

2022 Annual Report to the School Community

School Name: Balwyn North Primary School (4638)



- 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 of the previous calendar year 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 23 March 2023 at 10:19 AM by Tony Stokes (Principal)

- This 2022 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 23 March 2023 at 08:38 PM by William Young (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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

School context

The Balwyn North Primary School vision articulates our focus on providing an engaging and progressive approach to learning through our school values: Strive, Inspire, Belong, that encourage everyone to be their best. Our school vision was collaboratively developed by the whole school community and encompasses our shared work.

Balwyn North Primary School Vision:

In the welcoming environment of BNPS, everyone has a place to be. High expectations for all are achieved through an engaging and progressive approach to education. We foster strong relationships based upon mutual respect with an appreciation for our cultural diversity. We value quality teaching and deep learning to build caring and independent future thinkers.

Balwyn North Primary School proudly provides a highly engaging and differentiated learning environment in which each child is supported to reach their full potential. Our strong academic focus is complemented by a comprehensive wellbeing and student support program that encourages all students to be actively engaged in their learning and to feel connected to the wider school community. At Balwyn North Primary School, we value our strong home-school partnerships and actively involve the whole community in the learning process. We have a diverse and inclusive school community with a rich suite of extra-curricular programs that enhance the learning at Balwyn North. We are proud of being a high performing school and our student learning outcomes regularly exceed state means.

In 2022, the enrolment numbers were 617. The school had 47 full-time equivalent staff: 3 Principal Class, 33 Teachers and 9 Education Support Staff. The school's application of the Victorian Framework for Improving Student Outcomes (FISO 2.0) enabled the school to maintain the focus on learning and wellbeing initiatives. These initiatives were driven by staff teams (Learning & Wellbeing).

The school is proud of its well-resourced and modern classrooms, well maintained specialist facilities and landscaped outdoor learning and play spaces. The academic and co-curricular programs aim to develop the whole child and instil an appreciation that learning is a lifelong process that is both challenging and rewarding. An ongoing focus on all students achieving the best possible learning outcomes in English and Mathematics exists throughout the school. As an authorised International Baccalaureate (IB) Primary Years Programme (PYP) World School, the English and Mathematics programs are complemented by engaging Units of Inquiry that allow students to further develop understandings about the wider world, as well as cultivate the capabilities of a successful learner.

The classroom learning program is enhanced by Physical Education, Mandarin, Visual Arts, Performing Arts and Library specialist programs. Balwyn North Primary School is committed to meeting the needs of all learners, including high-level learning technologies throughout the school and an elective 1:1 netbook program in Years 4-6. We value engagement and as such, we are an accredited eSmart school and a partner school with The Resilience Project.

Progress towards strategic goals, student outcomes and student engagement

Learning

Performance of students at Balwyn North Primary School continued to be high across all curriculum areas in 2022. Through professional learning teams, whole school action teams and school improvement teams, we worked towards further developing teacher knowledge and practice, with an emphasis on routines to support the return to face-to-face learning.

In 2022, the data from the National Assessment Program continued to be exceptional. We performed above the state in all areas assessed by NAPLAN. 2022 Learning Gain data is not available due to NAPLAN not taking place in Australia in 2020. We are particularly proud of our Year 3 Numeracy and Reading results, with the percentage of students in the top 3 bands of testing being above the standard for schools with similar background characteristics (90.5% and 96.0% respectively).

A number of structures were consolidated or established on return to face-to-face learning in 2022. Arrangements for high-quality support programs, such as the Tutor Learning Initiative and English as Additional Language speakers, were effectively implemented to support our students with additional needs. Staff actively participated in professional learning opportunities, focused on learning enrichment and identified students who would benefit from such opportunities. An implementation plan has been created to embed this further.

