2017 Annual Report to the School Community

School Name: Balwyn Primary School

School Number: 1026

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

VICTORIA State Government | Education and Training

About Our School

School Context

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

At Balwyn Primary, we provide educational excellence through vibrant teaching and stimulating learning programs in an affirming, secure, 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" articulates 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.

The developmental nature of our Literacy and Numeracy programs ensures that essential skills are taught as a foundation for success across all learning areas. Design Thinking is authentically embedded into Inquiry. Specialist programs in Visual Arts, LOTE (Mandarin), Health and Physical Education, Music, Reading Recovery, Enrichment programs and Learning Support are provided.

Building teacher capacity through peer learning and professional development is ingrained in school culture. Continuous improvement of student and teacher learning is embedded in our school culture, demonstrated by learning that is meaningful and rigorous. All students are valued and differences are accepted within a supportive school environment, one which promotes self-esteem, collaboration and a strong student voice. Throughout the year, students participate in programs which encourage a sense of community and personal responsibility.

At February census the school's Student Family Occupation and Education Index (SFOE) was 0.1095.

510 students were enrolled at February census in 2017, inclusive of five international students, with a gender mix of 255 female and 255 male students. 52% of students had English as an additional language.

The Staffing Profile included Teaching Class 32.2 FTE including 2 Principal Class Officers and 2 Leading Teachers. In addition there were 6.6 Education Support Staff with a total Staffing Profile of 38.8 FTE employees. The School Staff Survey showed that 84% of staff were positive about school climate with the State average of all primary schools at 75%.

The school highly values education as a partnership of students, staff, parents and the local and wider community. Parent participation in classrooms and extra-curricular activities is strongly encouraged and valued. Our School Values and the five "You Can Do It" (YCDI) keys underpin our curriculum and learning and we strive to develop strong self-esteem, confidence, resilience and independence in our students. Students are supported to apply their thinking in a productive, supportive and relevant learning context.

On the 2017 Parent Opinion Survey, 95% of parents indicated that they were satisfied with the school.

Framework for Improving Student Outcomes (FISO)

School Strategic Plan goals centered on developing self-directed learners and reflective thinkers with strong, core academic skills in literacy and numeracy and building a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.

School Improvement priorities were focused on Excellence in Teaching and Learning with the improvement initiatives centered on building practice excellence and curriculum planning and assessment. These improvement initiatives were achieved through building teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment and the refinement of curriculum design ensuring horizontal and vertical alignment to whole school teaching and learning. A strong Peer Learning program and coaching further promoted capacity building and collaboration.

Professional learning in Design Thinking with NoTosh Educational Consultants continued in 2017 to challenge and stretch staff with Hamish Curry and Lauren Johns working to personalise teachers' learning at point of need. Whole school inquiry units were embedded with design thinking, enhancing student agency.

Amy Han, a published author worked with students of high potential across the school, providing writing opportunities. Through our association with Scientists and Mathematicians in Schools we have been able to offer coding enrichment to students in upper primary.

eLearning was successfully embedded across and between all existing levels using current and new technologies with a second year implementation of a BYOT (Bring your own Tablet) program in Years 5 and 6. Successful integration of new hardware and software across the school to enhance curriculum was successfully evidenced in teaching and learning and documentation of a thorough eLearning plan to forward plan for the successful implementation and improvement of eLearning across the school was generated.

An intensive and extensive School Self-evaluation was undertaken with Rob Brookes and Susan Gilheany as critical friends. Stakeholder input was sought from students, teachers, parents and the School Council. The School Review took place over two days, culminating in the documentation of broad goals for the future. The Strategic Plan was completed in December, focussing on maximising student growth across the curriculum with a targeted focus on English and Mathematics, as well as maximising student and organisational resilience.

NAPLAN Relative Growth data showed a decrease in the number of students making low growth in Writing with 16.28% in 2017 as opposed to 19.61% in 2016 and low growth in Numeracy decreasing from 17.31% in 2016 to 11.63% in 2017. Reading relative growth showed a decrease in low growth data from 19.23% to 18.60%. There is still work to be achieved in lowering low growth even further.

Relative growth in Numeracy showed that 27.9% of students showed high growth. High growth figures were lower than figures in 2016 (50%) but higher than 2015 (25%) figures for high growth. In NAPLAN Writing 37.2% of students achieved high growth in 2017, higher than 2016 results (31.4%) and 2015 results (19.4%).

Reading results showed that 25.6% of the school population achieved high growth, with 55.8% achieving medium growth. Grammar and Punctuation showed that 38.6% of students achieved high growth. The school will continue to refine and enhance its curriculum with detailed explicit planning documents, to ensure differentiation of the curriculum. An Assistant Principal has been appointed with significant curriculum experience. A sustained and targeted focus on Reading and building teacher leadership capacity in leading Reading pedagogy and curriculum development in 2018 will impact future relative growth from Year 3 to Year 5.

Innovative use of ICT and digital technologies embedded within the curriculum will continue to challenge and engage students. Teaching will continue to be explicit and targeted at student point of need, informed through ongoing assessment.

