

# 2021 Annual Report to The School Community



**School Name: Banyule Primary School (4746)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 24 March 2022 at 07:39 AM by Sharon Marmo (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 24 March 2022 at 08:22 AM by Michael Gibbs (School Council President)

## How to read the Annual Report

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### 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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

Banyule Primary School is located in Rosanna, Victoria. Our purpose is to develop resilient children in an innovative and supportive learning environment. Our values are: Respect, Responsibility, Care & Compassion and Doing Your Best. These values form the basis for expected behaviour throughout the school. We also have four learning protocols that underpin our teaching philosophy: Mistake Makers, Effort Generators, Curious Creatures and Feedback Seekers. Together, these 8 'values' help us to create a positive culture where learning is embraced. In 2021 our enrolment number was 687 with 29 classes. Banyule PS has 31 equivalent full time teachers, 15 part-time teachers, 4 full-time ES staff and 8 part-time ES staff. There is one Principal, one Assistant Principal and four Learning Specialists. The Principal class members and the Learning Specialists form our School Improvement Team (SIT) and together this team is responsible for leading change and directing staff towards the achievement of school goals and targets. In 2021, our SIT Team won the Victorian Education Excellence Award for Outstanding School Improvement. We are very proud of this achievement as the challenges associated with remote learning/COVID-19 did not impede our achievements. Specialist subjects include: Physical Education, Visual Art, Performing Arts and Languages-Mandarin. Our facilities include a brand new gymnasium, a wonderful synthetic turf oval complete with its own adventure playground, another new adventure playground, a large outdoor shelter and well-equipped classrooms, all with heating and cooling, laptops, iPads, and TVs for all rooms. We pride ourselves on being a 'sustainable' school with the aim of reducing waste, water, and energy with a focus on biodiversity. The parent community, including the school council, is positive and supportive. Together, we work in partnership to ensure the best possible outcomes and learning environment for students is maintained.

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### Framework for Improving Student Outcomes (FISO)

Our key improvement strategies in 2021 are summarized as follows:

1. Learning, catch-up and extension priority

Teachers prioritized curriculum essentials, planning differentiated learning activities for students. We implemented the new Tutor Learning Initiative which involved appointing staff and identifying the learning needs of cohorts and individual students. During remote learning, teachers continued to assess students and collect data to support this priority. Using information from our updated data wall, teachers were able to differentiate the curriculum based on individual needs, tutors were able to identify who participated in intervention programs and support staff were able to establish groups with similar needs. Group and individual learning plans were established, implemented and assessed to monitor student achievement and the effectiveness of programs.

2. Happy, active and healthy kids priority

Teachers and school community shared a common understanding of the whole school approach to wellbeing. The Peaceful Kids program was implemented both in classrooms and with a dedicated Peaceful Kids small group withdrawal program. Lunch time clubs gave children an opportunity to choose a variety of quiet activities (inside) or sporting activities in the gymnasium. The uptake for these lunchtime clubs was very high. Student wellbeing concerns were also monitored; systematically documented and communicated through team and leadership meetings.

3. Connected schools priority

The use of digital technologies became essential during remote learning. We provided laptops and support to families, supported staff to develop skills and knowledge associated with teaching remotely and connected to the community on a regular basis to keep everyone informed of expectations. Teachers integrated digital learning into their planning and curriculum delivery on a more regular basis. The Digital Technology Curriculum Action Team worked on our digital technologies curriculum scope and sequence to support the development of strong digital literacy skills in our students.

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## Achievement

Although remote learning in 2021 influenced the way curriculum was delivered, our school managed to achieve very pleasing results across the board.

Teacher judgements: (Prep to Year 6) OUTSTANDING results

English: The percentage of students at or above expected standards was 97.0% (higher than both similar schools and State average.)