Throughout Semester 2 our middle leaders worked to establish Professional Learning Communities (PLCs), which prioritises student learning and data conversations. Action cycles were trialled to support this, resulting in a shared document used in PLCs throughout the school. Professional learning sessions have focused on a range of data sets and other assessments on a whole school through

the PLC initiative. Additional professional learning also centred upon effective differentiation strategies with a focus on identifying students for enrichment.

Wellbeing

In 2022, the return to face-to-face learning required adaptation to support the many and varied needs of student wellbeing. Prioritising this work was a focus for the first semester of the year with the implementation of strategies to support a positive school climate. Whole-school wellbeing structures and events were established, such as the BNPS Buddy Program and Education Week activities, to develop connection, belonging and a sense of community. The school continued to collaborate with The Resilience Project, implementing the wellbeing program across the school and provided a Parent Information Evening. Engaging with School Focussed Youth Services to further understand and support student engagement and attendance at school saw the creation of a two-year action plan.

A continued focus remained on re-establishing connections and sense of community throughout Semester 2. This occurred within our student population and wider community with an ongoing focus of schoolwide events and opportunities to promote wellbeing. The continuation of the cross-year level student buddy program enabled connection and development of key interpersonal skills between students. The identification of the scope of work that underlies the school's Wellbeing Approach commenced with the creation of a flowchart for escalating student wellbeing concerns; a clear outline of attendance practices and descriptions of roles in relation to supporting student wellbeing and guidelines for consistently documenting and reviewing wellbeing related concerns. The foundational learning, essential to the development of a BNPS Wellbeing Approach, occurred within the Wellbeing Team. From here, a draft whole school approach to wellbeing was created that included a protocol for referring at-risk students to receive targeted support in a timely manner. Teachers and Education Support staff further developed their knowledge and skills to effectively recognise, respond to and refer students' mental health needs.

Ensuring a strong home-school partnership remained a focus for Balwyn North Primary School in 2022. A range of unique parent engagement strategies continued to be put in place to ensure families have an opportunity to be involved in their child's education, including the Parent Helpers' Course, Welcome BBQ, PYP Exhibition, and Student Led Conferences.

The school values of Strive, Inspire and Belong continue to be exemplified and enacted. Students report positive attitudes towards their schooling, as measured by the Student Attitudes to School survey with a strong endorsement on the 'Sense of Connectedness' factor.

Engagement

Inquiry planning at BNPS remains a central opportunity for students to have agency and ownership in their learning. We recognise that students need to feel a strong sense of resilience, balance and connection to others, in order to succeed and flourish. Our school values of Strive, Inspire and Belong supported the strong focus on wellbeing across the school in 2022. School-wide practices, programs and resources continue to be developed to support students' social and emotional development. 'Leaping Forth at Balwyn North' helped to establish expectations across the school to ensure effective learning environments and support positive relationships. This was particularly important as we returned to full time face to face learning programs. In 2022, we continued our relationship with the 'Resilience Project', delivering this year-long program at all year levels. The school has also investigated and implemented elements of the Respectful Relationships initiative, aimed at promoting and modelling respect, positive attitudes and behaviours. Further landscaping plans were completed in 2022 in collaboration with students and School Council, aimed to provide an inspiring and relaxing play and learning space, in natural surroundings. More extensive plans have been developed for enhancements to the school garden, for implementation over the coming years.

Our engagement with School Focussed Youth Services has ensured a deeper understanding of our school's approach to attendance. Our active participation in the NEVR Attendance Community of Practice enabled us to learn and share further strategies to promote student engagement and attendance.

Ensuring a strong home-school partnership remains a focus for Balwyn North Primary School. A particular highlight of the year was our Year 6 PYP Exhibition, with many families able to engage with their children about their learning throughout the Exhibition process. Our Year 6 students worked in teams throughout the year to identify problems in the world, design solutions, and create and test innovation prototypes. They collaborated to write their own conceptual lines of inquiry and develop questions to respond to these key concepts. Each group had a mentor who was one of our dedicated BNPS staff members. Our students have demonstrated true independence, working in teams and driving their own learning in a manner beyond their years.

