

2023 Annual Report to the School Community

School Name: Barrawang Primary School (5585)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 08:56 AM by Teresa Marnik (Principal)

- This 2023 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 26 April 2024 at 01:42 PM by Rebecca O'Sullivan (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Barrawang Primary School proudly opened in 2023 in the rapidly growing suburb of Wollert, within the City of Whittlesea. Our vision is to ensure that our students are at the centre of everything that we do. Together we create a learning community that values diversity, inclusion and high expectations for all students. Our mission is to provide all students with high-quality learning experiences that challenge and support them to R.E.A.C.H their full potential.

Our school logo was designed to encompass and represent the four groups in our lives that help us achieve. The first circle is the boldest, this is the child's home support network. The white circle represents our staff. The dark green circle represents their peers. And the final circle is us all coming together, forming a strong sense of community and pride. The 5-pointed star represents our 5 school values of Resilience, Excellence, Acceptance, Curiosity and Honesty. These values underpin our motto 'REACH for the stars'.

Barrawang Primary School is part of the Supported Inclusion Schools initiative. We support the principle that every student can attend their designated neighbourhood government school. As a Supported Inclusion School, we will provide a safe, accessible and inclusive environment for every student who enrolls. Our school has been designed and purpose-built to be inclusive. This means that the buildings are designed following Universal Design Principles so that there are no physical barriers to a student with a physical or intellectual ability to attend the school.

The school opened with 151 students with 65 females and 86 males. Seventy-one percent of students were recorded to have English as an Additional Language. Our students came to us from a variety of different schools across Victoria and a large number of childcare and kindergarten centres. The school's socio-economic profile, based on families' occupations and education, is considered in the low-medium band which represents high-medium parent education level and high-medium socio-economic advantage. The school's socio-economic profile, based on families' occupations and education, is considered in the low-medium band which represents high-medium parent education level and high-medium socio-economic advantage.

Inspirational teaching and quality learning are the cornerstones of our school, and we have an outstanding team that supports and challenges students to achieve their full potential. In 2023, we began the year with 2 Principal Class members, 1 Leading Teacher, a Business Manager, 12 Teaching staff and 3 Education Support Staff. We opened with 3 Foundation classes, 3 multiage Year 1 /2 classes and 3 multiage Years 3/6 classes.

Our curriculum at Barrawang Primary School reflects the Victorian Curriculum framework, with our specialist programs in 2023 focusing on Visual Arts, Physical Education, Library and Science, Technology, Engineering and Mathematics (STEM).

At Barrawang Primary School, teachers and students belong to a Learning Community consisting of several Homegroups to create flexible teaching options and better cater to all student's individual needs. Homegroups meet every morning in their designated learning space. Several learning activities are completed in Homegroups throughout the year. Students also attend their specialist lessons in their Homegroup.

Our school is extremely fortunate to have state-of-the-art learning facilities which include:

- An administration building with a library, staff offices and amenities as well as specialist teaching areas for science and food technology
- Two learning neighborhood buildings with general-purpose classrooms, flexible and collaborative teaching spaces
- Brand new portables
- A community hub building with a competition-grade gymnasium, canteen, music and drama space
- Two outdoor hard courts
- A sports field

TheirCare delivers high-quality outside School Hours Care (OSHC) and we have formed a strong partnership. In our foundation year, we were very pleased with the positive relationships and connections we made across our school community. This was reflected in our parent and student opinion surveys.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Barrawang Primary School, we are creating a learning environment that is built on high expectations for all, where every student is exposed to a rich, challenging and diverse curriculum while ensuring they are valued and that each student enjoys the caring and supportive environment in which they learn every day. All staff are committed to building positive relationships with our students to ensure that they achieve their own personal excellence.

In our Annual Implementation Plan for 2023 Key Improvement Strategy 1.a Learning- Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

In 2023, we had a clear focus on establishing effective learning communities where teachers have the shared responsibility of all students. Our core focus was to build a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student achievement. We created a schoolwide scope and sequence of learning and an assessment schedule that meets the needs of our students. The teachers in each Learning Community use student data to inform fluid groupings for literacy and numeracy. Students participate in lessons with different teachers within their Learning Community, in different learning areas, depending on student needs. The teachers in each Learning Community collaboratively plan and prepare learning activities that address individual student learning needs.

