

2018 Annual Report to The School Community



School Name: **Billanook Primary School (5193)**



- 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 Regulation 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 2018 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 15 March 2019 at 03:13 PM by **Julienne Legione**
(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 Regulation 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 2018 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 04 April 2019 at 08:30 AM by **Mark Watson** (School
Council President)

About Our School

School context

In 2018 Billanook Primary School began the year with a student population of 415. The school is situated at the foot of Mt Dandenong, providing a beautiful environment for learning and play. We aim to provide a safe, nurturing, dynamic learning community that caters for the uniqueness of each student. We provide an environment and curriculum that challenges students to achieve to their highest potential and that develops the knowledge, skills and resilience to be successful global citizens. Billanook Primary School community has a consistent and positive approach to behaviour and uses the Tribes process and Restorative Practices, to foster a school climate where personal responsibility and self-discipline are developed. The teaching staff of 24 is committed to a whole school approach to teaching, learning and assessment that ensures purposeful and explicit learning for every student, ably supported by our ES staff. Classroom programs are enhanced and supported by specialist teachers in Literacy, Visual and Performing Arts, German language and Physical Education. Billanook Primary School has attractive air conditioned classrooms and is well equipped with a range of indoor learning spaces, developed play spaces featuring students' artwork and a high quality ICT platform, including surround sound systems in many classrooms enhancing oral language, hearing acuity and auditory processing.

Framework for Improving Student Outcomes (FISO)

During 2018, our school selected to focus on the improvement initiatives of Curriculum Planning and Assessment and Building Leadership Teams. The Key Improvement Strategies included Develop an agreed instructional model to be used F-6 beginning with writing, Build a guaranteed & viable curriculum to enhance student learning, with a focus on writing and Build a leadership structure which enhances leaders' capacity to lead and implement change. We recognised the value of building middle leadership, supporting many staff to undertake professional learning in building leadership capacity. The Network provided Inspire program, the DET supported Professional Learning Communities initiative and the Bastow Create Middle Leaders course were all attended by various members of staff, building leadership capacity and the power to influence and implement change. As a whole staff our focus on the Writing component of the English curriculum has seen an increase in confidence in delivery of this curriculum, greater consensus on technique and pedagogy and moderation within and across levels. We used two Curriculum Days to support further learning in this area.

Achievement

More consistent pedagogy at Billanook PS is being achieved through team based planning and an annual professional learning program for all staff. We utilise our 2 principal class, 22 teachers and 6 Education Support staff to promote high expectations of student achievement, through increased levels of support, enhanced personalised learning, and student responsibility for learning and student voice. Intervention strategies and support for students below and above expected levels continues to be a focus with resources of teachers and aides being allocated to areas of need. Teacher assessments show that from Foundation to Year 6 the majority of our students are performing at or above the expected level. Our 2018 Year 3 NAPLAN results showed some mixed results with some improvements such as the percentage of students in the top 2 bands of reading but also some curriculum areas needing attention. To support higher levels of growth at Level 3, the school has mandated an instructional practice model. Teachers will be supported in planning and preparation by our Learning Specialist. Combined planning time has been allocated within the daily timetable.

The learning gain is positive, with many students performing above the expected levels. We are particularly pleased with the high learning gain shown from Year 3 to year 5 in all domains. Staff are constantly challenged to maintain the momentum of success with a strong commitment to school based professional learning utilising DET best practice models. All our PSD students have experienced success in their learning, showing satisfactory or above progress in achieving their individual goals. In 2019 we will focus on formative assessment, working with other schools in our Network to build our knowledge of student learning and teaching to the point of need.

Engagement

At Billanook Primary School we provide a safe, secure school environment, characterised by positive teacher/student relationships, fostering in students a sense of belonging and self-worth. Teachers engage students in stimulating learning that ensures a greater level of personal learning opportunities, improved problem solving and an increased understanding of critical and creative thinking. This can be seen in the choices offered through play based investigative learning to more focused inquiry in the upper classes. The whole school inquiry planner is utilised by all classes, enabling student led wonderings and investigations. The culminating tasks have been at their best when including authentic learning such as the Kidpreneur market and the health expo. Opportunities are provided for involvement in special classes and lunch time activities. We offer widely diverse student leadership roles where students are responsible for particular elements of school life such as conducting school tours and assemblies. Student leaders lead assemblies and represent the school at community functions. Students throughout the school were involved our school production of Jack and the Beanstalk, enabling them to showcase their performance skills. Student interests are further catered for through the Clubs program, elite sporting events, Yarra Valley FM and art and writing competitions.