In 2023, a continued emphasis will be placed on opportunities for family engagement, including the Parent Helpers' Course, Welcome BBQ, PYP Exhibition, Learning Expos and Student Led Conferences will once again be planned.

Other highlights from the school year

2022 saw the school community come together to engage in the full range of curricular and extracurricular experiences on offer at BNPS, including whole school events and celebrations. A particular highlight was student engagement in the school's comprehensive camp program, which is offered to all students from Foundation to Year 6, which required significant planning and coordination from staff to ensure a safe and engaging experience.

The student production of Matilda the musical highlighted the important role that Performing Arts plays in building confidence and teamwork in all our students at BNPS. Establishing an authentic learning experience through this production provided rich opportunities to learn about how different individual components can contribute to a single goal. It was a clear demonstration of the strong link that we make at BNPS between learning and wellbeing.

BNPS was successful in applying for funding as part of the Inclusive Schools Fund, with engagement of architects in 2022. Plans were put in place for an outdoor inclusive learning space, including a shade structure and timber decking in the current Foundation area, with works anticipated to begin in 2023.

Financial performance

Balwyn North Primary School continues to operate with a surplus budget. Funds are strategically placed into buildings and grounds, learning programs and resources. In 2022, a number of local fundraising activities allowed the school to continue to provide high quality teaching and learning spaces and outdoor areas. Significant planning took place in 2022 to establish a scope of works for a sports courts redevelopment, with additional landscaping which will provide students with a modern and well-designed outdoor play and learning space. This project has been designed so that further stages can be added in the future. The school and students benefit from a high percentage of parents making contributions to the school and our school buildings and learning spaces continue to be a key feature of the learning environment at BNPS. Careful budgeting and maintenance into the future will enable the school to continue to create an environment that supports the best possible learning outcomes for students.

For more detailed information regarding our school please visit our website at
<https://balwynnorthps.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 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 617 students were enrolled at this school in 2022, 285 female and 332 male.

63 percent of students had English as an additional language and 0 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).

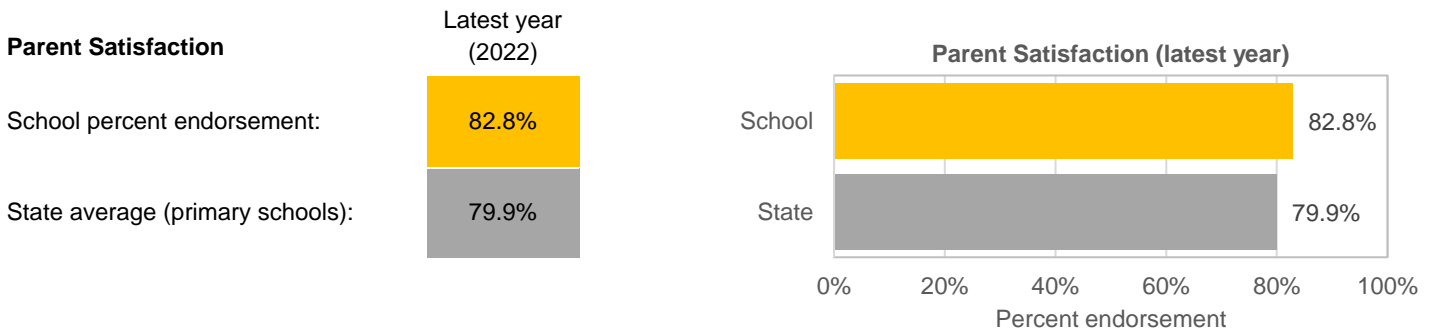
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

