

2020 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).
- 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 2020 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 25 March 2021 at 08:06 AM by Sharon Marmo (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 March 2021 at 08:21 AM by Michael Gibbs (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 2020 our enrolment number was 718 with 29 classes. Banyule PS has 31 equivalent full time teachers, 12 part-time teachers, 3 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. Specialist subjects include: PE, Visual Arts, 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, energy with a focus on biodiversity. The parent community, including school council, is positive and supportive. Together, we work in partnership to ensure the best possible outcomes and learning environment for students is maintained.

Framework for Improving Student Outcomes (FISO)

Key Improvement Strategies identified for 2020 focused on the following areas;

READING

Staff at Banyule primary school have participated in a great deal of professional development in relation to establishing a whole-school Instructional Model for the delivery of Reading. As a result of this work, teachers (and ES staff) continued to support student learning during remote learning in 2020. They provided feedback to students in relation to individual reading goals and associated achievements. All teachers are consistently implementing The Reader's Workshop Model and are using individual goals with students to establish future learning needs.

NUMERACY

Due to remote learning our professional learning plans were modified in 2020. As a result our intended focus on Numeracy was held over. Instead, student welfare became a priority for us, ensuring that all students were being supported and nurtured both academically and emotionally. The school documented Teaching and Learning Protocols for the delivery of Numeracy across the school but this will need to be re-visited in the future. Professional Development for both Literacy and Numeracy is led by the Learning Specialists and will continue to be a focus in the new strategic plan.

VOICE & AGENCY

Teachers were able to establish reading goals with students as a result of individual conferencing both during remote learning and on-site learning. The Teaching & Learning protocols were updated to include student goal setting processes. Student Agency will be a focus in the next Strategic Plan.

Achievement

Although NAPLAN did not take place in 2020, teacher judgements reflected very pleasing results.

English P-6: The percentage of students at or above age expected standards was 97.4% (with similar schools averaging 95.2 and the State average being 86.3)

Mathematics P-6: The percentage of students at or above age expected standards was 97.2% (with similar schools averaging 95.1 and the State average being 85.2)

Students completed tasks during remote learning, including a variety of assessment tasks. Teachers were able to access a variety of online activities and assessment ideas to support student achievement. Teachers will continue to explore on-line activities going forward to enhance or support existing programs.

Engagement

Student absence data in 2020 showed an average of 7.8 absence days for Banyule PS students (compared to 9.8 for similar schools and 13.8 for the state average)

All grade levels at Banyule PS had an average attendance rate of 95% or higher in 2020. We will continue to write newsletter articles to the school community stating the importance of school attendance and lateness. Many families take holidays during the school term and when this happens we support learning by providing a Student Absence Learning plan.

Banyule PS has included Student Voice and Agency as a focus in our new strategic plan to continue to foster student engagement.

Wellbeing

Due to remote learning, Banyule Primary School students did not participate in The Attitude to School Survey in 2020. However, the four-year average results for 'Sense of Connectedness' was 88.0% (compared to 82% for similar schools and 81% for the state average).

The four-year average for Managing Bullying has a 85.7% endorsement from students (compared to similar schools at 80.3% and a state average of 80.4%).

Student health and wellbeing was a priority for all staff during remote learning. Our teaching staff (and ES support staff) remained connected to students throughout remote learning and opportunities were provided for group work where necessary.

Financial performance and position

At the end of 2020, Banyule PS had a surplus of \$786,656 with commitments for most of this revenue including school-based programs, asset replacement and maintenance projects. Due to remote learning and restrictions for adults attending the school site, no fundraising or major school events were held in 2020. No extra-ordinary grants were received during the year that effected our SRP. Equity funding (\$13,842) was used to support our own intervention programs, helping students with identified needs across the school. At the end of 2021, we will be starting our new \$12.386 Million capital works program to complete the school's master plan. This funding was allocated and announced during 2020.

For more detailed information regarding our school please visit our website at
<http://www.banuleps.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 713 students were enrolled at this school in 2020, 343 female and 370 male.

27 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) which takes into account parents' occupations and education.

