Name of School Principal: ____________________________

Name of School Council President: ____________________________

Date of Endorsement: ____________________________

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 set down 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 minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
Ballam Park Primary School’s purpose is to provide our students with the opportunity, motivation, environment and programs to reach their full potential as healthy individuals and contributing members of the community; emotionally, socially, physically, creatively and academically. The school’s approach will have as its foundation the development of productive and cooperative relationships between all members of the school community. We accept the challenges and opportunities of 21st Century change will require responses that are influenced by future learning for the whole school community and thus embrace a culture of life-long learning.

In 2013 BPPS had a staff of 3 principal class members, 18.8 teachers, and 7.2 education support staff.

At Ballam Park Primary School we take pride in valuing the following: Respect, Responsibility, Friendliness, Caring and Honesty. Ballam Park Primary School has beautiful Ballam Park on two boundaries, providing access to sporting ovals and the Frankston Athletic Facility, and on our other two boundaries, McClelland College. Ballam Park Primary provides student access to ICT hardware at above the state average device:student ratio. Our school grounds provides a variety of play surfaces and facilities, including asphalt areas, synthetic turf oval and three sets of climbing equipment all set in a park like environment. The school has been a 5 Star Sustainable School since 2007 and has recently become an accredited Health Promoting School.

### Achievement

We are pleased to report that our students are doing well and are achieving results that are at a similar level to like schools. Students participating in the Program for Students with a Disability each receive assistance specific to their needs and all made pleasurable progress with their individual learning goals in 2013.

Improving our Numeracy and Literacy is an ongoing focus for BPPS and as such, continues to be included in the school’s new Strategic Plan 2013 - 2016.

In 2014 we will continue collaborative planning within teaching teams to build a culture of teaching and learning throughout the school, consolidate our Peer Coaching program and maintain Literacy and Numeracy practices with a focus on personalisation and ICT.

We will make use of our innovative teaching practices and will continue to implement a range of whole-school assessment and diagnostic tools to assist us identify the stage of learning of each student in order to support their individual learning needs.

We will further embed our data skills to manage and monitor school and individual student data so that we are able to implement targeted strategies to further improve student learning outcomes.

### Engagement

BPPS utilises a whole school approach to social skills, resilience and values programs to ensure a consistent approach in addressing our students’ social competencies within and beyond the school setting.

BPPS supports students in developing positive behaviour through programs such as Restorative Practices, Circle Time, You Can Do It and Cyber-safety education.

During 2013, students’ engagement and wellbeing was further enhanced by introducing the ‘Bounce Back’ program, involvement in Health Promoting Schools, Ride & Walk to School Programs and strategies to improve student relationships. We will continue to develop and implement common language which support student relationships.

Regular school attendance is supported through attendance awards, creating safe, supportive learning environments and the implementation of ‘It’s Not OK to Be Away’ strategies.

Our senior students have leadership opportunities and development through SRC, House Leadership and Leaders in care of the environment. Programs in Creative Arts include Visual Art, Music, Choir, Lunchtime Band, as well as guitar and keyboard.

### Wellbeing

The focus on supportive, respectful and productive relationships within our school community is recognised as pivotal at Ballam Park PS.

We continue to develop transition programs in the school, working closely with the wider community; kindergartens, day care centres and secondary colleges.

We have formal transition programs from Kinder to Prep and from Year 6 to Year 7. In 2013 these programs included ‘Come and Play’ sessions, visits to and by the local pre-schools that respected the integrity of their programs and a transition day in December. Our students have the experience of working with students from McClelland College and lecturers and students from Monash University to provide both classroom and active outdoor programs.

Whole school curriculum coordination ensures that transition from one year to the next is planned and delivered in a way that seamlessly builds on the previous progress of each class and individual student within each class.

Ballam Park Primary School proactively addresses student wellbeing and has a number of programs in place to promote and support optimal student attendance.

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For more detailed information regarding our school please visit our website at [http://www.ballamparkps.vic.edu.au](http://www.ballamparkps.vic.edu.au)
## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

### School Profile

**School Enrolments**

A total of 338 students were enrolled at this school in 2013, 149 female and 189 male.