Achievement

In 2017, Balwyn students continued to achieve above State and National Mean Standard (NMS) in NAPLAN.

In Reading, 100% of Year 3 students and 95% of Year 5 students who sat NAPLAN performed above the NMS, with 79% of Year 3 students and 55% of Year 5 students achieving in the highest two bands. (Year 3: Bands 5 and 6 and Year 5: Bands 7 and 8).

In Writing 100% of Year 3 students and 98% of Year 5 students who sat NAPLAN performed above the NMS, with 79% of Year 3 students and 39% of Year 5 students achieving in the highest two bands.

In Numeracy 100% of Year 3 students and Year 5 students who sat NAPLAN performed above NMS, with 77% of Year 3 students and 57% of Year 5 students performing in the two highest bands. Year 3 student achievement in Reading, Writing, Mathematics, Grammar and Punctuation and Spelling is significantly higher than State mean.

Student relative growth shows that 81% of our students are achieving medium or high growth in Reading, 84% are achieving medium or high growth in Writing and 88% are achieving medium or high growth in Numeracy.

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

Our teachers encourage the development of high self-efficacy in their students through a diverse range of strategies and the provision of an inclusive inquiry based learning environment. The BYOT (Bring Your Own Tablet) program which was successfully implemented in 2016 has continued to run successfully.

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

Design Thinking was implemented across the school through the Inquiry Curriculum during 2016, facilitated by Hamish Curry and Lauren Johns from NoTosh Consulting. This rich professional learning across the school has impacted curriculum design, encouraged reflective practice and thinking skills and enhanced learner agency.

Engagement

Student attendance shows an average attendance rate consistent with the majority of Victorian government schools. Common reasons for absenteeism are cited as extended family holidays and illness.

The school strongly encourages student attendance as this is positively correlated to student outcomes.

Average absence days across the school were the lowest at Year 4 level, with an average of 10.52 days and the highest at Year 2, with an average of 16.21 days per student. The percentage of students with 20 or more absence days is 11%, below the results for primary schools with similar characteristics (14%).

The Student Attitudes to School Survey completed annually by Victorian school students in Years 4, 5 and 6, shows that 83% of Balwyn Primary students feel connected, slightly higher than all Primary Schools having an average of 82% of students feeling connected.

Student mobility, due to our international student cohort, has prompted ongoing work to ensure that an inclusive and welcoming environment is provided for our students at Balwyn Primary.

Learning enhancement at Balwyn Primary included learning intervention and support programs for students at risk, as well as extending enrichment opportunities for high potential students, using community experts and developing partnerships with universities. After school opportunities in Art, Drama, Music Theatre, Sport and Yoga were made available for students during 2017.

Our Student Code of Conduct, Balwyn Values and the five YCDI keys underpin the curriculum and ensure high levels of student engagement, exemplary conduct and positive student wellbeing.

The successful initiation of Year 6 leaders across all domains, including Principal Advisory Leaders (PAL), Student Wellbeing Action Team (SWAT) leaders and the Foundation-Year 6 Junior School Council, support our strong commitment to student voice.

Wellbeing

The percentage of positive response (strongly agree/agree) in the following *component* or *factors* showed a strong endorsement in: Attitudes to attendance (92%), Differentiated Learning Challenge (86%), Effort 84%, High expectations for success (95%), Motivation and Interest (86%), Self-regulation and Goal setting (87%), Sense of Inclusion (89%).

The school provides comprehensive transition programs. In 2017, our successful *Bright Beginnings* program ran earlier in the year, followed by an enhanced whole school transition program with opportunities to facilitate a smooth transition. 2017 Foundation students settled quickly after the multiple transition sessions and buddy program.

A strong emphasis was placed on welcoming our new students and parents and developing positive partnerships. Students are well prepared for their transition to secondary school. 44% of our 2017 Year 6 students are currently enrolled at Balwyn High, with Canterbury Girls' Secondary College, Camberwell High School, and Box Hill High School listed as other Victorian government schools accessed by our students. 2017 data shows that 38% of Year 6 students were enrolled to attend Independent schools across 12 different Independent schools.

Our belief is that successful transition requires a structured approach and we are mindful of the importance of ensuring that students have positive experiences in moving from the familiarity of their primary school environment to the less familiar environment of secondary school settings. Our strong Balwyn Values that form the basis for our learning are: Responsibility, Respect, Integrity, Belonging and Empathy. Our Balwyn Values and YCDI keys are embedded in classroom learning and our school culture. Balwyn Values Keepers Awards are given out to students who demonstrate these values consistently. Challenging and extending highly able students, as well as supporting and scaffolding "at risk" learners, are features of Balwyn's differentiated and personalised learning program. Ongoing work to empower students to manage difficulties and bounce back from adversity has taken place during 2017, with a Wellbeing Leader appointed to lead this area within the school. SWAT (Student Wellbeing Action Team) Leaders were appointed for the third time in 2017.

For more detailed information regarding our school please visit our website at
http://balwynps.vic.edu.au

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 510 students were enrolled at this school in 2017, 255 female and 255 male.

