

2022 Annual Report to the School Community

School Name: Ballam Park Primary School (5005)



- 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 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 28 April 2023 at 02:23 PM by Peita Cooper (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 05 May 2023 at 02:32 PM by Michaela Keating (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 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.

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)

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

School Profile Ballam Park Primary School (BPPS) is located on the Mornington Peninsula approximately 30 kilometres from the Central Business District of Melbourne. It is in parkland behind Ballam Park Reserve, bordered by McClelland Secondary College and close to Naranga Special Development School and Ballam Park Pre-School, all of whom we work closely with as part of our community of practice. The school includes five main buildings, extensive and beautiful grounds which we hope to continue to develop into some workable vegetable gardens and sensory areas with three separate adventure playgrounds, two basketball and netball courts and an oval. There are two undercover outdoor areas for student recreation and a hall where we hold assemblies and can be used for indoor PE sessions. Our staffing comprises two principal class members, a full time Business Manager, Administration Manager five full time classroom teachers, four x part time classroom teachers, and one part time tutors. As well as tutoring, our specialist teachers taught Visual/Performing Arts, Japanese and Physical Education (PE). BPPS had eight integration staff, and Wellbeing Support Officer.

In 2022 the current school principal commenced leave and an interim principal was placed from June until the beginning of September. The acting principal position was advertised through DET with an appointment made until the end of the school year. Enrolment Profile A total of 171 students were enrolled at BPPS school in 2022, 86 female and 85 male. We had PSD funded students who are supported by ES staff. All students on the PSD program have an Individual Learning Plan specifically in each curriculum. Four percent of students had English as an additional language and eight percent were Aboriginal or Torres Strait Islanders. • Overall Socio-Economic Profile The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). Ballam Park Primary School's SFOE band value is: High.

BPPS staff have high expectations, a skill set to develop positive relationships and a strong moral purpose to the school. Our staff are dedicated and provide our student population with engaging classes and programs that are both successful and enriching. Building the capacity of every staff member is paramount to establishing quality teaching. Our school ensures the diverse needs of all students are catered for in the planning, implementation and evaluation of all activities. year that involve our school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Ballam Park Primary continued to work towards delivering goals outlined in our 2022 Key Improvement Strategy (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Positive Climate for Learning and Community Engagement in Learning. This included: - To build staff capacity through professional learning (phonics - Little Learners Love Literacy, Berry Street, MAPPEN) to differentiate teaching and learning to support students at their point of need. - Develop a whole school approach to meeting students learning needs (consistent language, planning documentation, use of data).

In 2022, the school continued to work on its strategic plan goal of improving achievement levels and learning growth across the curriculum, with a particular focus on literacy. Teacher Judgement of students Years Prep – 6 working at or above age expected standard in English 52.5% and Mathematics 52.4% remain an area of focus. NAPLAN Reading data - percentage of students in the top three bands remain low in Year 3 at 36.8% and Year 5 at 33.3% NAPLAN Numeracy data – percentage of students in the top three bands are a concern in Year 3 at 27.8% and on a consistent trend for Year 5 at 29.0%. It has been noted that Year 3 and Year 5 students performing in the Top 2 Bands in Numeracy have decreased over the past few years.

The strategic employment of a speech therapist in Term 4, Literacy Intervention teacher (employed through the tutoring program) and experienced school teaching partners from DET were key initiatives implemented in 2022. The introduction and implementation of the whole school SMART spelling approach to strengthen teacher instructional practice will continue to remain a focus. Staff also participated in Little Learners Love Literacy professional learning and begun the implementation of this program in Term 1.

Wellbeing

At Ballam Park Primary School we have a well defined approach to Student Wellbeing. This approach is underpinned by policies and embedded processes concerning wellbeing. The school has a well established Wellbeing Team with representation from all subs-schools and Leadership, who meet on a fortnightly basis with our Key Contact Student Support Officer to support student wellbeing and to plan for and provide professional learning for staff. Throughout 2022 our wellbeing focus for the 2022 AIP was - To build staff capacity through professional learning (Berry Street, MAPPEN) to differentiate teaching and learning to support students

at their point of need. - Develop a whole school approach to meeting students wellbeing needs (consistent language, planning documentation, use of data). - Develop strength based practices across the school

The Resilience, Rights and Respectful Relationships Program continues to be implemented throughout the school and shared with our wider community through parent information sessions. Ballam Park Primary School is a lead school in this initiative and we look forward to continuing to support other local schools in their journey and maintaining ongoing Communities of Practice in line with this initiative.