Mathematics: The percentage of students at or above expected standards was 97.2% (higher than both similar schools and State average)

NAPLAN 2021: Percentage of students in the top three bands: OUTSTANDING results

Reading Year 3: 89.2% which is higher than both similar schools (90.3) and the State average (76.9)

Reading Year 5: 89.2% (similar schools 86.7 and State average 70.4)

Numeracy Year 3: 94.1% (similar schools 84.4 and State average 67.6)

Numeracy Year 5: 81.3% (similar 82.4 and State average 61.6)

NAPLAN Learning Growth (comparison of Victorian students who had similar results two years prior)

Percentage of HIGH Learning Gain from Year 3 to 5: Reading (25%), Numeracy (30%), Writing (41%), Spelling (44%) and Grammar & Punctuation (39%)

During remote learning, students were still able to access differentiated activities, complete assigned assessment tasks, attend whole class, group and individual sessions with teachers and support staff. Our tutors continued to conduct sessions with individuals and our other intervention programs (numeracy, literacy and wellbeing based) also continued.

On return to school, all of our support programs and tutor programs continued until the end of the year. Our data wall has been instrumental in helping us identify and cater for the needs of students. We pride ourselves on being able to cater for academic and wellbeing needs of every child as required. Teachers plan using a consistent instructional model with a differentiated approach to curriculum delivery.

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## Engagement

Student absence data in 2021 showed an average of 9.6 absence days for Banyule PS students (compared to 9.8 for similar schools and 14.7 for the State average)

All grade levels at Banyule PS had an average attendance rate of 94% or higher in 2021. A weekly Compass update from the principal class to the community kept parents informed of guidelines, issues and available support.

During remote learning, teachers were able to monitor student attendance and achievements. Any non-participating students were followed up by either the teacher or the principal so that support, if necessary, could be provided. Some students were invited to attend school each day during remote learning as a way of keeping students engaged and at the same time, provide support for families. Apart from completing the non-negotiable learning tasks for the class teachers, students were provided with a variety of 'additional' activities to choose from. Our student leaders also developed a set of engaging and fun activities for students during remote learning. The feedback from both parents and students was very positive during this time.

Student Agency continued to develop during remote learning. All students developed learning goals after conferencing with their teachers. These goals were monitored and adjusted as required throughout the year. Student leaders not only provided fun activities for the whole school, they planned and ran a virtual House Sports Day. The connection between home and school remained constant and engaging. We will continue to focus on student engagement strategies to promote attendance and achievement.

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## Wellbeing

Our Year 4 to 6 students participated in the Attitude to School Survey in 2021. The percentage endorsement factors below indicate a high level of positive responses from students.

Sense of Connectedness: 94.5% (79.8 for similar schools and 79.4 for the State average)

Management of Bullying: 93.1% (77.1 for similar schools and 78.4 for the State average)

Student wellbeing has always been a high priority at Banyule primary, however, with remote learning, as a staff, we designated student wellbeing to be a top priority. We monitored student participation, energy levels, achievements and general attitude on a daily basis. Any concerns were followed up and support was provided.

On return to school, again, the focus in classrooms was to 'get to know each other again' and re-establish relationships in person.

Professional Learning Teams (PLTs) documented student wellbeing concerns and strategies were put in place to address these concerns.

The Peaceful Kids program provided students with ways to help them recognise their emotions and to use mindfulness as a way of stabilising these emotions.

Lunchtime clubs support student wellbeing by offering a variety of activities.

Our school Learning Protocols were used as a reference point to help establish a safe and friendly learning environment for all students (Mistake Makers, Curious Creatures, Effort Generators and Feedback Seekers)

We will continue to place student wellbeing at the forefront of all we do. Our motto: 'Happy Kids Learn', is our foundation for building resilient, problem solving children.

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## Finance performance and position

Banyule primary had a surplus of \$515,012.00 at the end of 2021. Due to remote learning, many families held back paying their 'parent payments' so revenue was down on previous years. Fundraising was also put on hold due to COVID-19 related restrictions. Our school has been successful in obtaining a \$12.386M Capital Works Grant to design and re-build the older school buildings. The principal class spent time with the VSBA and architects preparing for the new build which will begin in 2022. In preparation for this, we converted a library into a functioning classroom in 2021. Our Equity funding of \$13,842 was used to support our Intervention programs that help students with identified needs. Our School Improvement Team (SIT) was successful in winning the Victorian Education Excellence Award for Outstanding School Improvement in 2021. This award provided us with \$25,000 to spend on activities and resources to further promote the skills and knowledge of our teachers. We will use this during 2022 to enhance further school improvement efforts.