52 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▨
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬ ◆ ● 100 Results: Mathematics 0 ▬▬▬▬▬▬ ◆ ● 100	● Higher ● Higher

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Higher Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Higher Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). 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'.	**Reading** 19 % / 56 % / 26 % Low / Medium / High **Numeracy** 12 % / 60 % / 28 % Low / Medium / High **Writing** 16 % / 47 % / 37 % Low / Medium / High **Spelling** 41 % / 41 % / 18 % Low / Medium / High **Grammar and Punctuation** 14 % / 48 % / 39 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Results: 2017

0 ─────────── 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ─────────── 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	94 %	92 %	94 %	95 %	94 %	94 %

Similar

Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ──────── 100	● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ──────── 100	● Similar

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement
  - student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for teacher judgements against the curriculum
   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
  - student attendance and engagement at school
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
  - Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

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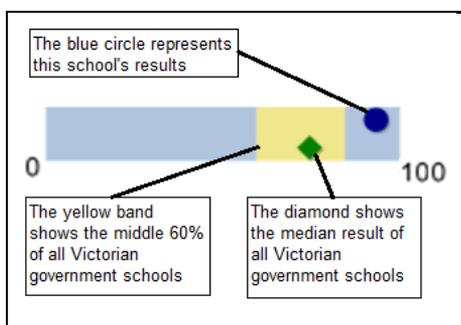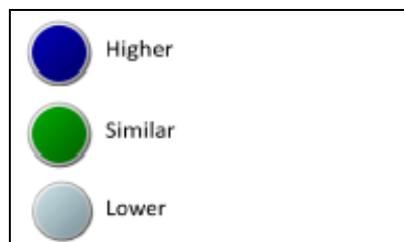

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$3,681,536	High Yield Investment Account	$42,866
Government Provided DET Grants	$519,351	Official Account	$18,720
Government Grants Commonwealth	$12,031	Other Accounts	$345,505
Revenue Other	$19,113	**Total Funds Available**	**$407,091**
Locally Raised Funds	$896,313		
Total Operating Revenue	**$5,128,344**		
Equity[1]			
Equity (Social Disadvantage)	$8,970		
Equity Total	**$8,970**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$3,354,322	Operating Reserve	$131,927
Books & Publications	$7,650	Asset/Equipment Replacement < 12 months	$42,435
Communication Costs	$4,036	Capital - Buildings/Grounds incl SMS<12 months	$75,633
Consumables	$131,516	Maintenance - Buildings/Grounds incl SMS<12 months	$31,694
Miscellaneous Expense[3]	$391,318	Beneficiary/Memorial Accounts	$4,020
Professional Development	$13,832	Revenue Receipted in Advance	$89,286
Property and Equipment Services	$412,287	School Based Programs	$11,856
Salaries & Allowances[4]	$257,205	School/Network/Cluster Coordination	$2,943
Trading & Fundraising	$96,548	Provision Accounts	$10,000
Utilities	$30,725	Other recurrent expenditure	$7,296
		Total Financial Commitments	**$407,091**
Total Operating Expenditure	**$4,699,439**		
Net Operating Surplus/-Deficit	**$428,905**		
Asset Acquisitions	**$74,423**		

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

Balwyn Primary School's strong financial performance in recording an operating surplus of $428,905 resulted from outstanding parental support and fundraising efforts and a decision to commit funds for continued investment in staffing, facilities and equipment in 2018. Our PFTA raised more than $45,000 through general fundraising activities and the Uniform Shop and in addition, the Balwyn Show Day raised almost $50,000 as well as providing a wonderfully inclusive community event for students, parents and local residents. Parent financial support was exceptional, with >98% payment for essential learning items, >88% for voluntary items and almost $21,000 of donations. Significant investment was made in school facilities, including installation of playgrounds ($53,720) and shade sail ($14,920); supplementation of a DET maintenance grant of $36,000 to replace paving in the Piazza and diagnose and repair issues with the stormwater

drainage; upgrading of music room, staffroom and reception furniture and purchase of new classroom furniture and equipment for the new Mod5 portable ($49,795); roofing repairs and upgrading of lighting in the older part of the junior building ($13,590); and installation of new basketball towers, netball and volleyball posts and purchase of soccer goals ($15,278). Resources were allocated to support student learning through provision of Learning Intervention, Technical and ICT assistance and a continued investment in coaching of staff by an educational consultant. Increased hours were allocated to our School Nurse to support student wellbeing. Grants totalling $8,800 were received from the Australian Sports Commission to promote and enhance sports programs in the school. This enabled a gymnastics program to be implemented as well as purchase of equipment. A surplus was recorded in the SRP due to sound management of the budget over past years and with the intention of making further investment in both facilities, including an upgrade of the Hall AV system, a planned outdoor educational space - the "Amphitheatre" - and staffing to support curriculum development, provide modelling of best practice in the use of ICT and implement our Strategic Plan goals, which were informed by the Peer Review process undertaken in 2017. The school will finance its Strategic Plan goals and targets in 2018 by continued responsible management of its resources.

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.