

2016 Annual Report to the School Community



School Name: Ballam Park Primary School

School Number: 5005

Name of School Principal:	<u>Mr John Mace</u>
Name of School Council President:	<u>Mrs Tamara McDonald</u>
Date of Endorsement:	<u>24/4/2017</u>

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Ballam Park Primary School is nestled away from busy streets in parkland behind the historic Ballam Park Homestead and Ballam Park Reserve.

The School is committed to improving student learning and the development of its staff. To achieve this, the school went through a process of self-evaluation in preparation for the 2013 to 2016 strategic plan review. Ballam Park is seen as a progressive school with the staff and its community recognising the need for a shift in culture and expectations.

In conjunction with the Framework for Improving Student Outcomes the school has at its foundation, the Four Pillars of Culture:

1. Empathy - Climate Element addressed: Supportive Leadership
2. Clarity - Climate Element addressed: Role Clarity
3. Engagement - Climate Elements addressed: Teamwork, Empowerment, Ownership
4. Learning - Climate Elements addressed: Appraisal and Recognition, Professional Growth

Staff work to achieve:

- A Future Focussed on Improvement
- Agreed behaviours for students, staff and parents
- Action learning
- Accountability for all

BPPS had a student population of 328 students. Fourteen classes operated – three Foundation classes, 4 x 1/2 and 3/4 multi-age classes, and 3 x 5/6 classes. The school had 25.9 equivalent fulltime staff: 2.0 Principal class, 17.5 Teacher class and 6.4 Education Support Staff.

Every child at Ballam Park Primary School is given the opportunity, motivation, programmes and environment to reach his/her full potential.

They will develop a wide range of skills, emotionally, socially, creatively and academically to enable them to be successful citizens of the 21st century.

The school's purpose is to create reflective and independent learners for life through a learning community that provides a challenging and secure environment, responsive to individual learning needs. Ballam Park staff believe that effective learning occurs when outstanding and innovative teachers provide a variety of tasks that actively engage students who are encouraged to take responsibility for their own learning.

The expectation is that students will develop high expectations and high standards to be successful, enthusiastic learners with the ability to build positive relationships.

Ballam Park Primary is inclusive, valuing the diversity of community members. All members share responsibility for the development of an inspired, educational community of independent citizens.

Our programmes are designed to cater for the individual needs of students by providing a differentiated and personalised curriculum. This includes a variety of enrichment programmes, both within and beyond regular classrooms. The school runs a successful beach programme each year for students in Years 3 – 6 with a focus on safety and awareness. The school provides Reading Recovery for Year 1 students and Intervention Multi-Lit programme for Year 2 and upwards. There is a commitment to the development of Digital Learning and emphasis upon literacy and numeracy across the curriculum provided through flexible learning programmes designed to meet students' individual needs.

This year was the school's final year of the 2013 to 2016 Strategic Plan. As a result, the Ballam Park staff spent the year preparing for the school review of the last four years. The review Panel days were deferred until Term 1 2017.

Staff felt more time was required to thoroughly complete their own self-evaluation.

As a school, we value respect, responsibility, friendliness, caring and honesty.

Framework for Improving Student Outcomes (FISO)

School Strategic Plan goals

Improve the culture of collaboration and consistency of practice across the school.

Implement a shared approach promoting positive student behaviour and engagement, enabling students to develop the skills to self-regulate.

Priorities	Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

As a school we have been through a great process of change. During 2015 Ballam Park Primary School has had 2 acting principals with a substantive principal starting at the beginning of Term 4. As a result of this our focus during 2016, the final year of our strategic plan, is to review all areas to determine which achievement milestones have been reached and those that still need to be actioned. The whole school staff worked to identify the achievement milestones that have not yet been actioned or completed. This means that our focus will be on Building Practice Excellence, Building Leadership Teams, Building School Pride and Setting Expectations and promoting inclusion.



Achievement

Teacher Judgements are lower than other Government schools.

NAPLAN

- Year 3 Reading & Numeracy results across the board are lower than all Victorian Schools although we are being classified as similar for 2016 and the four year average.
- Year 5 Reading & Numeracy results show a similar pattern.

In the Learning Gain from Year 3 to 5, other than Spelling, Ballam Park shows a high percentage of low to medium growth. Average Attendance is low and has a decline in Year 5 & 6. Ballam Park has a higher number of absences than Victorian Government Schools. The school is classified as similar to like schools.

