

2021 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 2021 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 07 April 2022 at 12:01 PM by Bethany Jackson (Principal)

- This 2021 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 19 April 2022 at 01:50 PM by Jade Russo (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Banyan Fields Primary School is located in Carrum Downs, 6km north of Frankston. The mission of Banyan Fields Primary School is to provide quality teaching and learning where children become confident, enthusiastic learners and socially competent community builders. Our school values are Belonging, Resilience, Ambition and Integrity and these concepts are promoted amongst staff, students and the broader school community.

The 2021 school year saw some change to the workforce composition at Banyan Fields Primary School. This included the appointment of an Acting Principal who was replacing the substantive Principal while on maternity leave until the beginning of Term 4 of 2021. School Leadership also consisted of 2 Assistant Principals, 3 Learning Specialists and a Leading Teacher. 39.5 FTE teaching staff, 16 Education Support Staff and 5 Office Administration Staff also made up the Banyan Fields Primary School staff team. Three staff were tagged to the Tutor Learning Initiative program that was established in response to the interruption caused by COVID19 on schools. There were two Aboriginal and Torres Strait Islander Staff members employed at Banyan Fields Primary School during the 2021 school year. The school was further supported by provision of service from a Chaplain, Psychologist, Occupational Therapists, Speech Pathologist as well as various NDIS providers.

There were 694 students enrolled at Banyan Fields Primary School for the 2021 school year. This included a breakdown of 357 male and 337 female students. 202 Students identified as having English as an Additional Language (EAL), 38 students were funded by the Program for Students with a Disability (PSD) and 27 Aboriginal or Torres Strait Islander (ATSI) students. 32 classroom groupings were formed which included 5 Foundation classes and 104 Foundation Students beginning their Primary School journey at Banyan Fields Primary School. The specialist programs on offer to students during 2021 were Health and Wellbeing, Physical Education, Auslan, Visual Arts and Science.

School facilities 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, as well as an additional open space. A well attended before school, after school and holiday break program was provided on site by an external provider, Big Childcare.

The 2021 school year was both productive and challenging with the school undertaking its four yearly Strategic Plan review process. This was a great opportunity for the school to celebrate progress, identify future areas for focus and to engage with the school community to seek feedback. It was also a challenging year with a significant portion of the year being spent with remote learning in place. This impacted student and community engagement.

Framework for Improving Student Outcomes (FISO)

During 2021 the following priorities were identified:

- *Learning Catch Up and Extension
- *Happy, Active, and Healthy Kids
- *Connected Schools

Strategies used to address these priorities included:

- *Identification and targeted intervention for 'at risk' students through IEP goals and tutor learning.
- *Support collaborative work between classroom teachers and tutors.
- *Develop and embed processes to improve communication between the school, home and the broader community.
- *Provide opportunities for families to engage with teachers through online communication platforms such as those used

during remote learning.

- *Enrol in and attend Community of Practice work with local network schools.
- *Engage with community through the Resilience Project Professional Learning.
- *Promote regular Student Support Group meetings with opportunities for these to be held remotely.
- *Attend Harvard University DataWise Training to improve our Professional Learning Community structure.
- *Ensure students requiring specific interventions are engaged with external agencies and supports.

Achievement

During 2021 Banyan Fields Primary School maintained its focus on the consistent implementation of its whole school approach to reading. When on site teaching and learning was able to occur, The Workshop Model shaped the teaching of Reading across the school. Reading lessons incorporated a whole class mini lesson with explicit teaching of an identified reading strategy, independent practice of specific strategies, independent application in students' own reading material, independent reading, individual reading conferences, small group reading instruction (Guided Reading or Literature Circles) and a debrief to share and celebrate their learning.

During the blocks or remote learning that were in place during 2021, the Reading program was modified using WebEx for reading conferences and explicit teaching of reading strategies.