A strong priority for Ballam Park was to deliver professional learning and implement the Berry Street Model. We continue to implement an effective Behaviour Management Plan that clearly outlines our expectations for behaviour both inside the classroom and outside in the playground. Review of this plan and refining details to include Berry Street and SWPBS to ensure consistency was a focus in Term 4. Our Reflection Room process supports students to reflect on choices that they make, repair relationships and consider future possibilities. With the announcement of further Disability Inclusion Funding we were able to secure the expertise of a Speech Pathologist one day per week in Term 4.

Throughout the year we continued the wellbeing programs including Breakfast Club, chaplaincy program 5 days a week, lunchtime clubs, additional services etc.

Engagement

The average days of student absences was 36.8 days which is well above the median of all Victorian Government Primary schools 23.2%. Student absences at Ballam Park Primary School in 2022 can be attributed to illness, parent choice (unauthorized), school refusal, and some extended holidays. Recording of absences using the COMPASS platform and a more stringent process in Term 4 for late arrivals, early leavers and school visitors has parents taking greater responsibility for their child's attendance. Student attendance data is shared with parents twice a year on Student Reports. Students with absenteeism concerns receive regular correspondence to alert families and in extreme cases, Student Support Group Meetings are held to address particular concerns. Information regarding the importance of students attending school daily is included in the school newsletter on a regular basis. School events that promote inclusivity and involve the community include; Footy Fun Day, school parades, whole school picnic, charity fund raising and sporting events. These events further promote student engagement with their peers across the school and greater connectedness to school.

School initiated programs provide opportunities for our students to be engaged in non-academic yet challenging activities. These include before school cross-country training, sport clinics through Sporting Schools and lunchtime programs led by our PE specialist such as basketball and soccer competitions. Teachers led lunchtime clubs and athletics skill development sessions.

Throughout 2022, a range of parent Information sessions were provided to families, either online or in person, after school hours to further enhance community engagement in learning. These included sub school information sessions, prep transition sessions, parenting support groups and community support presentations that also involved other local schools.

At Ballam Park Primary School, we continue to strive to provide our learning community with a stimulating, safe and nurturing environment where excellence in teaching and learning is at the core of what we do.

Financial performance

The Finance Performance and Position document demonstrates clear financial management processes and procedures within the school administration. Income generated from locally raised funds was again not as high as previous years due to Covid19 restrictions. Locally raised funds for all events in 2022 totalled \$37,363, which is a pleasing result given restrictions on activities and events held. Expenditure for casual relief teaching employment (CRT) was approximately \$70 000. A high rate of absenteeism due to Covid illness and isolation resulted in overspending on this budget. This has been reviewed for 2023 to update this budget. Government program funds, such as the Student Excellence High Ability Program, Swimming Support Program, Disability Inclusion funding and Respectful Relationships, were utilised in 2022. Through the strategic allocation of equity funding, the school employed an Assistant Principal, wellbeing administrator and officer and increased the chaplaincy program to 5 days a week.

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 171 students were enrolled at this school in 2022, 86 female and 85 male.

4 percent of students had English as an additional language and 8 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).

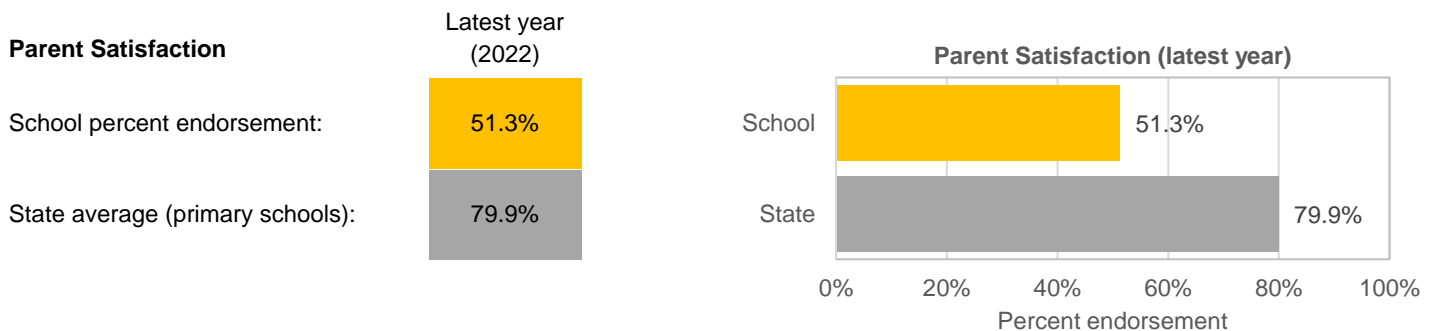
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