**For more detailed information regarding our school please visit our website at**  
<http://www.banyleps.vic.edu.au>

# 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.

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 680 students were enrolled at this school in 2021, 324 female and 356 male.

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

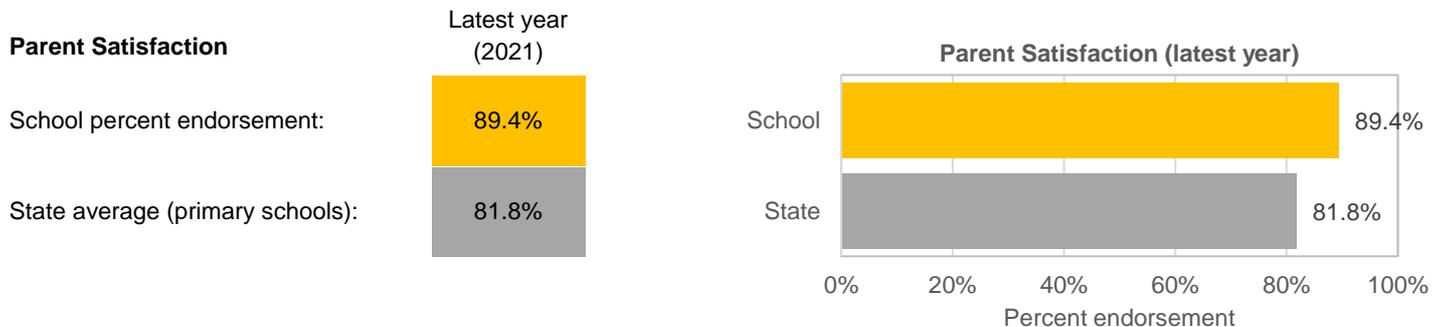
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