A consistent whole school approach to writing based around the Workshop model was introduced and this will be a more formalised focus for the 2022 school year. High quality teaching in the area of Numeracy with emphasis on the capabilities of mathematical understanding, fluency, and problem solving and reasoning were also implemented across the school and adapted via WebEx for remote learning.

Students funded by the Program for Students with Disabilities were supported, in addition to the classroom program, with individual phone calls that focused upon their individual learning goals as set out in their Individual Education Plan. Progress towards these goals was monitored in partnership with staff and families during termly Student Support Group meetings.

Implementation of the Tutor Learning Initiative was an important part of the schools strategy in supporting students to catch up with learning that may have been impacted by the remote learning blocks of 2020 and 2021. 350 students were targeted by the tutoring program which had a strong focus on Numeracy and Reading.

Performance on high stakes assessments, such as NAPLAN, during 2021 does not reflect the goals and targets that the school set to attain. The school had been making some positive traction towards learning achievement targets in the years prior to the interruption caused by COVID19 and so the school will be looking to move forward with a more consistent year of onsite learning to get back on track with student achievement in Literacy and Numeracy in 2022.

Engagement

In order to best support student attendance and participation during remote learning, 123 ipads were provided to families, check in phone calls were regularly scheduled to monitor how students and their families were feeling during this time. Regular feedback was provided from staff to families on student learning during remote learning. Student non attendance that occurred during on site learning was addressed using various differentiated strategies and these included, establishing and communicating a comprehensive COVIDsafe plan, tracking attendance and speaking with families to address attendance concerns as well as involvement of Allied Health staff when appropriate.

Some of the schools highly valued programs and events were not able to run during 2021 or were modified due to remote learning being in place. This included breakfast club, Food for Everyone, School Concert, Grandparents Day etc. This presented some challenges with regard to the schools ability to engage with the school community.

Student leadership was promoted with the nomination of Student School Leaders and SRC. Although there were some

limitations to their work with remote learning in place there were still meaningful opportunities for student voice and agency to be captured through these programs.

Wellbeing

Continuing the work started during 2020 around Positive School Wide Behaviour was a focus for Banyan Fields Primary School in 2021. This incorporated the finalisation of consistent whole school behaviour matrix documents to support students, staff and families to better understand and achieve high standards for behaviour at school. During blocks of remote learning this was adapted and taught via WebEx. Our Positive School Wide Behaviour Approach supported the challenging transitions in and out of remote and on site learning that occurred throughout 2021. The Resilience Project was reintroduced to the Banyan Fields Primary School community and this provided a structure for the promotion of positive mental health across our school community. In order to best support student wellbeing during remote learning, check in phone calls were regularly scheduled to monitor how students and their families were feeling during this time.

Finance performance and position

Banyan Fields Primary School carried forward a significant surplus during the 2021 school year. This is largely due to careful financial management undertaken by both the Acting Principal and Substantive Principal. Appropriate spending of these funds to target student learning outcomes is a priority for this school. Spending of funds during 2021 was consistent with Department policies and School Council approvals. The 2021 Annual Implementation Plan (AIP) provided the framework for how school spending was allocated.

During the 2021 school year the Banyan Fields Primary School Council entered into a leasing arrangement with Learning with Technologies and Melbourne Finance to acquire a fleet of up to date Lenovo ThinkPads. These devices provided the opportunity to further extend upon the digital technologies learning experiences on offer for students and also replaced the iPad that were issued from school stocks to families for use during remote learning. The school continued with the long term contracted partnerships with Big Childcare who provide an Out of School Hours Care service as well as H&H Canteens who manage the canteen on school site.

Due to COVID-19, and an extended period of remote learning, money was at times redistributed on a needs basis. Equity funding was allocated appropriately to provide additional supports for identified students and families. The Facilities and Finance Sub-committees of the Banyan Fields Primary School, School Council continued to plan for appropriate expenditure moving forward.

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 694 students were enrolled at this school in 2021, 337 female and 357 male.