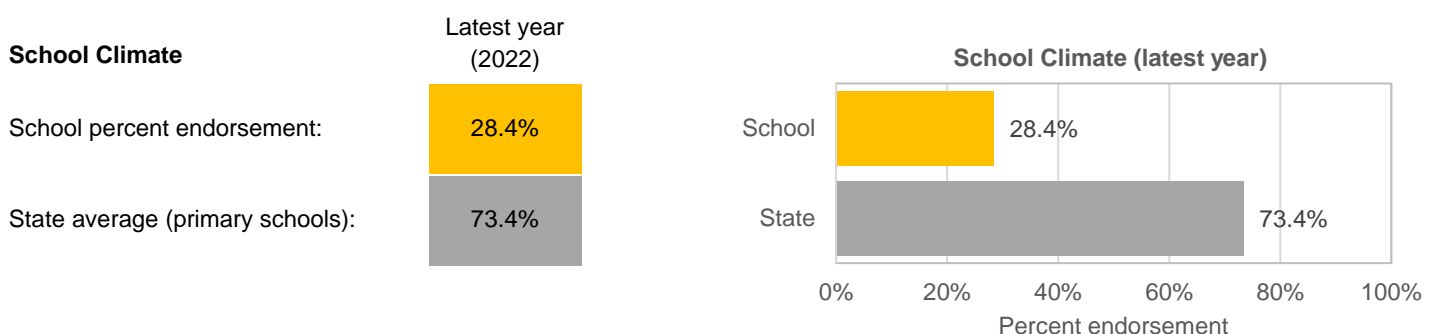


School Staff Survey

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:

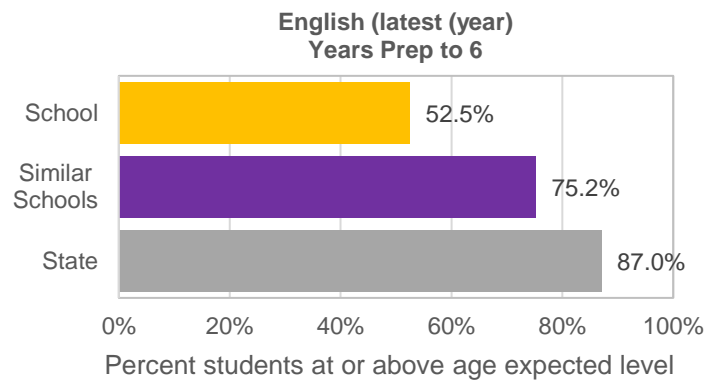
52.5%

Similar Schools average:

75.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

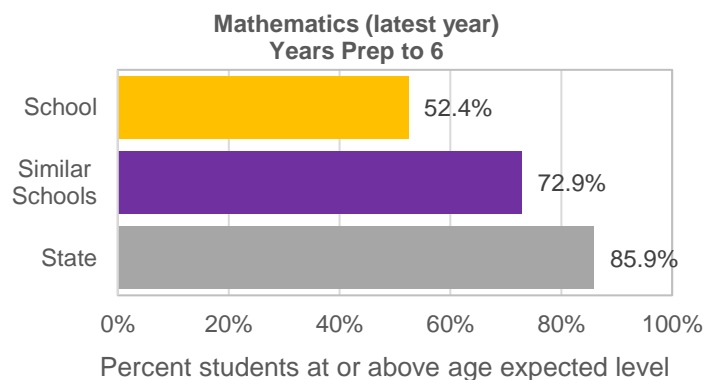
52.4%

Similar Schools average:

72.9%

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.