### Overall socio-economic profile

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

<table>
<thead>
<tr>
<th>low</th>
<th>low-mid</th>
<th>mid</th>
<th>mid-high</th>
<th>high</th>
</tr>
</thead>
</table>

### Proportion of students with English as a second language.

<table>
<thead>
<tr>
<th>low</th>
<th>low-mid</th>
<th>mid</th>
<th>mid-high</th>
<th>high</th>
</tr>
</thead>
</table>

### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

![Parent satisfaction bar chart](image)

Please note: The Staff Opinion Survey was not conducted in 2013.
### Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English
- [Graph showing a percentage of students with grades C or above in English]

#### Results: Mathematics
- [Graph showing a percentage of students with grades C or above in Mathematics]

### School Comparison

#### NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
### Performance Summary

#### Achievement

**NAPLAN Relative Growth Year 3 - Year 5**

Relative gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>23%</td>
<td>66%</td>
<td>11%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>15%</td>
<td>55%</td>
<td>30%</td>
</tr>
<tr>
<td>Writing</td>
<td>24%</td>
<td>61%</td>
<td>15%</td>
</tr>
<tr>
<td>Spelling</td>
<td>15%</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>15%</td>
<td>53%</td>
<td>32%</td>
</tr>
</tbody>
</table>

#### School Comparison

NAPLAN Relative Growth does not require a School Comparison.
**Performance Summary**

**Engagement**

**Student Attendance**

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

**Student Outcomes**

Results: 2013

- Prep: 92%
- Yr1: 94%
- Yr2: 93%
- Yr3: 89%
- Yr4: 91%
- Yr5: 91%
- Yr6: 89%

Results: 2010 - 2013 (4-year average)

- Prep: 92%
- Yr1: 94%
- Yr2: 93%
- Yr3: 89%
- Yr4: 91%
- Yr5: 91%
- Yr6: 89%

**School Comparison**

- Similar

Key: Range of results for the middle 50% of Victorian government schools: 
Result for this school: Median of all Victorian government schools:
### Wellbeing

**Students Attitudes to School**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

### Student Outcomes

#### Results: 2013

- Score: 5

#### Results: 2010 - 2013 (4-year average)

- Score: 6

### School Comparison

- Similar

---

**Key:**
- Range of results for the middle 80% of Victorian government schools:
- Result for this school: 
- Median of all Victorian government schools:
How to read the Performance Summary 2013

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student’s current year NAPLAN result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as ‘High’, the middle 50% is categorised as ‘Medium’ and the bottom 25% is categorised as ‘Low’.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous 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 measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
# Financial Performance and Position

## Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$258,515</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$25,287</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$40,914</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$9,672</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$129,849</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$464,237</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$14,152</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$4,576</td>
</tr>
<tr>
<td>Consumables</td>
<td>$40,285</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$126,249</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$17,277</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$141,512</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$84,622</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$19,787</td>
</tr>
<tr>
<td>Utilities</td>
<td>$20,247</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$468,707</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit               | ($4,470)    |

| Asset Acquisitions                          | $0          |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

## Financial Position as at 31st December, 2013

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$120,286</td>
</tr>
<tr>
<td>Official Account</td>
<td>$4,395</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$124,680</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$40,000</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$38,672</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS &lt; 12 months</td>
<td>$16,030</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$11,601</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$3,877</td>
</tr>
<tr>
<td>Repayable to DEECD</td>
<td>$14,500</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$124,680</strong></td>
</tr>
</tbody>
</table>

## Financial performance and position commentary

All of the Grants listed below are audited by DEECD 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 received $20,000 from DEEWR, for the 2013 National School Chaplaincy Program, enabling the school to continue employment of a Chaplain two days a week.

The school received $2,000 from Peninsula Health to put towards an outdoor Maths games area.

The school received $2,000 from Frankston School Focused Youth Service Brokerage Funding for 'Specialised Social Maths'.

The school received the WorkHealth Grant of $2,500 from Worksafe, for staff Health Professional Development.

The school received $2,250 from the DEECD YES Program to put towards Sem2 2012 IT Apprentice wages.

The school received $500 from the DEECD ABLES Program to put towards staff Professional Development.

The school received a $5,671.20 Grant from DEECD for the Learning Difficulties School Support Program.

The school thanks the Parents’ Club for their contribution towards the students Fresh Fruit Program for all of 2013.

The Financial Performance – Operating Statement Summary report showing a deficit of $4,470 does not show committed funds that were carried forward to cover this deficit.