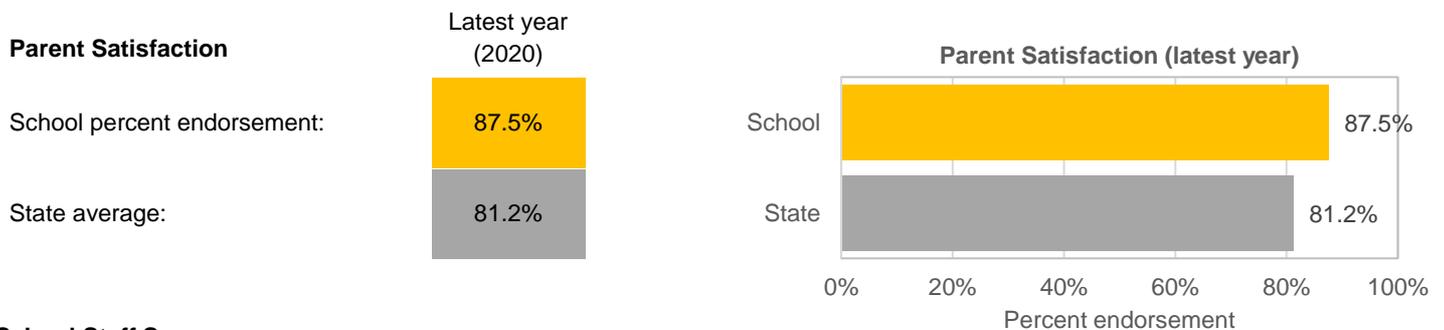
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

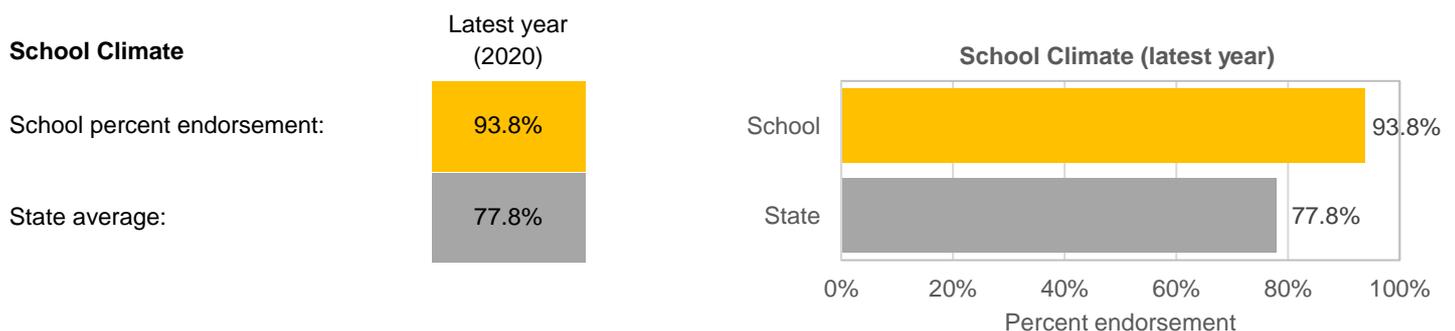


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

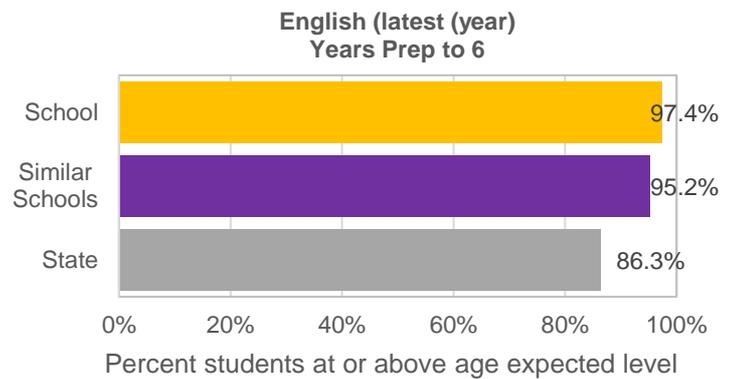
97.4%

Similar Schools average:

95.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

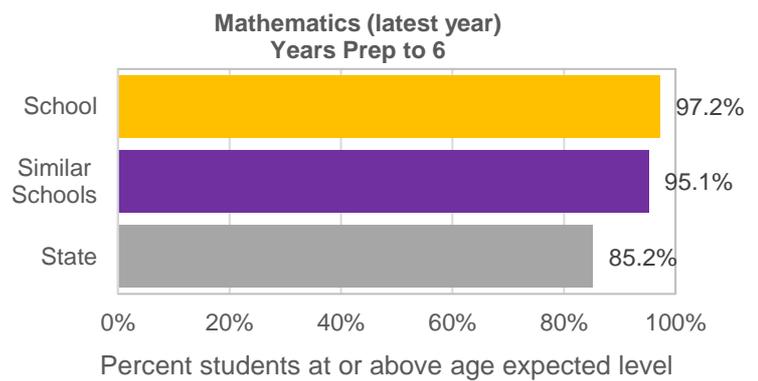
97.2%

Similar Schools average:

95.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

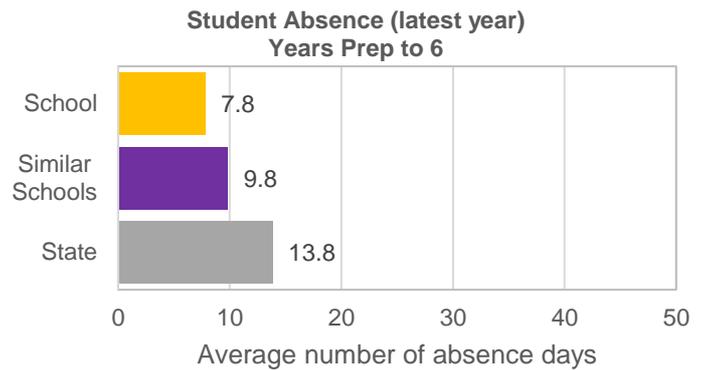
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.8	12.1
Similar Schools average:	9.8	12.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	95%	96%	96%	96%	96%

WELLBEING

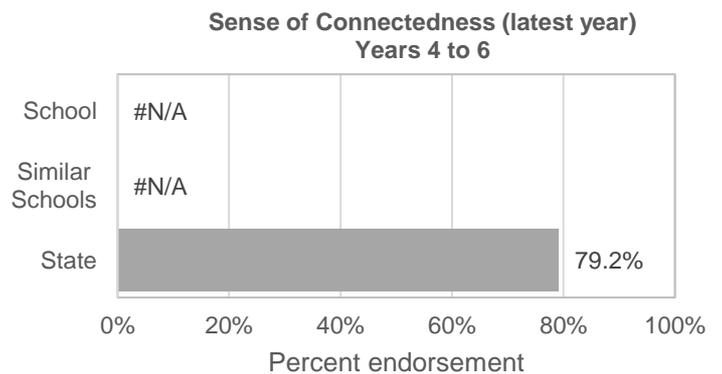
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.0%
Similar Schools average:	NDP	82.0%
State average:	79.2%	81.0%



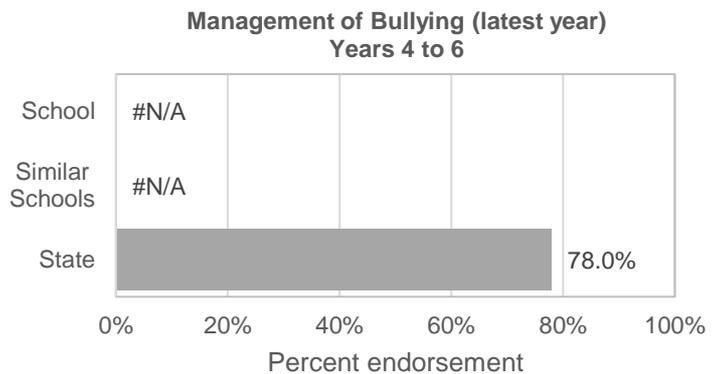
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.7%
Similar Schools average:	NDP	80.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$5,450,090
Government Provided DET Grants	\$646,369
Government Grants Commonwealth	\$1,280
Government Grants State	NDA
Revenue Other	\$6,340
Locally Raised Funds	\$366,154
Capital Grants	NDA
Total Operating Revenue	\$6,470,233

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,734
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$11,734

Expenditure	Actual
Student Resource Package ²	\$5,057,262
Adjustments	NDA
Books & Publications	\$882
Camps/Excursions/Activities	\$19,342
Communication Costs	\$6,864
Consumables	\$99,650
Miscellaneous Expense ³	\$52,382
Professional Development	\$14,309
Equipment/Maintenance/Hire	\$104,764
Property Services	\$116,655
Salaries & Allowances ⁴	\$77,546
Support Services	\$67,943
Trading & Fundraising	\$5,362
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$60,616
Total Operating Expenditure	\$5,683,577
Net Operating Surplus/-Deficit	\$786,656
Asset Acquisitions	\$58,496

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$904,923
Official Account	\$5,983
Other Accounts	\$19,105
Total Funds Available	\$930,011

Financial Commitments	Actual
Operating Reserve	\$92,949
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$18,000
School Based Programs	\$400,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	\$11,000
Maintenance - Buildings/Grounds < 12 months	\$112,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$754,949

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.