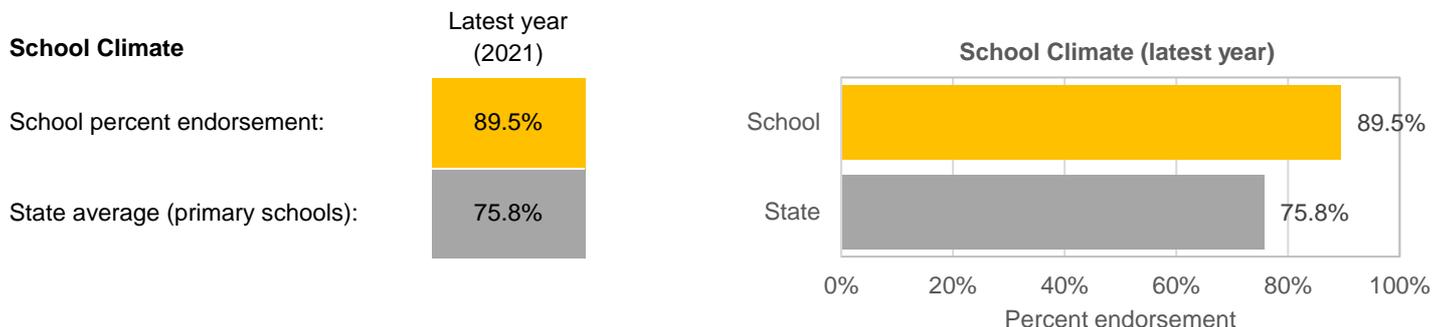


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

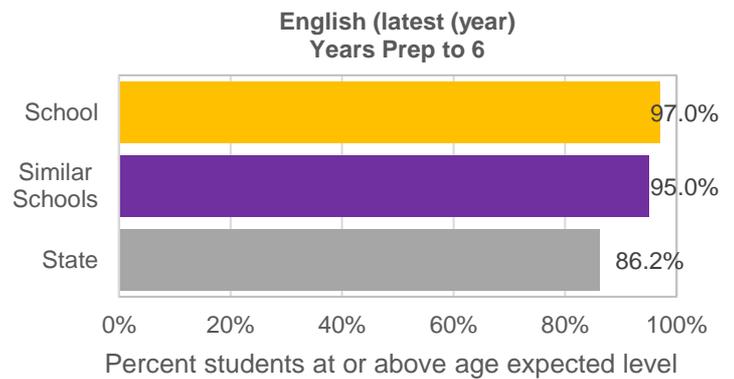
97.0%

Similar Schools average:

95.0%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

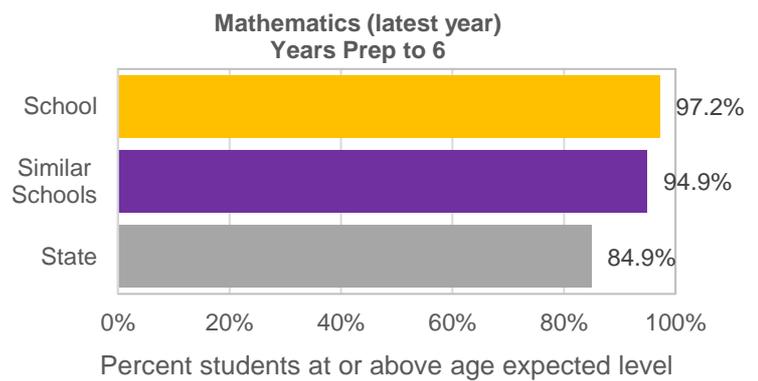
97.2%

Similar Schools average:

94.9%

State average:

84.9%



**ACHIEVEMENT (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.

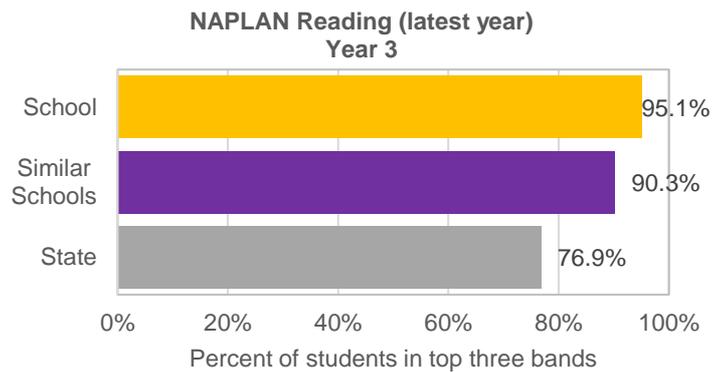
**NAPLAN**

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 2018, 2019 and 2021 data.

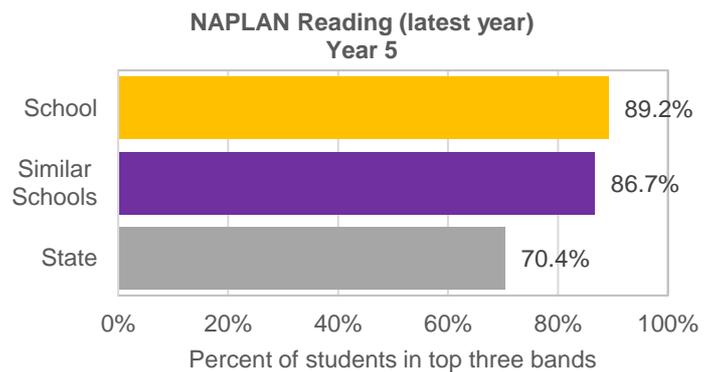
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	95.1%	94.8%
Similar Schools average:	90.3%	89.9%
State average:	76.9%	76.5%