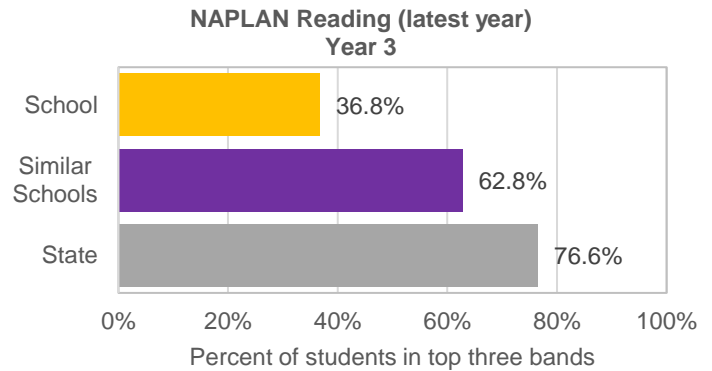
NAPLAN

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.

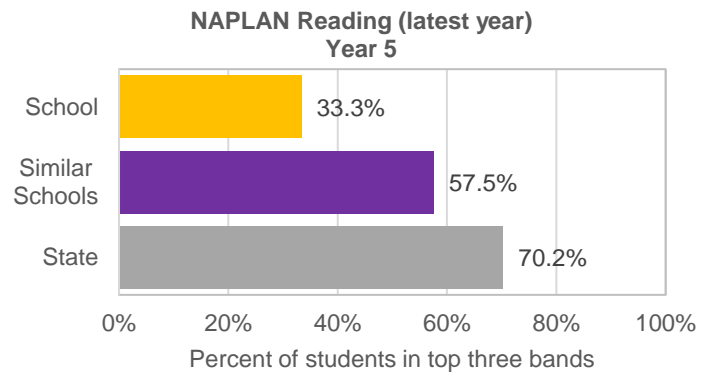
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.8%	53.1%
Similar Schools average:	62.8%	63.4%
State average:	76.6%	76.6%



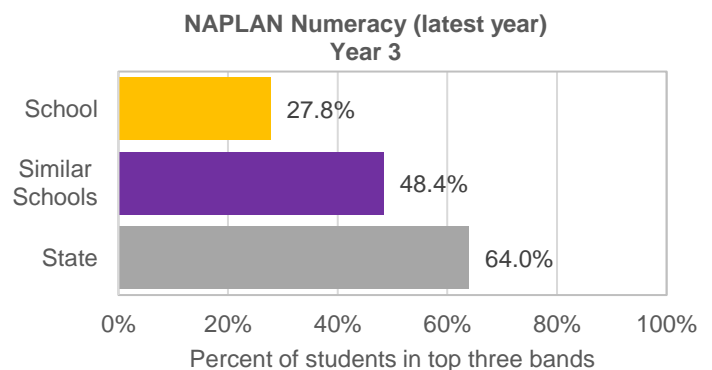
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	45.0%
Similar Schools average:	57.5%	56.5%
State average:	70.2%	69.5%



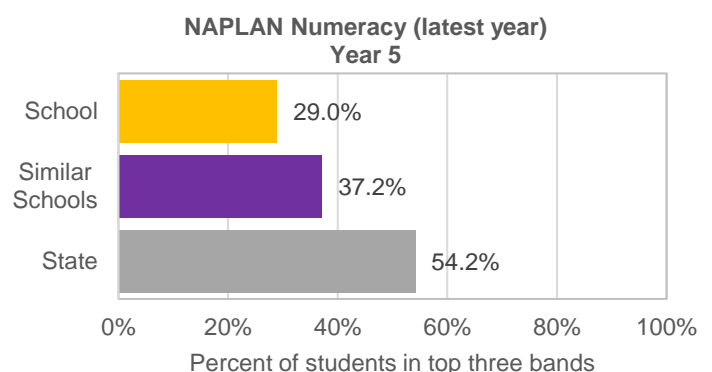
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.8%	43.2%
Similar Schools average:	48.4%	50.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.0%	26.5%
Similar Schools average:	37.2%	41.8%
State average:	54.2%	58.8%