20 percent of students had English as an additional language and 4 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).

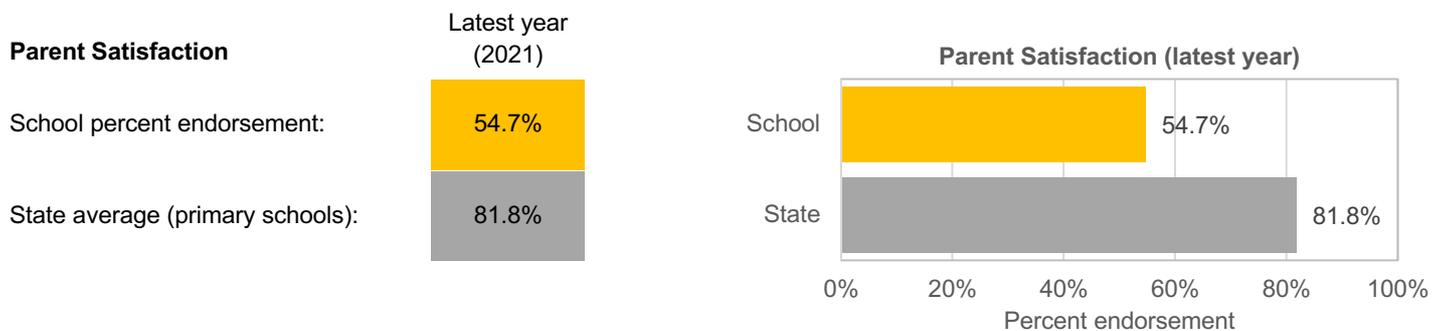
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

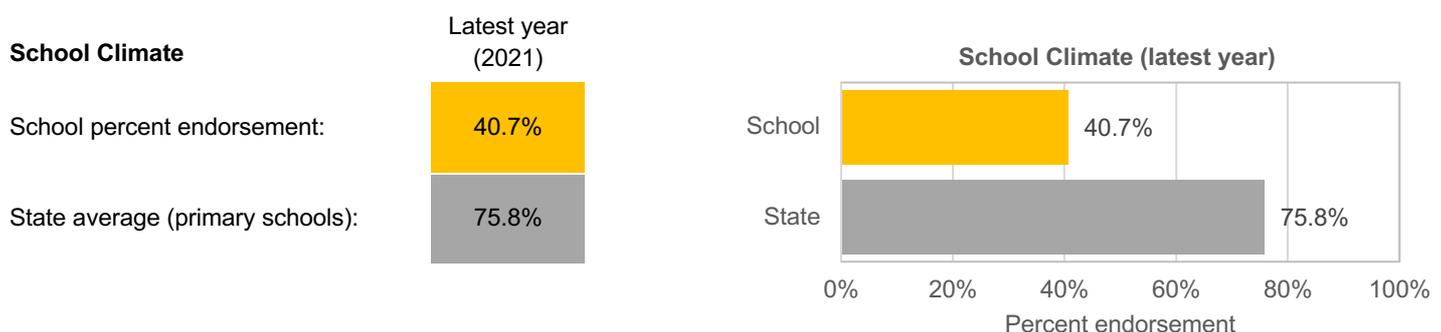


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

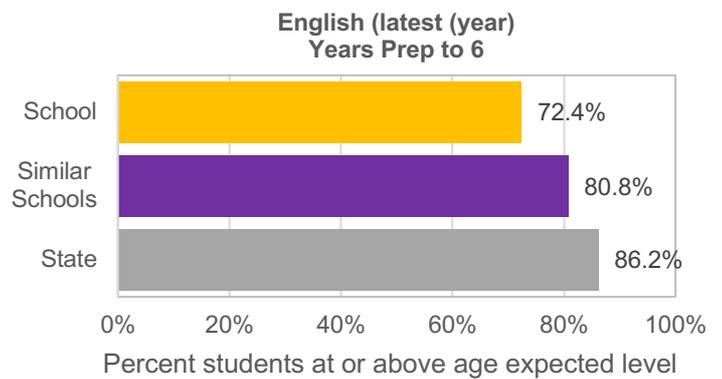
72.4%

Similar Schools average:

80.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

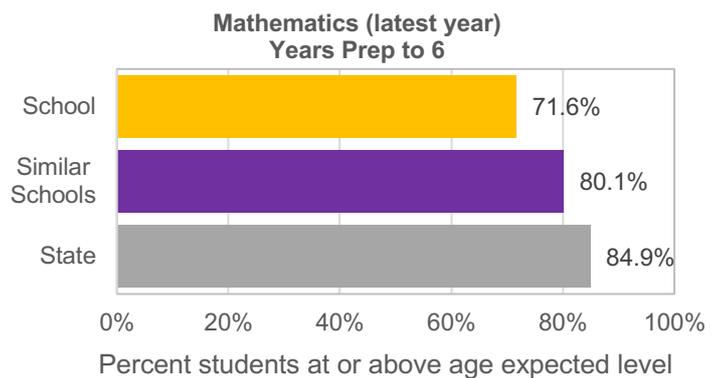
71.6%

Similar Schools average:

80.1%

State average:

84.9%



ACHIEVEMENT (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.

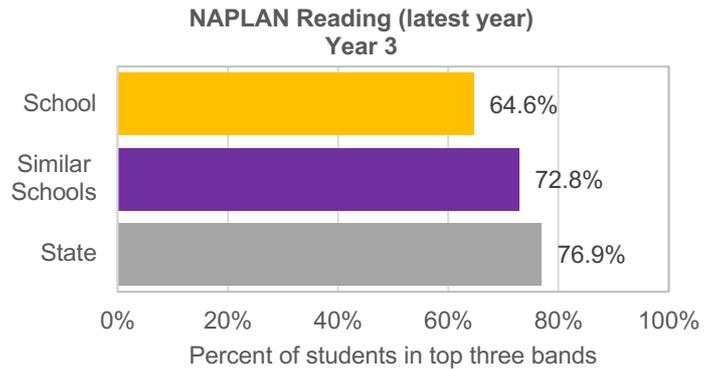
NAPLAN

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 2018, 2019 and 2021 data.

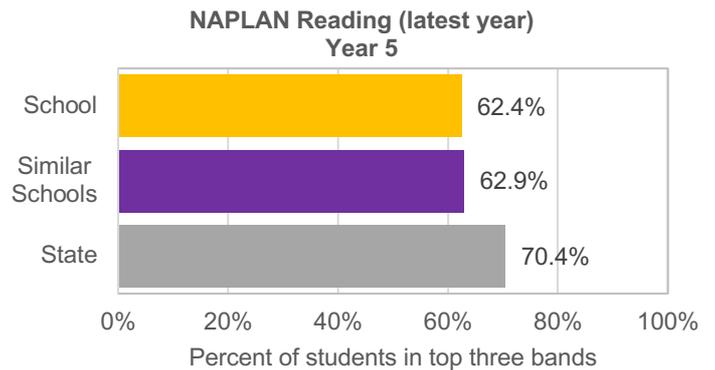
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.6%	69.2%
Similar Schools average:	72.8%	72.2%
State average:	76.9%	76.5%



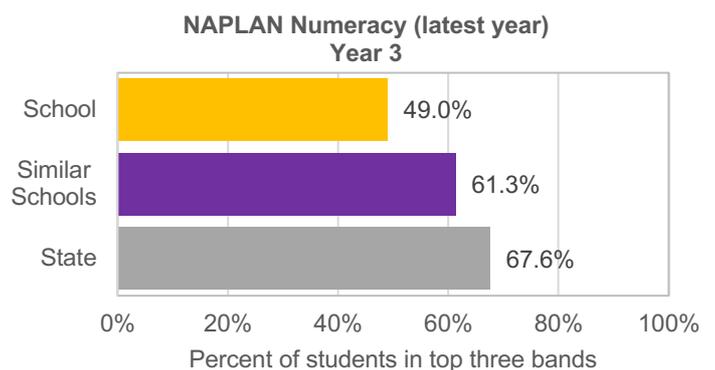
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.4%	64.3%
Similar Schools average:	62.9%	60.8%
State average:	70.4%	67.7%