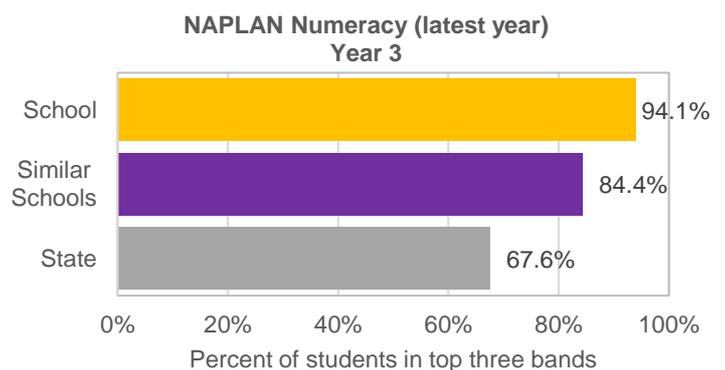
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.2%	89.5%
Similar Schools average:	86.7%	84.1%
State average:	70.4%	67.7%



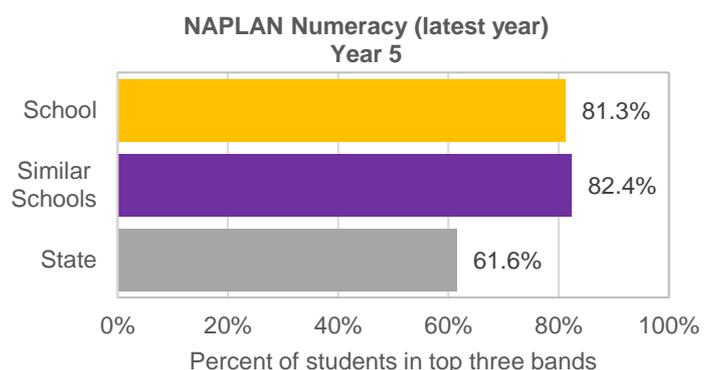
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.1%	91.1%
Similar Schools average:	84.4%	85.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	83.7%
Similar Schools average:	82.4%	80.3%
State average:	61.6%	60.0%



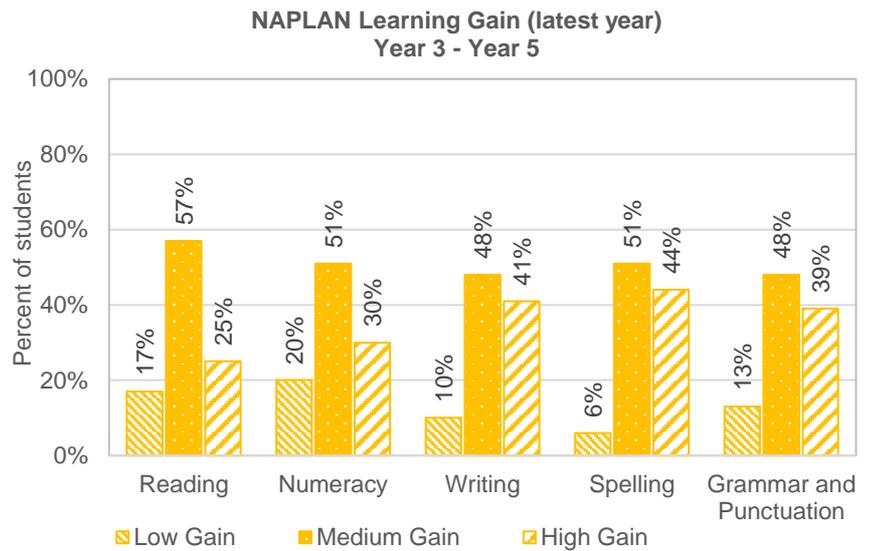
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	57%	25%	31%
Numeracy:	20%	51%	30%	34%
Writing:	10%	48%	41%	31%
Spelling:	6%	51%	44%	29%
Grammar and Punctuation:	13%	48%	39%	34%