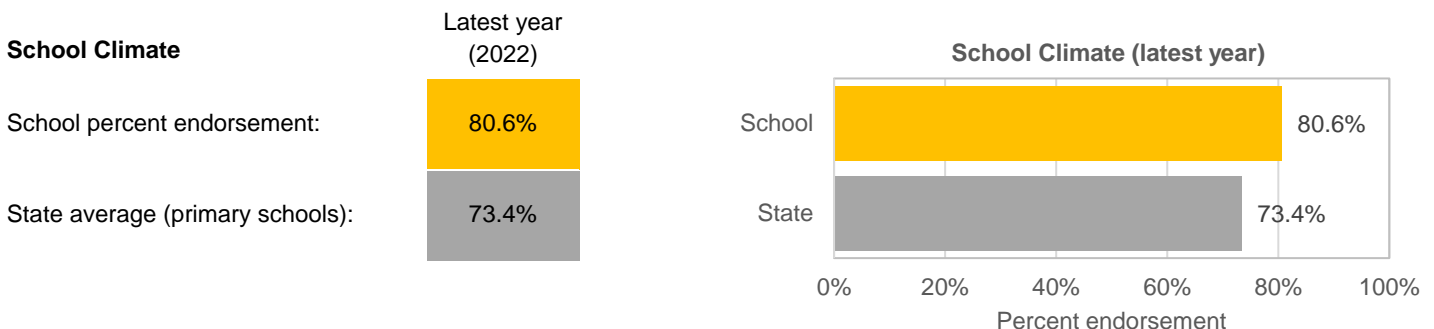


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

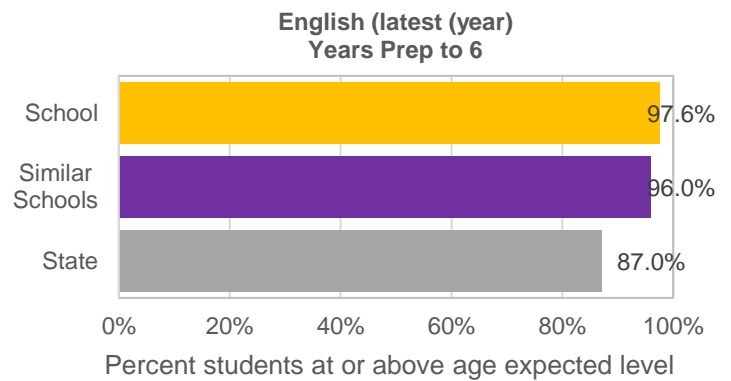
97.6%

Similar Schools average:

96.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

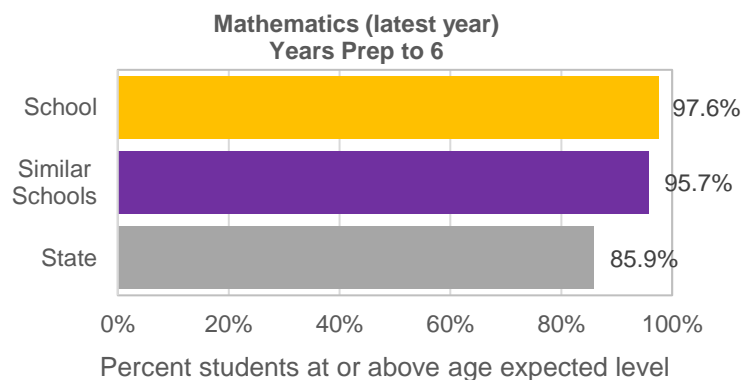
97.6%

Similar Schools average:

95.7%

State average:

85.9%



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.

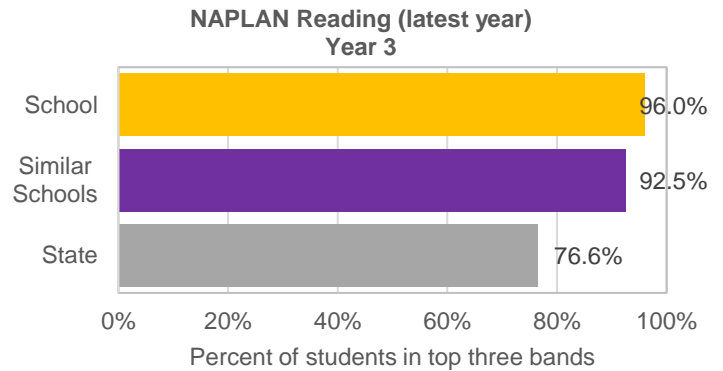
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

