

2020 Annual Report to The School Community



School Name: **Banyan Fields Primary School (3613)**



- 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 29 April 2021 at 10:27 AM by Elaine Lesiuk (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 29 April 2021 at 10:39 AM by Jacqui Allan (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

Banyan Fields Primary School is located in Carrum Downs in the City of Frankston, in the South Eastern suburbs of Melbourne, approximately 51 kilometers from the Melbourne Central Business District, and is part of the Northern Peninsula Network of schools. The School Values include: Belonging, Resilience, Ambition, and Integrity. Our mission is to provide quality teaching and learning where children become confident, enthusiastic learners and socially competent, community builders. The school grounds include two main buildings with additional portable classrooms, a gymnasium, a multipurpose hall and an Outside School Hours Care building. The grounds include four playgrounds, a double basketball court, and oval, and a newly acquired additional open space. Enrolments are currently stable around 700 students. The staffing profile at Banyan Fields currently includes an Acting Principal, 2 Assistant Principals, 2 Leading Teachers, 3 Learning Specialists, 39.5 teachers, 17 Education Support Staff and 4 Office Administration Staff. There are currently no identified ATSI staff. The Student Family Occupation (SFO) category is 0.5426 and the Student Family Occupation Education (SFOE) index was 0.4798 in 2019. The school provides an accredited Out of School Hours Care program. All students participate in weekly specialist classes in Science, Physical Education, Visual Arts and Auslan.

During 2020 students had a modified curriculum due to COVID-19, which included a large period of time engaged through Remote Learning. This significantly impacted on student and community engagement.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO)

Due to the move from onsite to remote Learning for a large portion of 2020 the priorities shifted to transition and implementation of Remote and Flexible Learning with a focus on Teaching and Learning and Wellbeing.

Strategies that were used to address this priority during remote and Flexible Learning;

- Development of documentation for Staff and parents on the expectations for Remote and Flexible Learning.
- Monitoring of content through digital platforms by the leadership team
- Monitoring of student engagement during remote learning for both classroom and specialist programs during remote learning
- Modification of curriculum content and School Wide Positive Behaviour to support student success and engagement
- Focus on building teaching capacity in the opening, explicit teaching and small group instruction components of the instructional model and how this could be utilised during Remote and Flexible Learning
- Implementation of communication strategies like email, phone calls and video conferencing to engage both students and parents

Once Students returned to onsite learning the following strategies were used;

- Building teacher capacity in Data Literacy to support Professional Learning communities implementation
- Building teacher capacity in School Wide Positive Behaviour including the development of behaviour support plans
- Strategies to re-engage students with onsite learning with a focus on wellbeing re-engagement and academic re-engagement
- Ensuring that accurate assessments and data were used to find student point of need following Remote and Flexible Learning

Achievement

During 2020 Banyan Fields Primary School began the journey into building teacher capacity in Professional Learning Communities during the Data Wise Inquiry model. The focus of this ongoing work is on improving student outcomes.

NAPLAN was not conducted in 2020 across Victoria.

Due to the implementation of Remote Learning, there was as strong focus on building connections and communication between home and school, as well as student re-engagement in school once onsite learning recommended. During term 4 the focus was also on learning catch up and extension to support those students who due to remote learning required additional support.

In 2020 there was 28 students funded through the Program for Students with Disability and 12 students funded through the Koorie Literacy and Numeracy Program. Additional support for these students was provided through termly individual education plans and behaviour support plans, these plans were reviewed termly during Student support Meetings. Targeted intervention was provided for these students, through Education Support Staff or small intervention groups. In addition to this, selected students in Year 1 and 2 were provided with either Reading Recovery, targeted literacy intervention through the Language Support Program or small group Koorie Support Program.

During term 1 and 4 Teacher focus was on embedding expectation of our instructional model. Term 2 and 3 was focused on providing targeted learning opportunities during Remote Learning, through modified remote instructional model. To support this work a significant amount of work was put into building teacher capacity in delivering a consistent remote learning program through digital platforms. This work was monitored at a whole school level by the Assistant Principal and at the team level by Learning Specialists and Team Leaders.

Engagement

In 2020 student engagement in learning was a keen focus for our school around the FISO priority of building a positive climate for learning and our specific goal of improving engagement for all students. With so much of the year requiring adaptation and flexibility as we transitioned between remote and flexible learning and being on-site student engagement was at times measured using different metrics. The data sets referenced in the report and targets set were difficult to address while being remote and continue to be a focus in the school including increased student confidence in how bullying is addressed and increased student voice and advocacy.