## ENGAGEMENT

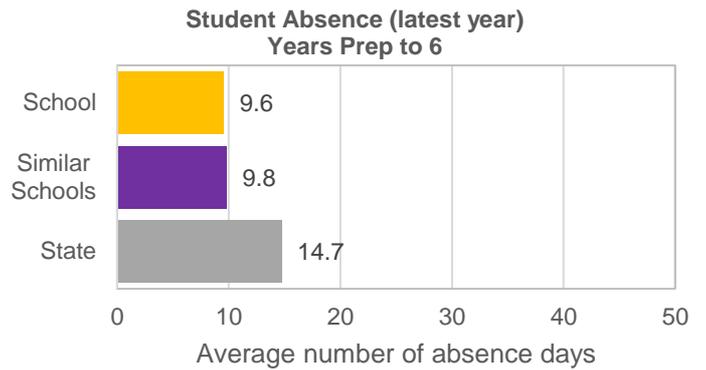
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.6	10.9
Similar Schools average:	9.8	11.6
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	96%	95%	95%	94%	95%	95%

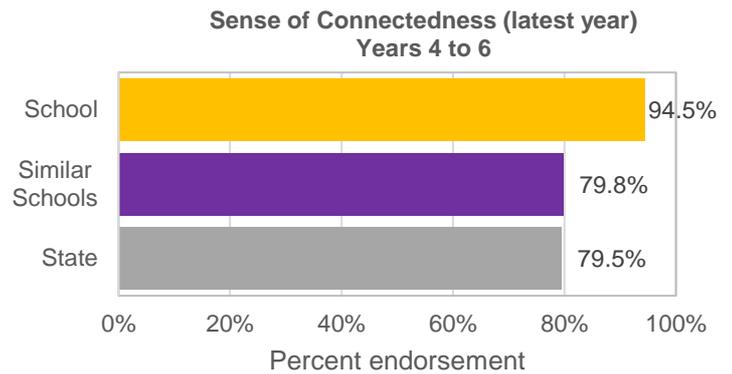
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	94.5%	89.2%
Similar Schools average:	79.8%	80.9%
State average:	79.5%	80.4%

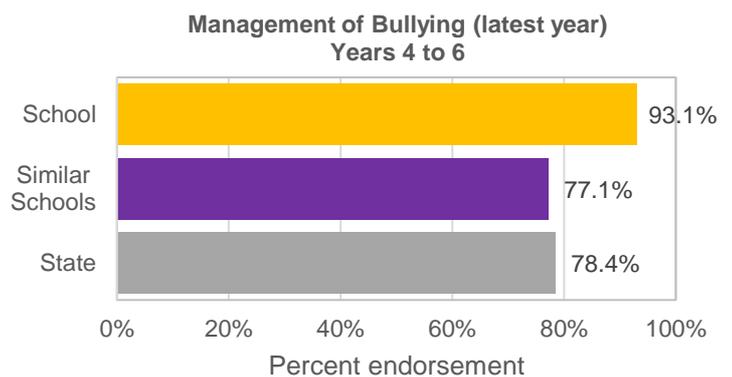


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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 (2021)	4-year average
School percent endorsement:	93.1%	87.5%
Similar Schools average:	77.1%	79.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,523,397
Government Provided DET Grants	\$429,895
Government Grants Commonwealth	\$6,814
Government Grants State	\$0
Revenue Other	\$6,403
Locally Raised Funds	\$422,785
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,389,294</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,842
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,842</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,374,489
Adjustments	\$0
Books & Publications	\$2,501
Camps/Excursions/Activities	\$41,099
Communication Costs	\$6,269
Consumables	\$110,667
Miscellaneous Expense <sup>3</sup>	\$31,108
Professional Development	\$20,068
Equipment/Maintenance/Hire	\$54,788
Property Services	\$38,994
Salaries & Allowances <sup>4</sup>	\$88,632
Support Services	\$59,591
Trading & Fundraising	\$2,108
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,967
<b>Total Operating Expenditure</b>	<b>\$5,874,282</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$515,012</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,237,210
Official Account	\$16,871
Other Accounts	\$53,113
<b>Total Funds Available</b>	<b>\$1,307,194</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$78,332
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$84,248
School Based Programs	\$432,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$320,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,164,580</b>

*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.*