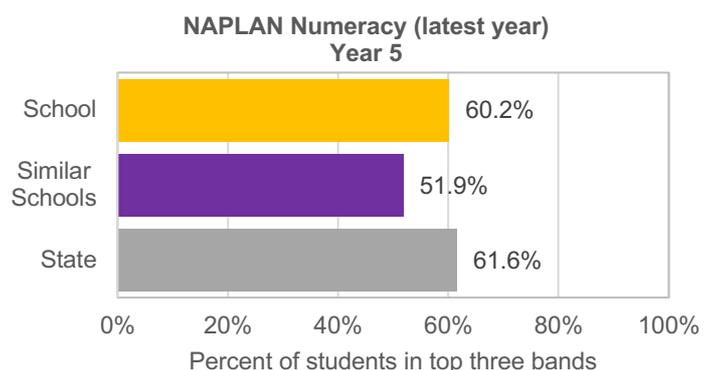
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.0%	61.1%
Similar Schools average:	61.3%	61.5%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.2%	58.0%
Similar Schools average:	51.9%	50.9%
State average:	61.6%	60.0%



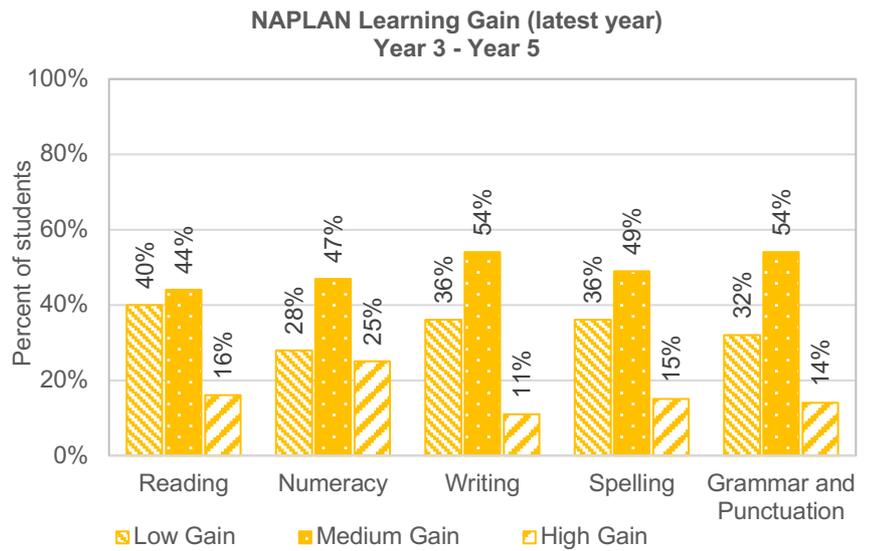
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	40%	44%	16%	19%
Numeracy:	28%	47%	25%	21%
Writing:	36%	54%	11%	21%
Spelling:	36%	49%	15%	19%
Grammar and Punctuation:	32%	54%	14%	22%