Our learning spaces provide flexible options for our students and teachers to learn and work in every day. We have flexible furniture and seating options allowing for many configurations and spaces to be created and providing our students with the choice of working at a stand-up desk, sitting at a table with a chair or using a wobble stool or cushion to provide some movement while working.

Student learning data reflected the effectiveness of these strategies and initiatives. Teacher judgements showed students in F-6 working at or above the expected level in Mathematics was 89.8%, which was above state and similar schools' averages. Our NAPLAN data showed that 84% of our Year 5 students in Reading are in the strong or exceeding proficiency levels and are higher than state or similar schools averages. Similarly, 73 % of our Year 3 students in Numeracy are at the Strong or Exceeding proficiency levels and are higher than the state or similar schools' averages.

Wellbeing

At Barrawang Primary, we embrace diversity, inclusion, and hold high expectations for all students. Our mission is to provide high-quality learning experiences and extracurricular activities that result in excellence for everyone. We are committed to nurturing well-rounded, critical, and creative thinkers who cherish lifelong learning and embody resilience, respect, and kindness. As a Supported Inclusion School, we've dedicated ourselves to developing a culture that celebrates every individual.

In our 2023 Annual Implementation Plan, the primary focus under Key Improvement Strategy 1.b was to effectively mobilise resources to bolster students' wellbeing and mental health, particularly those who are most vulnerable. Among our notable achievements, we successfully integrated 172 new students, including 13 with disabilities, and supported two students benefiting from Program with Students with Disability funding. Accommodating this diversity required intensive efforts to enhance staff capabilities in addressing student wellbeing, including the development of Individualised Education Programs (IEPs), implementing student snapshots, and making necessary adjustments to support each student's needs.

We've established a tiered structure to promote mental health and wellbeing support. Our Tier 1 approach encompasses strategies such as School-Wide Positive Behavior Support, the Zones of Regulation framework, The Resilience Project, and Resilience, Rights, and Respectful Relationships (RRRR) program.

Securing Disability Inclusion Profile funding has been instrumental in enabling us to offer targeted programs focused on social skills, life skills, fine motor development, and various clubs, alongside providing one-on-one support. While our School-Wide Positive Behavior Support Framework continues to evolve, we've instituted protocols for addressing both minor and major behavioral incidents and implemented student recognition practices aligned with our core values. This commitment to student wellbeing is further reinforced by the consistent presence of displays across our learning environments and our everyday language. Leadership-led professional development sessions ensured consistency in approach and understanding across our school, while a dedicated team of Education Support Staff has been established to cater to the needs of our most vulnerable students.

As a result of these collective efforts, we've observed a positive impact on our students, reflected in our Attitudes to Survey School, with 82% of our Years 4-6 students demonstrating normal or high resilience levels, surpassing state and similar schools' averages. This reinforces our commitment to fostering a supportive and inclusive learning environment where every student can thrive.

Engagement

A significant challenge when opening a new school is establishing an inclusive and engaging culture where students and staff from different educational backgrounds and experiences come together to form a new community. Our staff induction and student transition sessions formed an integral part of the smooth opening of our school. We are very proud of our Student Attitude to School Survey (Year 4-6) results which illustrate that our students felt connected (90% positive, compared to the state average of 77%) It was also obvious from our students' response to Teacher Concern (82%) and Teacher Effort (91%, 9% higher than similar schools) that our students felt their teachers cared about them and the school.

In 2023, we placed great emphasis on connectedness and attendance throughout the school. We employed a whole-school approach to monitoring absences with leadership and classroom teachers checking in with students and contacting them if there were concerns. Our student attendance is an area that we continue to track closely, with the average number of absent days last year being 27.1

days.

Our curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive curriculum and respectful relationships between staff and students are promoted through the school. Staff implemented a variety of methods and programs focusing on the engagement of students through inquiry units and the use of technology.

In our first year, it was important to build a connection with the community and we held events such as Harmony Day, 100 days of Barrawang and Cross Country. Our Parent Opinion Survey results showed 97% General School Satisfaction is a result we are extremely proud of.

