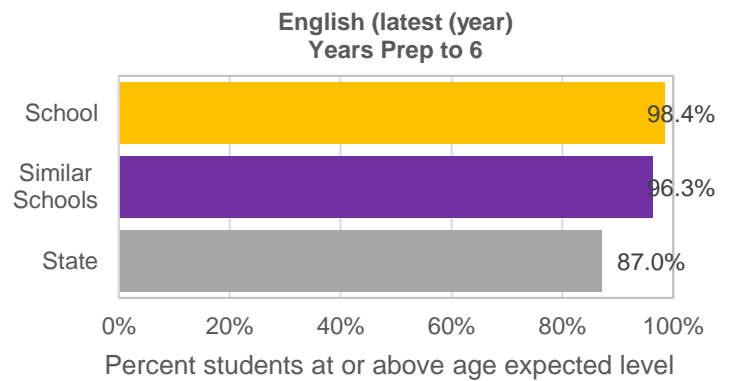
98.4%

Similar Schools average:

96.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

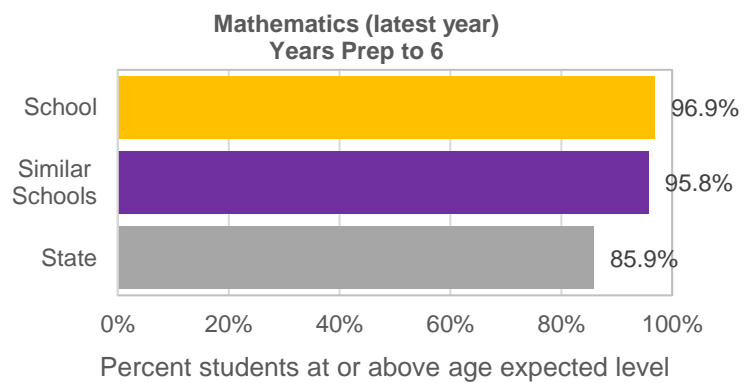
96.9%

Similar Schools average:

95.8%

State average:

85.9%



## LEARNING (continued)

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

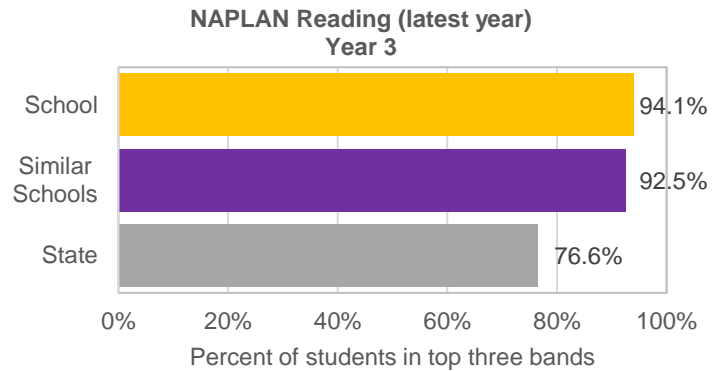
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

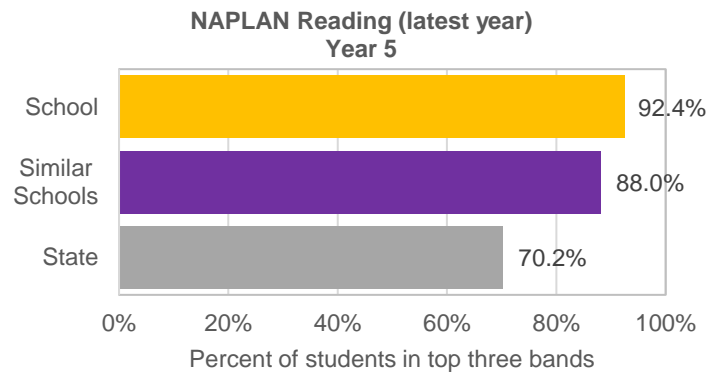
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.1%	94.8%
Similar Schools average:	92.5%	91.7%
State average:	76.6%	76.6%



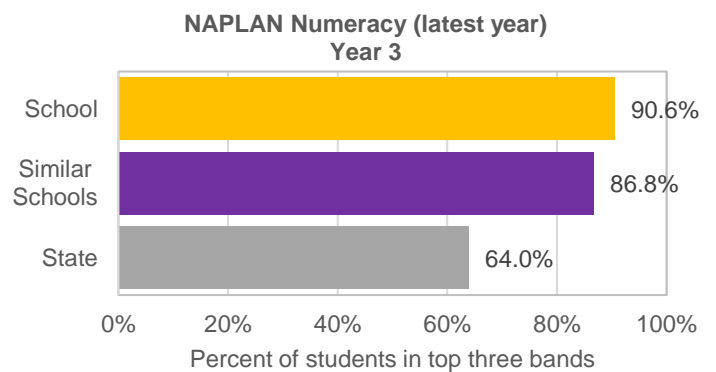
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.4%	91.7%
Similar Schools average:	88.0%	87.3%
State average:	70.2%	69.5%