Student attitudes to school, connectedness & students' perceptions of safety is consistently at the lower end of the average of all Victorian School.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

<input type="checkbox"/> Victorian Early Years Learning and Development Framework	<input checked="" type="checkbox"/> AusVELS	<input type="checkbox"/> Victorian Curriculum	<input type="checkbox"/> A Combination of these
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Engagement

Although the data shows our student attendance figures to be similar to the State median in 2016, it is a concern that we are heading towards high absences.

There is a drop in attendance in year six and a 90% attendance is regarded as a percentage that requires immediate attention. The school review identified this area as a concern and strategies are currently being developed to counter this. Individual attendance figures are highlighted with parents through Semester Reports on student progress.

Wellbeing

Our Student Attitudes to School Survey data was pleasing. Our data over the last 12 months was marginally below State median and we performed within the State average over the last 4 years. We have also performed higher when compared to similar schools over a 4-year period. Our data on the Student Attitudes to School Survey shows us in a similar position to the State in both Connectedness to School and Student Perceptions of Safety.

Currently we are developing a whole school behaviour management system, as we recognise the significance of high self-esteem in stimulating students to achieve their best. To do this, high expectations must be uniform across the school. We are developing a wellbeing and engagement programme across the school with a strong emphasis on developing students to be self-regulating learners and leaders and take responsibility for setting personal learning goals.

For more detailed information regarding our school please visit our website at
<http://www.ballamparkps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 328 students were enrolled at this school in 2016, 150 female and 178 male. There were 7% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>53%</td> <td>9%</td> </tr> <tr> <td>Numeracy</td> <td>52%</td> <td>45%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>47%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>31%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>44%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	53%	9%	Numeracy	52%	45%	3%	Writing	35%	47%	18%	Spelling	39%	31%	31%	Grammar and Punctuation	39%	44%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Reading	38%	53%	9%																							
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Writing	35%	47%	18%																							
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Grammar and Punctuation	39%	44%	17%																							

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,599,272	High Yield Investment Account	\$240,945
Government Provided DET Grants	\$644,964	Official Account	\$8,829
Government Grants Commonwealth	\$13,169	Total Funds Available	\$249,774
Government Grants State	\$181		
Revenue Other	\$27,062		
Locally Raised Funds	\$64,047		
Total Operating Revenue	\$3,348,695		
Expenditure		Financial Commitments	
Student Resource Package	\$2,588,194	Operating Reserve	\$35,000
Books & Publications	\$2,199	Asset/Equipment Replacement < 12 months	\$60,530
Communication Costs	\$4,225	Capital - Buildings/Grounds incl SMS<12 months	\$86,674
Consumables	\$64,369	Maintenance - Buildings/Grounds incl SMS<12 months	\$32,581
Miscellaneous Expense	\$147,023	Revenue Received in Advance	\$28,759
Professional Development	\$14,160	School Based Programs	\$6,229
Property and Equipment Services	\$303,003	Total Financial Commitments	\$249,774
Salaries & Allowances	\$29,052		
Trading & Fundraising	\$10,141		
Utilities	\$18,947		
Total Operating Expenditure	\$3,181,313		
Net Operating Surplus/-Deficit	\$167,382		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

All of the Grants listed below are audited by DET to ensure that the monies are spent in the area that they are allocated to. We also monitor the Budget to ensure that the quarterly Cash Grants, and payments from parents are received, so that students continue to have books and stationery that they require for their education.

The school once again received \$20,000 from DET, for the 2016 National Chaplaincy Program, enabling the school to continue employment of a Chaplain for two days a week.

The school received \$2,682 from The Department of Veterans' Affairs for the *Saluting Their Service* Commemorative Grant to have Frankston RSL erect an ANZAC memorial.

The school received \$4,300 from DET for the 2016 Peer Review Grant.

The school received \$8,500 from DET for the 2016 Early Years Koorie Literacy and Numeracy Program.

The school received \$4,200 from the Australian Sports Commission for the Term 3 & Term 4 Sporting Schools Program Delivery Grant.

The school also received \$1,000 from the Nestle Healthy Active Kids Competition, which went towards the Maths Outdoor Area.

The school thanks the Parents and Friends' Association for their contribution of the students' Fresh Fruit Program.

The Operating Statement report shows a surplus of \$167,382 which is due to credit to cash transfers from the SRP, to be put towards more student laptops, a power upgrade to the school (due to continuous power shortages), and classroom air conditioners.