2019 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 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 2019 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 17 March 2020 at 03:25 PM by Michael Puddy (Principal)

The 2019 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 20 March 2020 at 11:52 AM by Mark Watson (School Council President)

About Our School

School context

This is the final year of our school strategic plan where the goals of: improving student learning outcomes in literacy and numeracy, with an emphasis on writing, enhancing effective teaching teams and leadership capacity to maximise student learning, build the capacity of students to be resilient, socially responsible and respectful in their relationships and increase students intellectual engagement and self awareness have been the focus. We look forward to further analysing our intended goals in our 2020 School Review and setting the direction for the next four years.

In 2019 Billanook Primary School began the year with a student population of 440 which is well up on the previous years total 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. The 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 22 are committed to our whole school approaches underpinned by our developing instructional model. We provide a comprehensive and sequential curriculum, our priority learning areas include Literacy, Numeracy, Humanities and Science, all taught with an inquiry focus. Our teachers provide classroom based intervention and extension as part of our differentiated learning approach. We have a tiered model of literacy intervention which includes classroom based, localised support and a structured literacy intervention program. Classroom programs are enhanced and supported by specialist teachers in 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 2019, our school selected to focus on the improvement initiatives of Curriculum Planning and Assessment, Empowering Students, Building School Pride and Building Practice Excellence. The key improvement strategies included: develop an agreed instructional model to be used F-6 beginning with writing, build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of need and increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.
A curriculum day was devoted to the introduction of the SMART Spelling approach. This ensured the whole school was implementing an evidenced based, highly effective approach to develop the foundations of literacy learning such as the importance of providing explicit phonics based instruction at all levels of the school and building on the strong foundations by extending the learning as the children progress through the school. A Data Wall was developed to provide a point of discussion during staff level meetings and to monitor student achievement as a base for informed teacher planning and teaching. The Professional Learning Communities cycle of inquiry was used to identify instructional model strengths and gaps, establish goals and progress indicators at SIT, PLT and Team levels. Learning Walks were introduced as a way of ensuring consistency of practice excellence. A network curriculum day was well received as the focus was on formative assessment. This day of professional learning was supplemented by a further curriculum day to support further learning in this area. The formative assessment practices across the school have improved significantly as evidenced in teacher planning documents. Teacher knowledge and capacity to plan and implement using the Critical and Creative Thinking curriculum was developed through a dedicated curriculum day. Teachers capacity to plan and implement a curriculum that engages and challenges all students was the focus of the day. Key resources (graphic organisers, visible thinking, coding) that underpin the explicit teaching of critical and creative thinking were implemented. All staff also completed the High Improvement Teaching Strategies self assessment tool and participated in collegiate visits and observations to focus on the High Improvement Teaching Strategies.

Achievement

Teacher assessments show that from Foundation to Year 6 the majority of our students are performing at or above level. NAPLAN data from 2019 indicates that we have a high percentage of children achieving in the top two bands in Year 3 (67% in Reading, 51% in Writing and 48% in Numeracy) however this isn't maintained in Year 5 (33% in Reading, 21% in Writing and 33% in Numeracy.) Although these aren't matched cohorts, what it does demonstrate is that significant work is required to ensure our high achieving students continue to achieve throughout their time at our school. Areas for concern include our lack of growth for our lower achieving students (Spelling 38% of children made low growth from Year 3 to Year 5 and Numeracy 32% of children made low growth from Year 3 to Year 5.) Those students who aren't meeting level expectations in literacy are tracked and provided appropriate support through our tiered literacy intervention program. We have experienced less of our Foundation children requiring literacy support this year which we put down to the introduction of our structured phonics approach. We have also intervened earlier to pick up those children who require support from Term 1. A more consistent approach to the teaching and learning of phonics has flowed into other areas such as writing and reading. As our children are more readily segmenting and blending their sounds they are more willing to have a go at writing interesting and difficult words. The next steps are to introduce an instructional model for reading, update our current assessment schedule to better reflect our phonics based approach to the teaching of reading and spelling and ensure consistency across all classrooms. Combined planning time has been introduced and will be led by our Learning Specialists. A dedicated planning room has also been established so that all required resources are available when planning. Our highly able students will continue to be recognised and challenged in the classroom and through our extension program. Their learning will include explicit teaching at their level in the classroom and more opportunities to work with like minded students in a group setting. Our staff are constantly challenged to maintain and expand on the momentum of success with a strong commitment to school based professional learning. All our PSD students have shown considerable growth within their learning showing satisfactory or above progress in achieving their individual goals. In 2020 we will work on building teacher capacity to collaboratively plan, teach and assess according to the agreed instructional model and ensuring that the instructional models are embedded into classroom practice. We will also develop our middle leaders capacity to more effectively lead their teams and areas across the school.

