

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 01 May 2024 at 01:16 PM by Peita Cooper (Principal)

- This 2023 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 01 May 2024 at 01:57 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 tutor. As well as tutoring, our specialist teachers taught Visual/Performing Arts, Japanese, STEM and Physical Education (PE). BPPS had eight integration staff, and Wellbeing Support Officer. In 2023 the current acting principal continued in the role for the remainder of 2023 and the commencement of the 2024 school year. Enrolment Profile A total of 159 students were enrolled at BPPS school in 2023 We had 7 PSD funded students and 5 DIP 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 2023 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 2023, 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 64% and Mathematics 62% remain an area of focus. NAPLAN Reading data - percentage of students in exceeding and strong Year 3 at 46% and Year 5 at 56.0%. NAPLAN Numeracy data – percentage of students in exceeding and strong Year 3 at 59% and Year 5 at 46.0%. 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, Literacy Intervention teacher (employed through the tutoring program) and working with our Education Improvement Leader have all impacted on student outcomes 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. Other key processes including analysing and modifying whole-school planning documents, conducting Learning walks focussing on the Instructional Model and participating in Numeracy professional Learning with Michael Ymer.

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 2023 our wellbeing focus for the 2023 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. 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 continued focus. In Term 1 we relaunched the points processes to celebrate the positive behaviours seen in the school. In Term 1 and 2 we worked closely with an Inclusion coach to support our work with Education Support staff and the inclusion model. Our Reflection Room process supports students to reflect on choices that they make, repair relationships and consider future possibilities. With the Disability Inclusion Funding we were able to secure the expertise of a Speech Pathologist one day per week. Throughout the year we continued the wellbeing programs including Breakfast Club, chaplaincy program 2 days a week, lunchtime clubs, additional services etc. In Term 3 we introduced a new sensory space that includes a trampoline and other resources to support body and emotional regulation.

Engagement

The percentage of students with 20 or more absences days was 51% which is well above the median of all Victorian Government Primary schools 41%. Student absences at Ballam Park Primary School in 2023 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 processes through out the year saw a significant improvement from the year before. 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 2023, 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. Student engagement has been a focus in staff professional learning including staff meetings and the Berry Street training.

Other highlights from the school year

SURVEY RESULTS

In 2023 we had significant improvement in both the parents and staff survey data.

- 32% increase from 2022 staff survey, school climate data
- School leadership - 32% increase from 2022
- Visibility of leaders - 100%
- Parent Community engagement - 24% increase from 2022

SCHOOL EVENTS

- Christmas Concert
- Colour Run - we raised nearly \$10 000!
- Year 3/4 Camp to Grantville
- Year 5/6 Camp to Woorabinda
- Big Night In - Foundation - Year 2
- Book Week Dress-Ups
- Open Morning with the Book Fair
- House Athletics and Cross Country
- World Cup Football Day
- 5/6 Musical
- Milo's First Birthday - Foundation and Year 1

SCHOOL GRANTS

Over the 2023 year we were successful in obtaining a range of grants to support our school including:

- Federal Government grant of \$25000 to improve the repair school guttering
- Aboriginal Grant of \$5000 to provide native flora and other culturally sensitive art work/pieces
- Minor Capital Grant to refurbish school toilets \$500 000
- \$30000 Active Schools grant to be spent in 2024

Financial performance

The Finance Performance and Position document demonstrates clear financial management processes and procedures within the school administration. Locally raised funds for all events in 2023 totalled \$31500, with a significant amount from our Colour Run and grants. Funds raised through school events as well as grants helped us build a sand pit, develop our sensory garden and renovate the BOOM BOOM room. Expenditure for casual relief teaching employment (CRT) was approximately \$70 000. 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 2023. Through the strategic allocation of equity funding, the school employs an Assistant Principal, wellbeing administrator and officer and subsidised our chaplains extra hours.

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 156 students were enrolled at this school in 2023, 70 female and 86 male.