ENGAGEMENT

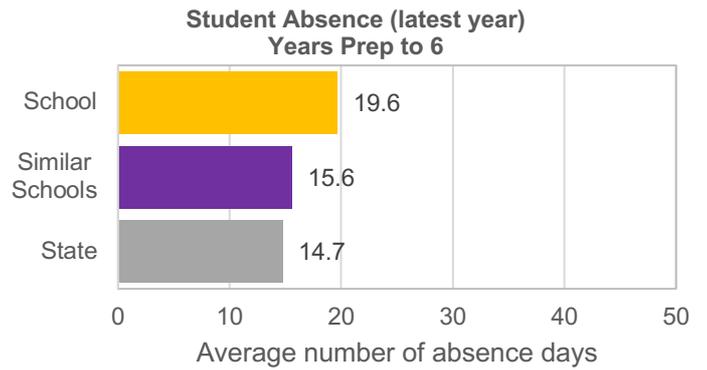
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.6	17.0
Similar Schools average:	15.6	16.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	92%	89%	91%	91%	90%	88%

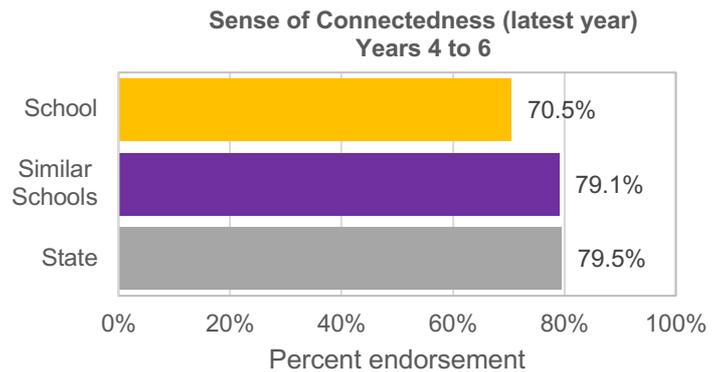
WELLBEING

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 (2021)	4-year average
School percent endorsement:	70.5%	77.3%
Similar Schools average:	79.1%	79.6%
State average:	79.5%	80.4%

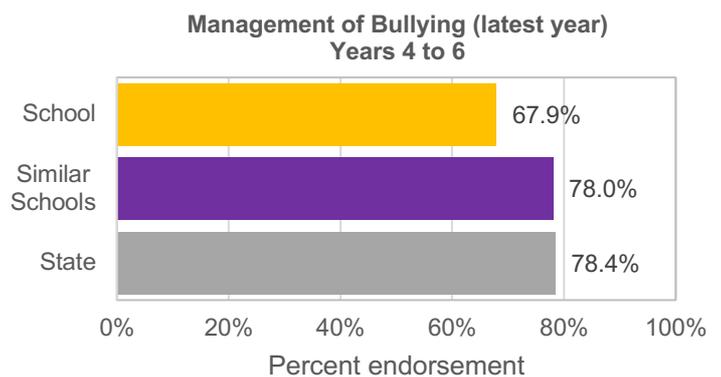


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	67.9%	75.8%
Similar Schools average:	78.0%	78.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$7,026,865
Government Provided DET Grants	\$1,287,446
Government Grants Commonwealth	\$8,372
Government Grants State	\$0
Revenue Other	\$7,393
Locally Raised Funds	\$144,844
Capital Grants	\$0
Total Operating Revenue	\$8,474,920

Equity ¹	Actual
Equity (Social Disadvantage)	\$391,334
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$391,334

Expenditure	Actual
Student Resource Package ²	\$6,242,175
Adjustments	\$0
Books & Publications	\$2,448
Camps/Excursions/Activities	\$49,748
Communication Costs	\$6,588
Consumables	\$159,019
Miscellaneous Expense ³	\$31,941
Professional Development	\$46,630
Equipment/Maintenance/Hire	\$85,130
Property Services	\$229,539
Salaries & Allowances ⁴	\$75,069
Support Services	\$433,014
Trading & Fundraising	\$10,245
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,165
Total Operating Expenditure	\$7,418,712
Net Operating Surplus/-Deficit	\$1,056,208
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$898,984
Official Account	\$131,080
Other Accounts	\$0
Total Funds Available	\$1,030,064

Financial Commitments	Actual
Operating Reserve	\$163,320
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$30,000
School Based Programs	\$280,000
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	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$593,320

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.