As much of our student attendance data was completed by checking in remotely and submitting completed learning tasks in 2020 there were many initiatives and supports implemented by the school including; loaning 157 Devices; completing 109 Student support group meetings across term 2 and 3; Our Chaplain continuing to support over 40 individual students; facilitating attendance on site for students who were deemed vulnerable; supporting 80 individual students with additional education support phone calls and adapting our protocols and teacher communication to improve student access to the learning materials.

In addition to these strategies the school continued to monitor students and families who became disengaged during remote learning and the return to being back on site. The school participated in a regional Community of Practice - The leadership and wellbeing team followed a tiered response to attempt re-engagement and contacted families individually to address these concerns and provide support. For some students an individual attendance plan was developed and where appropriate additional referrals were made.

Opportunities for students to participate as school leaders was reduced in relation to previous years however the school still elected our student school leaders, SRC representatives, Community Leaders and House Captains who were positive role models for our school despite reduced opportunities.

In 2020 a number of our normal programs including Breakfast Club and Food for Everyone were impacted significantly by the additional restrictions the school put in place however still ran for most of term 1 and are returning in 2021 thanks to our pool of volunteers.

Wellbeing

The focus in regards to wellbeing shifted significantly due to remote and flexible learning. The school continued the implementation of School Wide Positive Behaviour Systems implementation including creating a matrix for working remotely. The school continued to work with a Positive Schoolwide Behaviour Coach and has progressed further along the schools action plan including implementing a positive incentive scheme 'Banyan Bucks'. The school consistently tracks both minor and major

incidents both in the classroom and outside and uses this data to plan for and support the teaching of positive schoolwide expectations.

The student attitudes to school survey was conducted slightly differently due to the remote nature of much of the year and showed that our school was still achieving similar results to similar schools in school connectedness and student engagement and motivation. This was positive considering all the changes the students faced in 2020. The results also supported that the majority of our students feel safe at school and trust our teachers and staff to support them when there is an incident at school.

Our school adapted our transition programs to meet the varying operations guides and still managed to have students take part in their orientation programs at Foundation and Grade 6 level by working with secondary schools and local kindergartens.

The school employed an Assistant Principal Wellbeing in 2020 to continue to support the wellbeing needs of the school, supported by a leading teacher, learning specialist and staff wellbeing team. The school continued to implement and has sustained all Child Safe Standards, meeting all VRQA and Child Safe Standards in preparation for the school review.

Financial performance and position

During 2020 Banyan Fields Primary School has continued to carry forward a significant surplus. This is largely due to careful financial management undertaken by the substantive Principal. Appropriate spending of these funds to target student learning outcomes is a priority for this school. Spending of funds during 2020 was consistent with Department policies and School Council approvals. The 2020 Annual Implementation Plan (AIP) provided the framework for how school spending was allocated. The library space is now complete, and money has been spent resourcing this area with furniture and books. Resourcing will continue during 2021 and beyond.

However, during 2020 due to COVID-19 and hence an extended period of remote learning, money was at times redistributed more appropriately on a needs base. Equity funding was allocated appropriately to provide additional supports for identified students and families.

The Facilities and Finance Sub-committees of School Council were formed and began working on a plan for appropriate expenditure moving forward. Money was spent on rejuvenating and upgrading facilities, which included the appointment of a Garden/Maintenance staff member.

The School engaged with the Resilience Project in preparation for the 2021 school year.

For more detailed information regarding our school please visit our website at www.bfps.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 684 students were enrolled at this school in 2020, 336 female and 348 male.

21 percent of students had English as an additional language and 3 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.