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

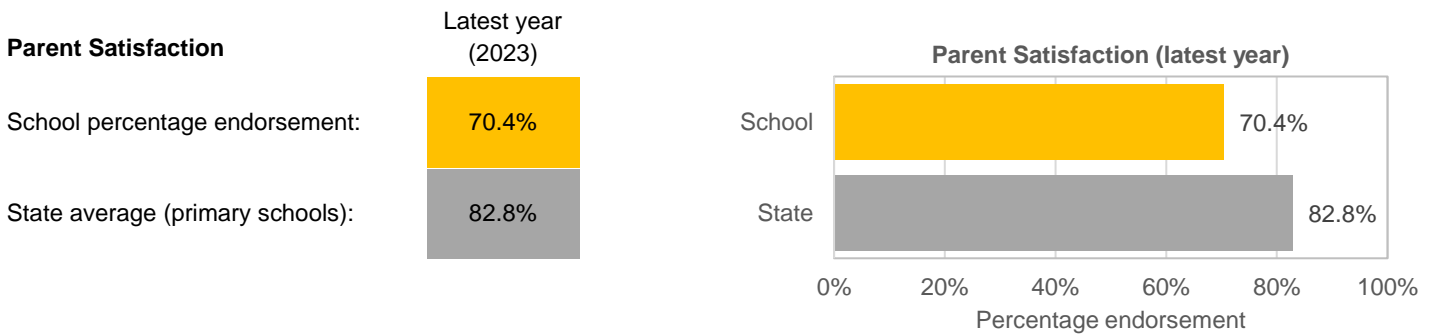
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

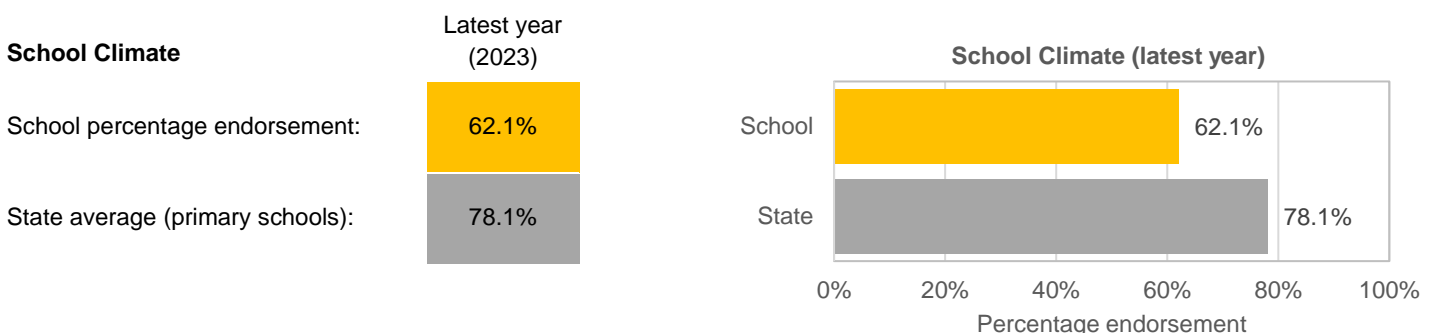


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

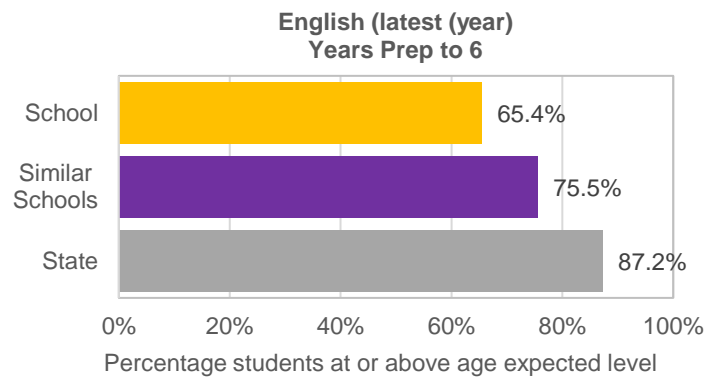
65.4%

Similar Schools average:

75.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

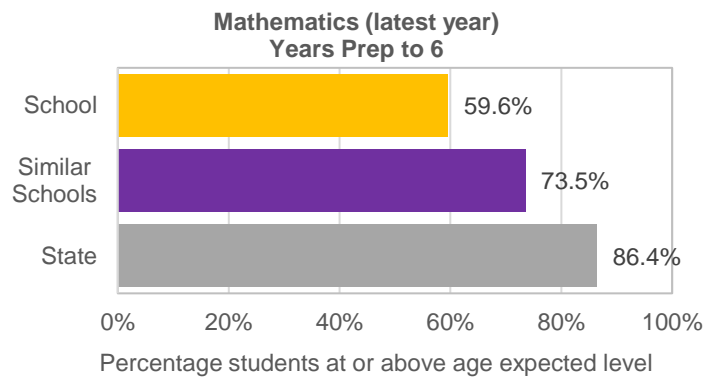
59.6%

Similar Schools average:

73.5%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.2%

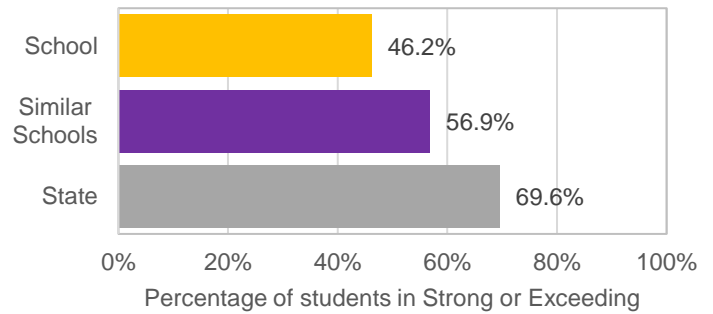
Similar Schools average:

56.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.0%

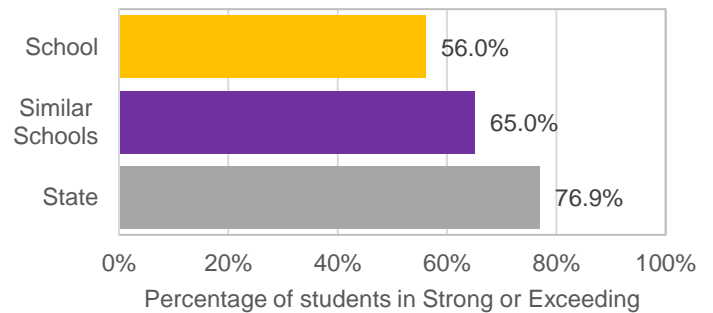
Similar Schools average:

65.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.3%

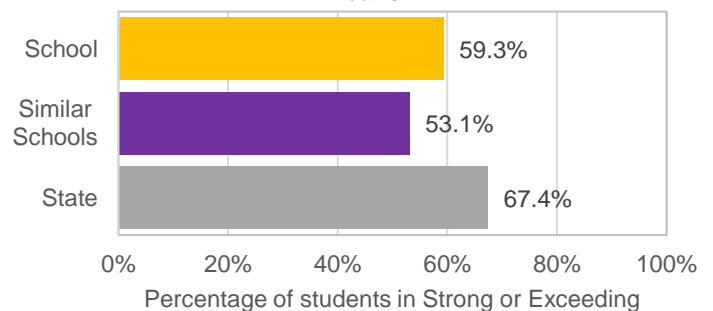
Similar Schools average:

53.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.8%

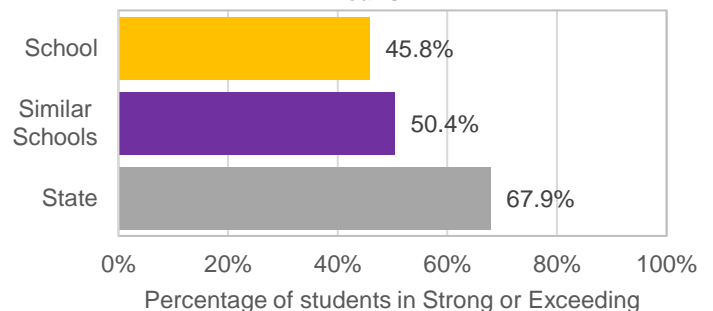
Similar Schools average:

50.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

36.8%

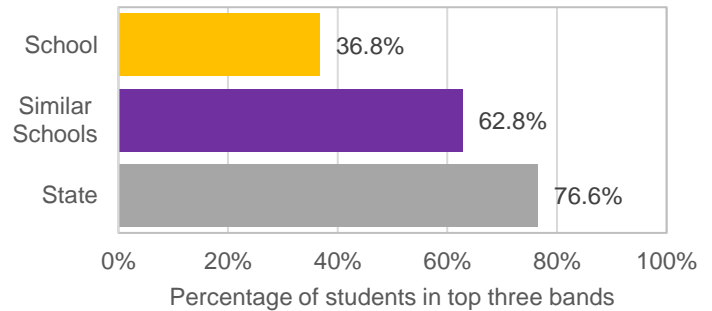
Similar Schools average:

62.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

33.3%

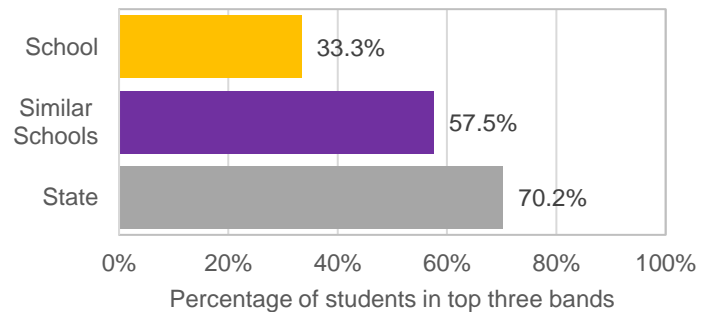
Similar Schools average:

57.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

27.8%

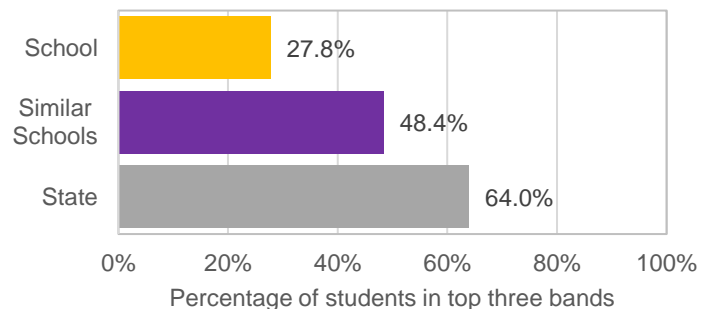
Similar Schools average:

48.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

29.0%

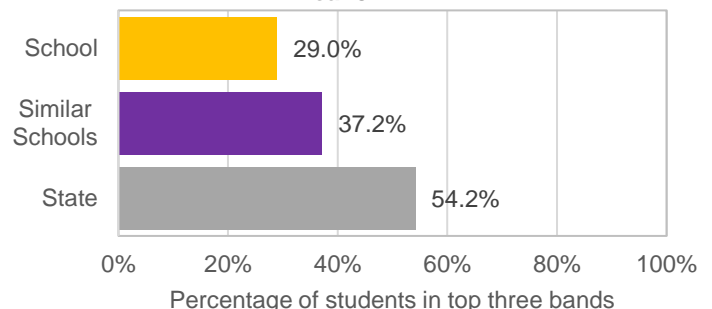
Similar Schools average:

37.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

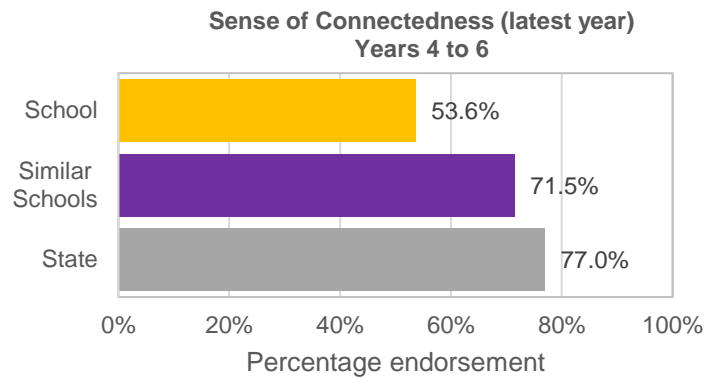
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	53.6%	56.6%
Similar Schools average:	71.5%	73.9%
State average:	77.0%	78.5%