Wellbeing

At Billanook Primary School we promote student wellbeing across all areas of the school through the integration of Tribes, chaplaincy support and specific targeted programs. Students in need are supported through a range of visiting specialist staff and external resources. We implement a school wide Tribes focused 'Settle In' program at the beginning of the school year, promoting inclusion, safety and a sense of belonging. Our whole school behaviour management strategy emphasises responsibility and respect providing a positive and encouraging work environment. Each fortnight our whole school assembly has a wellbeing focus. In 2018 these have included cybersafety, bucket filling (kindness), resilience and friendship skills. Special events showcase talents and highlight achievements with the community present. Team planning is a focus, developing a curriculum using the latest technologies and research. Pleasingly through regularly raising the profile of the importance of school attendance in newsletters, reports and at parent evenings, student attendance is higher than the State mean. Absences are consistently followed up and noted in both mid and end of year reports. Students with 100% attendance were acknowledged at our school assemblies. Our Student Wellbeing leader and team meet regularly to ensure we have a planned consistent approach to wellbeing. Our student survey results show improvement in Effective classroom behaviour, Attitudes to attendance and managing bullying. Parents have attended a session on Raising Girls and informed about wellbeing matters in the school newsletter. The Parent Survey results shows a 95% endorsement for Managing Bullying

Financial performance and position

Billanook Primary school is in a strong financial position managing the funds received. We ended our year with a surplus due to the employment of some graduate teachers. We funded extra ES staff to support Foundation students for the first term of school. Equity funding was used to support literacy and chaplaincy support. Fundraising from our Parents' Club supported refurbishment of the library and equipment chosen by the students representing the Junior School Council. A School Pride grant was expended with the completion of a new front entry to the school providing shelter, bike racks and lighting.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 415 students were enrolled at this school in 2018, 208 female and 207 male.

1 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>56%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>61%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>32%</td> <td>48%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	49%	27%	Numeracy	27%	56%	18%	Writing	14%	61%	25%	Spelling	18%	55%	27%	Grammar and Punctuation	20%	32%	48%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	93 %	91 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	93 %	91 %	94 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,921,395	High Yield Investment Account	\$373,976
Government Provided DET Grants	\$412,230	Official Account	\$70,581
Government Grants Commonwealth	\$116,120	Total Funds Available	\$444,557
Revenue Other	\$27,485		
Locally Raised Funds	\$499,657		
Total Operating Revenue	\$3,976,886		
Equity¹			
Equity (Social Disadvantage)	\$24,345		
Equity Total	\$24,345		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,865,984	Operating Reserve	\$149,434
Books & Publications	\$1,170	Funds Received in Advance	\$115,130
Communication Costs	\$10,775	School Based Programs	\$13,494
Consumables	\$106,299	Asset/Equipment Replacement < 12 months	\$100,000
Miscellaneous Expense ³	\$173,587	Capital - Buildings/Grounds < 12 months	\$66,500
Professional Development	\$24,716	Total Financial Commitments	\$444,557
Property and Equipment Services	\$195,358		
Salaries & Allowances ⁴	\$315,598		
Trading & Fundraising	\$77,931		
Travel & Subsistence	\$449		
Utilities	\$46,123		
Total Operating Expenditure	\$3,817,991		
Net Operating Surplus/-Deficit	\$158,894		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

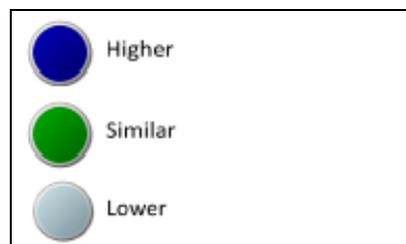


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').