WELLBEING

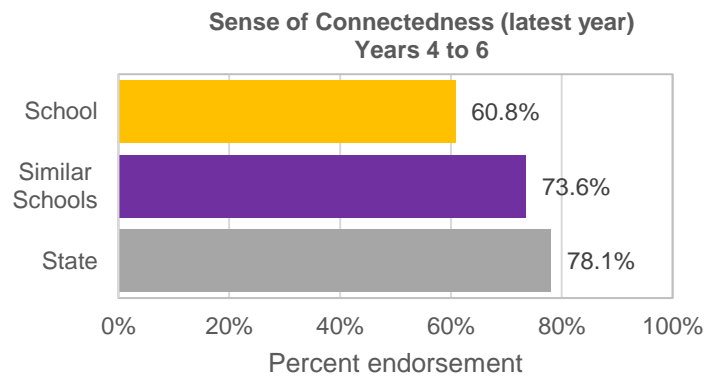
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	60.8%	60.7%
Similar Schools average:	73.6%	75.3%
State average:	78.1%	79.5%

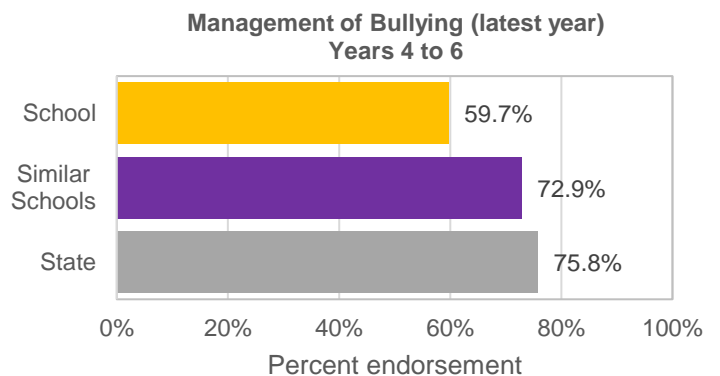


Student Attitudes to School – Management of Bullying

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:	59.7%	64.0%
Similar Schools average:	72.9%	76.0%
State average:	75.8%	78.3%



ENGAGEMENT

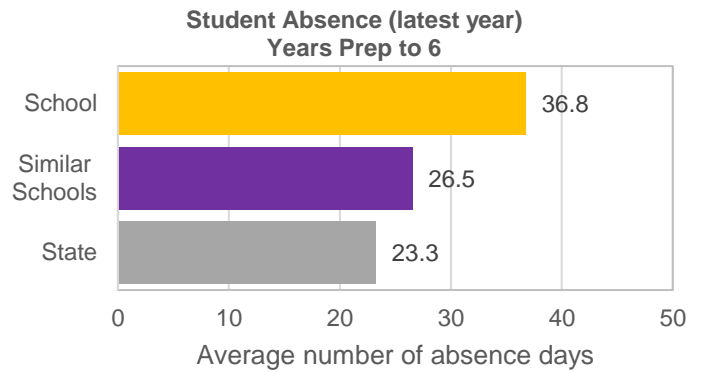
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	36.8	18.7
Similar Schools average:	26.5	20.3
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):	83%	81%	86%	82%	76%	84%	80%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,459,904
Government Provided DET Grants	\$261,229
Government Grants Commonwealth	\$750
Government Grants State	\$0
Revenue Other	\$19,666
Locally Raised Funds	\$37,363
Capital Grants	\$20,000
Total Operating Revenue	\$2,798,911

Equity ¹	Actual
Equity (Social Disadvantage)	\$447,730
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$447,730

Expenditure	Actual
Student Resource Package ²	\$2,437,690
Adjustments	\$0
Books & Publications	\$3,529
Camps/Excursions/Activities	\$43,308
Communication Costs	\$862
Consumables	\$63,501
Miscellaneous Expense ³	\$25,437
Professional Development	\$34,328
Equipment/Maintenance/Hire	\$36,461
Property Services	\$160,939
Salaries & Allowances ⁴	\$29,621
Support Services	\$162,864
Trading & Fundraising	\$4,123
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$23,128
Total Operating Expenditure	\$3,025,853
Net Operating Surplus/-Deficit	(\$246,942)
Asset Acquisitions	\$39,982

- (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

Funds available	Actual
High Yield Investment Account	\$176,853
Official Account	\$29,086
Other Accounts	\$0
Total Funds Available	\$205,939

Financial Commitments	Actual
Operating Reserve	\$73,281
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$24,500
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$182,781

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.