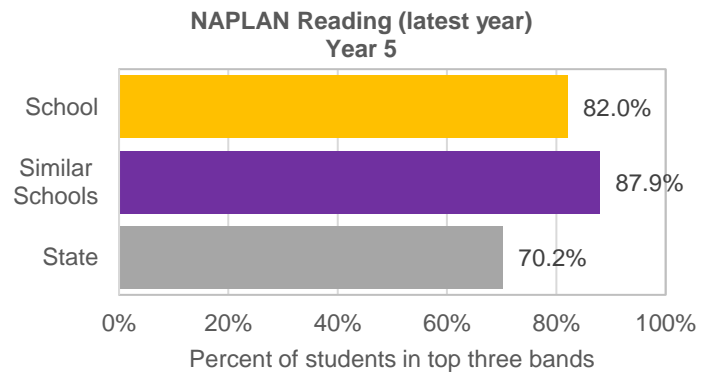
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.0%	91.5%
Similar Schools average:	92.5%	91.4%
State average:	76.6%	76.6%



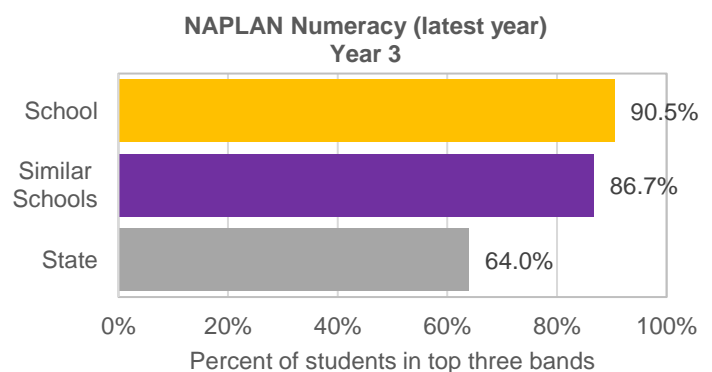
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.0%	84.1%
Similar Schools average:	87.9%	86.7%
State average:	70.2%	69.5%



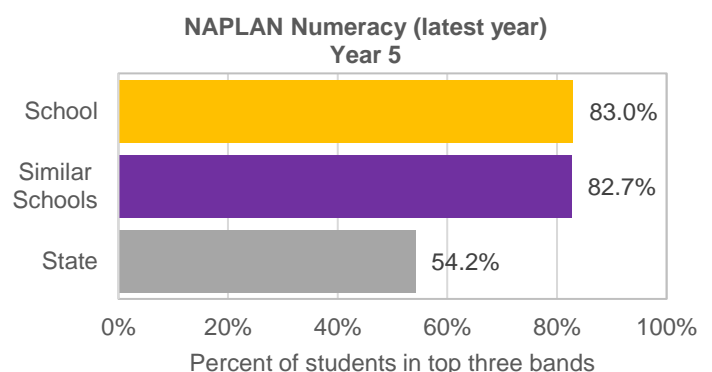
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.5%	86.1%
Similar Schools average:	86.7%	87.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.0%	82.7%
Similar Schools average:	82.7%	83.9%
State average:	54.2%	58.8%