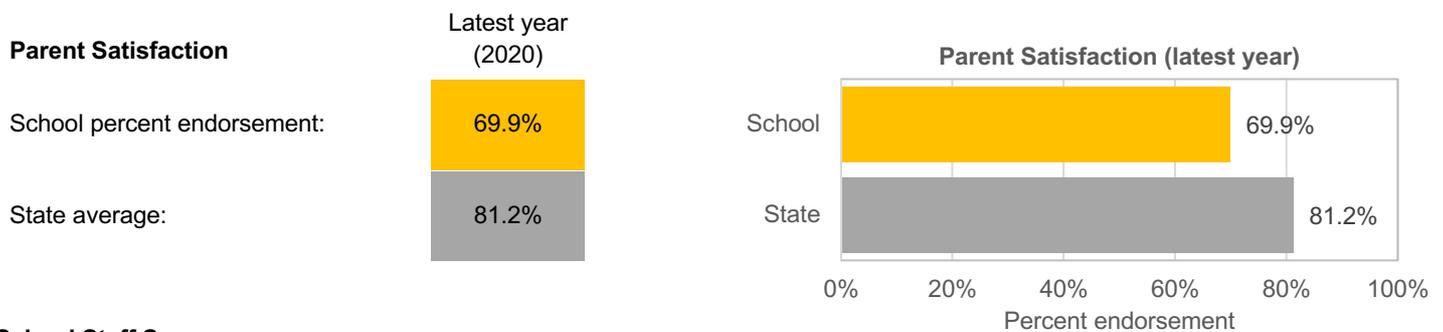
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

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.

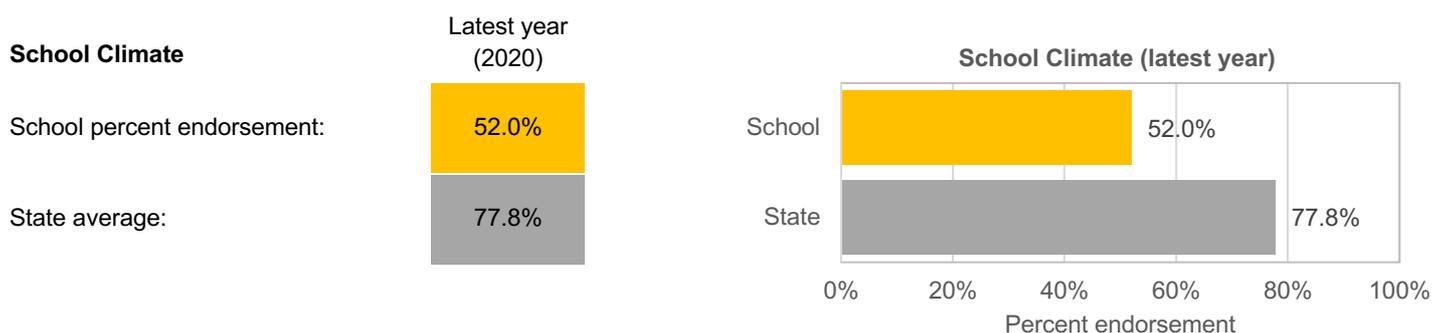


School Staff Survey

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:

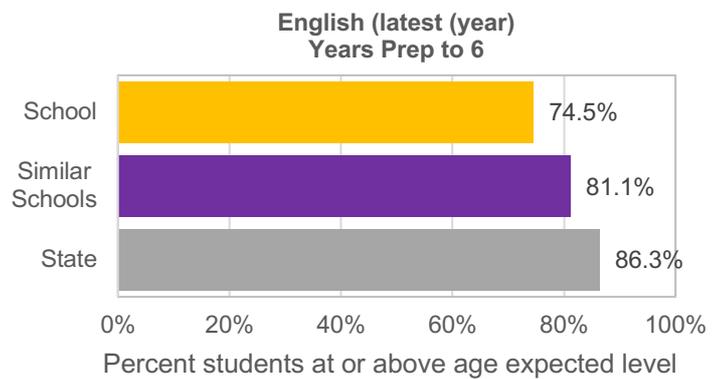
74.5%

Similar Schools average:

81.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

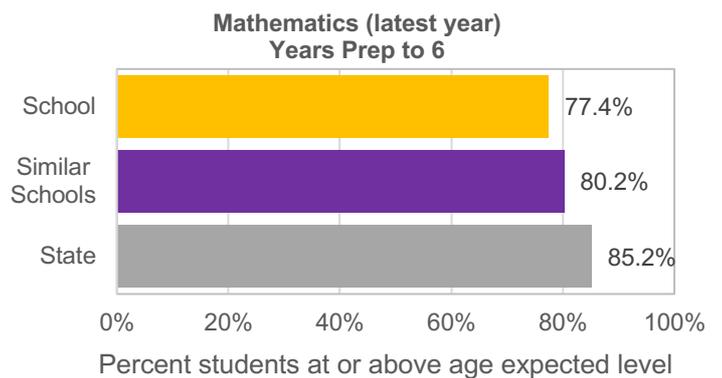
77.4%

Similar Schools average:

80.2%

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

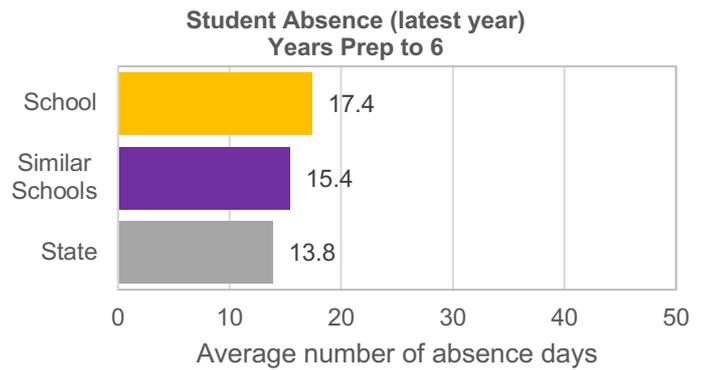
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.4	15.9
Similar Schools average:	15.4	16.1
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):	92%	90%	92%	91%	91%	91%	90%

WELLBEING

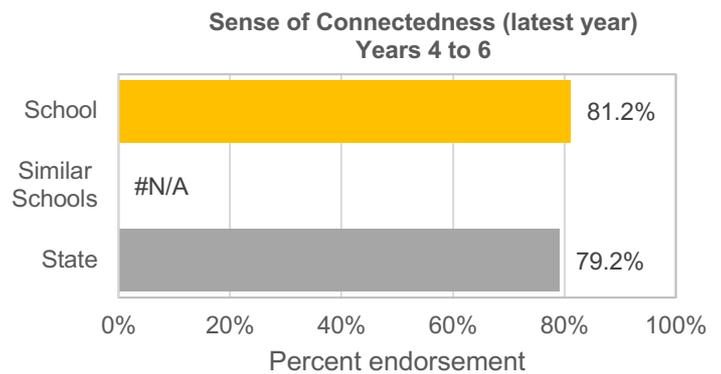
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	81.2%	77.9%
Similar Schools average:	NDP	79.8%
State average:	79.2%	81.0%



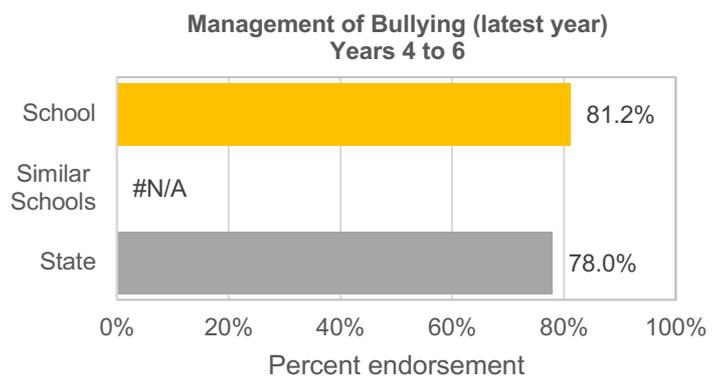
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	81.2%	77.1%
Similar Schools average:	NDP	78.9%
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	\$6,905,623
Government Provided DET Grants	\$996,103
Government Grants Commonwealth	\$1,800
Government Grants State	NDA
Revenue Other	\$8,788
Locally Raised Funds	\$123,340
Capital Grants	NDA
Total Operating Revenue	\$8,035,654

Equity ¹	Actual
Equity (Social Disadvantage)	\$413,822
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$413,822

Expenditure	Actual
Student Resource Package ²	\$5,875,107
Adjustments	NDA
Books & Publications	\$15,581
Camps/Excursions/Activities	\$8,791
Communication Costs	\$9,944
Consumables	\$117,944
Miscellaneous Expense ³	\$25,174
Professional Development	\$32,509
Equipment/Maintenance/Hire	\$128,050
Property Services	\$348,392
Salaries & Allowances ⁴	\$77,118
Support Services	\$387,988
Trading & Fundraising	\$6,883
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,273
Utilities	\$61,979
Total Operating Expenditure	\$7,096,735
Net Operating Surplus/-Deficit	\$938,920
Asset Acquisitions	\$15,661

- (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	\$786,333
Official Account	\$29,637
Other Accounts	NDA
Total Funds Available	\$815,970

Financial Commitments	Actual
Operating Reserve	\$149,272
Other Recurrent Expenditure	\$425
Provision Accounts	NDA
Funds Received in Advance	\$99,400
School Based Programs	\$108,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$682,597

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.