Engagement

While overall students' attendance is at a comparable level to other schools with similar backgrounds and above the state average (we have 24% of our children had more than 20 days absent from shcool, state average is 27%) we consider this to be an area where we want to further improve. Our attendance data reveals substantial absence due to overseas holidays and visits. Our data also shows a significant proportion of our absences were from one family. The school engaged with the regional office to support this particular family's attendance. In all communication the school highlights the importance of daily attendance for improved student learning. Our students have indicated that they have a high level of social engagement with our school. The results of the Students Attitudes to School Survey show continued improvements in these areas comparable to other schools, inclusion (96% positive), student belonging and connectedness (85% positive) and student voice and agency (75% positive). We believe school should be a positive and enjoyable experience, free from all forms of harassment. With this in mind, we have adopted a Restorative Approach to behaviour management and continue to implement the Tribes process across the school including a two week settling in program and the beginning of the year, Tribes multi-age groups and consistent expectations through the Tribes agreements. Restorative approaches are innovative ways to build caring communities around students whilst not accepting harmful behaviour. In other words, supporting people to take responsibility for their actions and repair any harm that has been done. Our teachers engage students in stimulating learning that ensures a greater level of personal learning opportunities and an increased understanding of critical and creative thinking. This can be evidenced through the choices that are provided in the junior classes through developmentally appropriate play based learning investigations to more focused inquiry based learning in the senior school. Our student leadership program has continued to offer our children a range of leadership opportunities. Our school captains lead assembly, our sports captains assist with the PE program, our Sustainability leaders lead initiatives across the school and our tribes captains role model appropriate behaviour and lead our Tribes program. Student interests are further catered for during our Clubs programs, elite sporting events, Yarra Valley FM, art, writing and academic competitions.

Wellbeing

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult, if not impossible. In 2019, the school continued to promote a positive learning environment for all students. The school's student wellbeing approaches are highly regarded, including a very consistent whole school wellbeing approach through our Tribes program, our beginning of year settle in program, student mentors, multi-age Tribes groups and our buddies program. Our whole school behaviour management strategy emphasies responsibility and respect providing a positive learning environment. Our classrooms are calm and settled and our children ready to learn. Our Assistant Principal leads our whole school student wellbeing approach with the support of a teacher who has time out of the classroom to focus on student and staff wellbeing. Our children and staff are also supported by our school chaplaincy program and visiting specialist staff. Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, 95% of parents believe that the school promotes positive behaviour, 88% of parents are positive about their general satisfaction of the school and 87% are positive about the confidence and resiliency skills their child has developed. To build parent involvement and provide more parent voice in the school we ran a Parent Helpers Program for Foundation parents to enhance understanding of how to assist their student at home and we hosted a community conversation where parents where invited to give their opinions on a variety of topics. The staff satisfaction, according to the School Staff Survey indicates that 79% of our staff are positive about staff safety and wellbeing. This has been a focus of our student wellbeing leader who has organised staff events and professional learning to support staff wellbeing. The student Attitude to School survey indicates improvements in effective classroom behaviour (up to 87% positive) and advocacy at school (up to 94%). Our future directions are to continue with our extensive response to student wellbeing.

Financial performance and position

Billanook Primary School maintained a very sound financial position throughout 2019. The 2016-2019 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of $60,500 in our staffing component (see cash component in attached financial report). This surplus occurred through a workforce of mostly beginning and graduate teachers.   An amount of equity funding was spent on continuing to provide literacy support and the school chaplaincy program. The school funded additional ES staff to support Foundation children for most of the year. The Literacy support teacher also spent part of her allocated time in the Foundation classrooms. Fundraising from our Parent's Club supported refurbishment of our courtyard area, including synthetic grass, outdoor games and a mural. Major building projects for 2020 include the refurbishment of the 3/4 classrooms, replacing the partitions in the girl's toilets and the design and construction of a new retaining wall near the oval. Both of our Learning Specialists will be allocated time out of the classroom in 2020 to support teacher planning and to mentor and coach staff.

For more detailed information regarding our school please visit our website at
https://billanookps.vic.edu.au/principals-welcome/

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 440 students were enrolled at this school in 2019, 212 female and 228 male.

1 percent were EAL (English as an Additional Language) students and 1 percent 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.

| low | low-mid | mid | high |

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: ◆ | Key: | Similar School Comparison
● Above   ● Similar   ● Below |

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Above Above

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 20 % / 52 % / 28 % Low / Medium / High **Numeracy** 32 % / 37 % / 31 % Low / Medium / High **Writing** 15 % / 64 % / 20 % Low / Medium / High **Spelling** 38 % / 48 % / 14 % Low / Medium / High **Grammar and Punctuation** 19 % / 48 % / 33 % Low / Medium / High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% (Low) / 50% (Medium) / 25% (High) Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ▬▬▬ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▬▬▬ 50 Few absences <------> Many absences	Above ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	94 %	92 %	92 %	93 %	92 %	94 %	87 %	

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: ◆ | Key: | Similar School Comparison
● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Above ⬤
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Above ⬤

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, 2019	
Revenue	**Actual**
Student Resource Package	$3,192,029
Government Provided DET Grants	$454,014
Government Grants Commonwealth	$110,067
Revenue Other	$29,445
Locally Raised Funds	$492,116
Total Operating Revenue	**$4,277,672**

Equity[1]	
Equity (Social Disadvantage)	$26,150
Equity Total	**$26,150**

Expenditure	
Student Resource Package[2]	$3,129,462
Communication Costs	$9,015
Consumables	$111,433
Miscellaneous Expense[3]	$210,280
Professional Development	$19,242
Property and Equipment Services	$138,013
Salaries & Allowances[4]	$320,098
Trading & Fundraising	$120,117
Utilities	$45,574
Total Operating Expenditure	**$4,103,233**
Net Operating Surplus/-Deficit	**$174,438**
Asset Acquisitions	**$132**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$531,964
Official Account	$32,394
Total Funds Available	**$564,359**

Financial Commitments	
Operating Reserve	$148,666
Other Recurrent Expenditure	$539
Funds Received in Advance	$181,038
School Based Programs	$38,681
Asset/Equipment Replacement < 12 months	$100,000
Capital - Buildings/Grounds < 12 months	$130,000
Total Financial Commitments	**$598,925**

(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 26 February 2020 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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

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').