WELLBEING

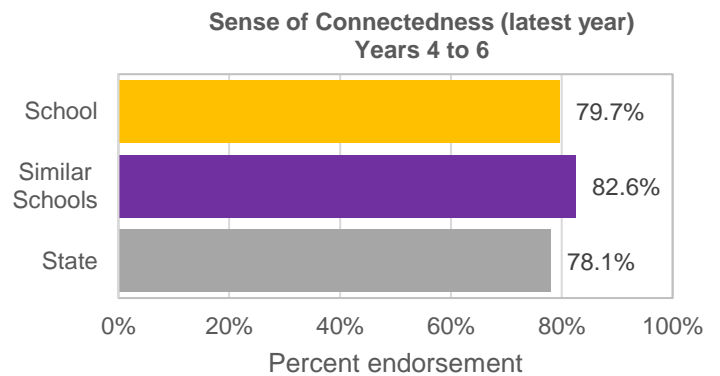
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	79.7%	81.1%
Similar Schools average:	82.6%	83.4%
State average:	78.1%	79.5%

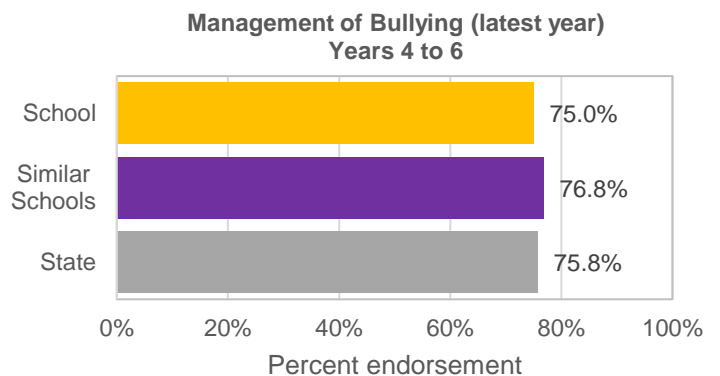


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	75.0%	79.4%
Similar Schools average:	76.8%	79.7%
State average:	75.8%	78.3%



ENGAGEMENT

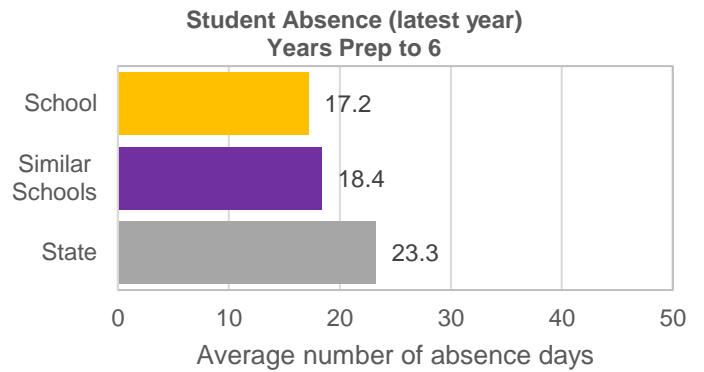
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	17.2	14.6
Similar Schools average:	18.4	13.4
State average:	23.3	17.0



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 (2022):	91%	90%	91%	92%	92%	91%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$6,036,925
Government Provided DET Grants	\$459,532
Government Grants Commonwealth	\$17,900
Government Grants State	\$1,417
Revenue Other	\$27,888
Locally Raised Funds	\$736,840
Capital Grants	\$50,000
Total Operating Revenue	\$7,330,502

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,470
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,470

Expenditure	Actual
Student Resource Package ²	\$4,888,753
Adjustments	\$0
Books & Publications	\$15,515
Camps/Excursions/Activities	\$348,556
Communication Costs	\$6,191
Consumables	\$72,834
Miscellaneous Expense ³	\$46,859
Professional Development	\$15,907
Equipment/Maintenance/Hire	\$104,921
Property Services	\$79,944
Salaries & Allowances ⁴	\$192,771
Support Services	\$175,085
Trading & Fundraising	\$48,555
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,885
Total Operating Expenditure	\$6,034,776
Net Operating Surplus/-Deficit	\$1,245,726
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,420,563
Official Account	\$26,385
Other Accounts	\$226,511
Total Funds Available	\$1,673,460

Financial Commitments	Actual
Operating Reserve	\$181,748
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$105,834
School Based Programs	\$228,511
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,046,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,562,593

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.