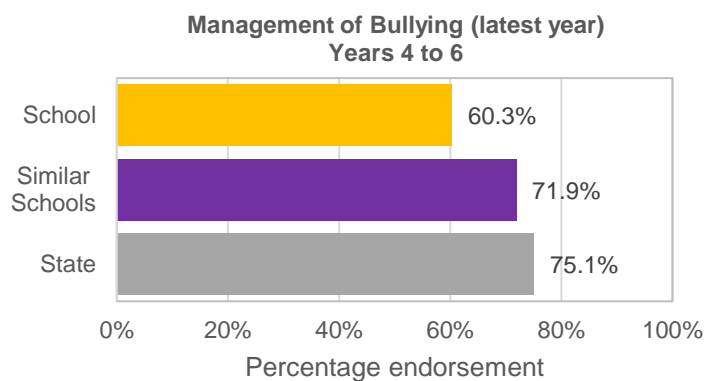


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	60.3%	60.6%
Similar Schools average:	71.9%	74.4%
State average:	75.1%	76.9%



ENGAGEMENT

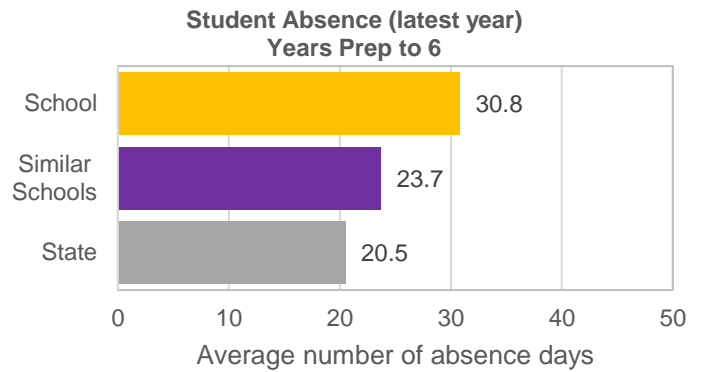
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	30.8	20.1
Similar Schools average:	23.7	21.7
State average:	20.5	18.1



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 (2023):	88%	80%	88%	90%	85%	79%	81%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,320,205
Government Provided DET Grants	\$430,664
Government Grants Commonwealth	\$1,900
Government Grants State	\$0
Revenue Other	\$15,762
Locally Raised Funds	\$66,014
Capital Grants	\$5,000
Total Operating Revenue	\$2,839,544

Equity ¹	Actual
Equity (Social Disadvantage)	\$380,071
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$380,071

Expenditure	Actual
Student Resource Package ²	\$2,286,168
Adjustments	\$0
Books & Publications	\$727
Camps/Excursions/Activities	\$34,255
Communication Costs	\$4,911
Consumables	\$45,301
Miscellaneous Expense ³	\$21,124
Professional Development	\$10,152
Equipment/Maintenance/Hire	\$28,294
Property Services	\$127,246
Salaries & Allowances ⁴	\$32,688
Support Services	\$113,724
Trading & Fundraising	\$3,530
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,572
Total Operating Expenditure	\$2,732,692
Net Operating Surplus/-Deficit	\$101,853
Asset Acquisitions	\$12,920

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$188,740
Official Account	\$60,900
Other Accounts	\$0
Total Funds Available	\$249,639

Financial Commitments	Actual
Operating Reserve	\$55,260
Other Recurrent Expenditure	\$7,560
Provision Accounts	\$0
Funds Received in Advance	\$9,700
School Based Programs	\$60,200
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	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$227,721

All funds received from the Department of Education, 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.