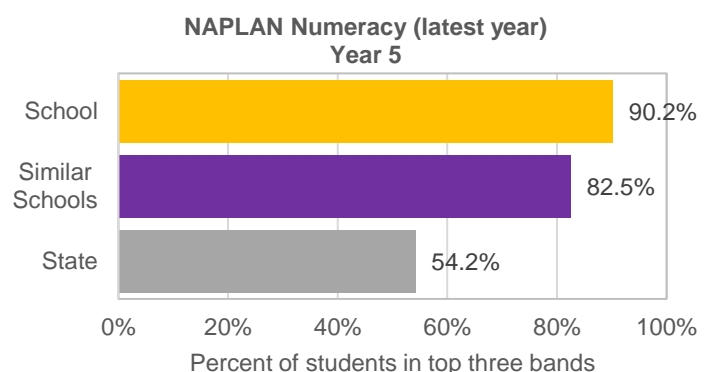
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.6%	92.9%
Similar Schools average:	86.8%	87.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.2%	90.2%
Similar Schools average:	82.5%	84.0%
State average:	54.2%	58.8%



## WELLBEING

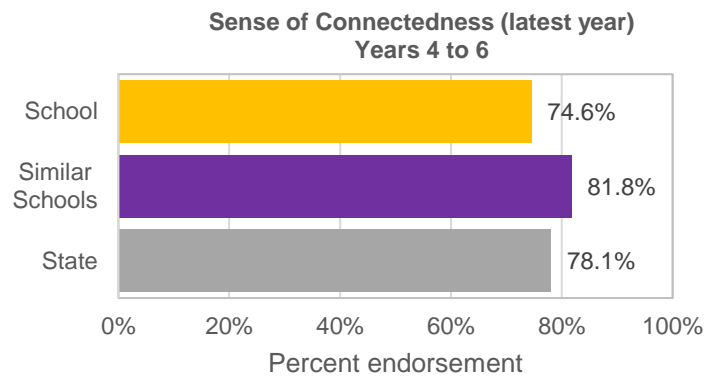
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.6%	81.8%
Similar Schools average:	81.8%	82.8%
State average:	78.1%	79.5%

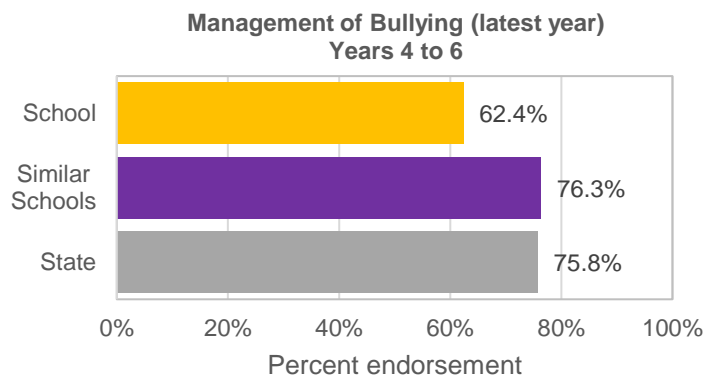


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	62.4%	74.7%
Similar Schools average:	76.3%	79.4%
State average:	75.8%	78.3%



## ENGAGEMENT

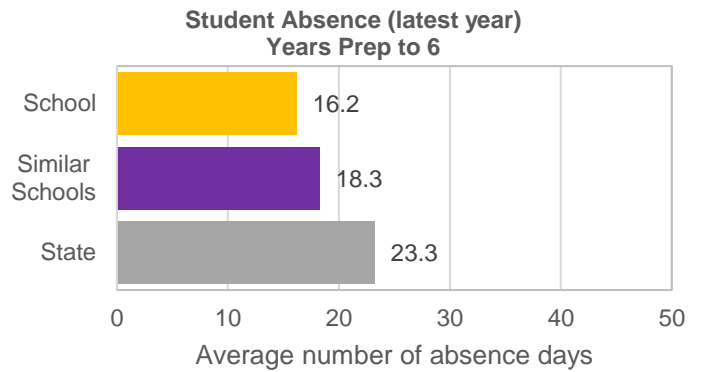
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	16.2	12.9
Similar Schools average:	18.3	13.2
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	92%	93%	92%	92%	92%	91%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,086,330
Government Provided DET Grants	\$598,172
Government Grants Commonwealth	\$2,400
Government Grants State	\$0
Revenue Other	\$13,464
Locally Raised Funds	\$802,526
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$6,522,893</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$10,084
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$10,084</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,910,613
Adjustments	\$0
Books & Publications	\$13,098
Camps/Excursions/Activities	\$239,848
Communication Costs	\$5,856
Consumables	\$101,564
Miscellaneous Expense <sup>3</sup>	\$42,243
Professional Development	\$32,716
Equipment/Maintenance/Hire	\$124,930
Property Services	\$92,925
Salaries & Allowances <sup>4</sup>	\$441,716
Support Services	\$170,459
Trading & Fundraising	\$21,376
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$533
Utilities	\$37,588
<b>Total Operating Expenditure</b>	<b>\$6,235,464</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$267,429</b>
<b>Asset Acquisitions</b>	<b>\$87,210</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$246,435
Official Account	\$201,683
Other Accounts	\$18,275
<b>Total Funds Available</b>	<b>\$466,394</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$209,650
Other Recurrent Expenditure	\$1,282
Provision Accounts	\$24,008
Funds Received in Advance	\$132,548
School Based Programs	\$87,943
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,879
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$46,500
Capital - Buildings/Grounds < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$122,265
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$648,074</b>

*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.*