Other highlights from the school year

Barrawang Primary School is proud of the additional events and celebrations in our first year of operation. These highlights included:

Partnership with Merriang SDS.

Partnership with Polytechnic and PRACE.

100 Days of Barrawang family event.

Years 3-6 Camp at Grantville Lodge.

F-6 whole school excursion to the zoo.

Book Week parade

Harmony Day

Cross Country

Financial performance

Barrawang Primary School recorded a surplus at the end of 2023. The 2023 Annual Implementation Plan provided 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 \$487,064. This surplus is heavily influenced by the rapid growth of student numbers in 2023 and the coverage of our school's maintenance by the VSBA, due to it being our first year of operation.

There was a good investment in curriculum resources including the startup of our take-home books and levelled and decodable books. Resources for the teaching and learning of Mathematics was also a priority for 2023 as well as the purchase of iPads. A startup grant was used to purchase furniture for all areas of the school, including the establishment of our school library. Sporting school grants contributed to the purchase of sports equipment for our PE and Sport programs as well as equipment for students to use during their recess and lunch times.

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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 151 students were enrolled at this school in 2023, 65 female and 86 male.

71 percent of students had English as an additional language and NDP 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).

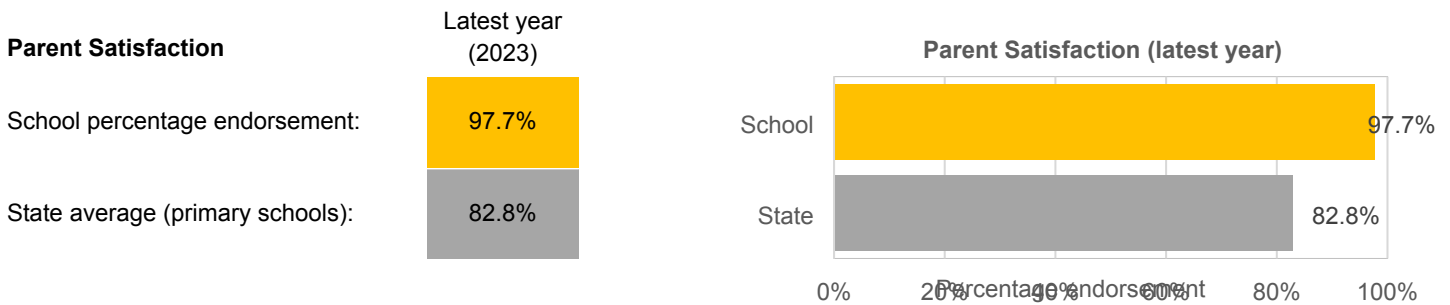
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

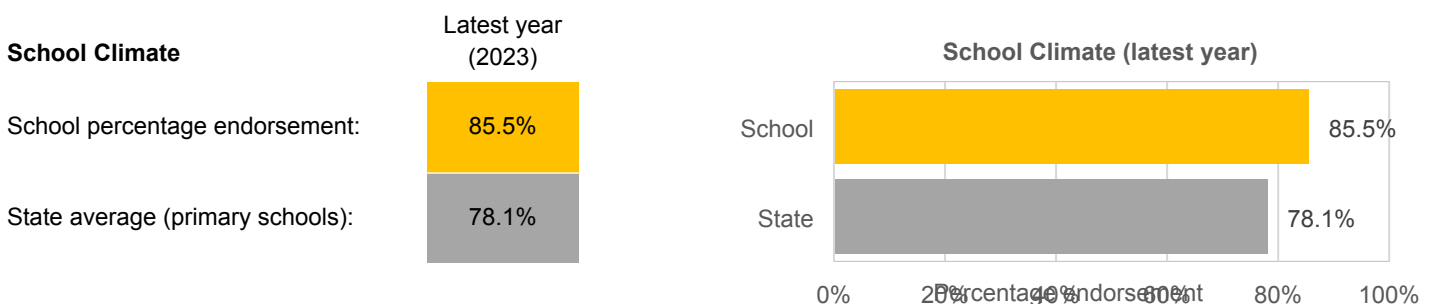


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

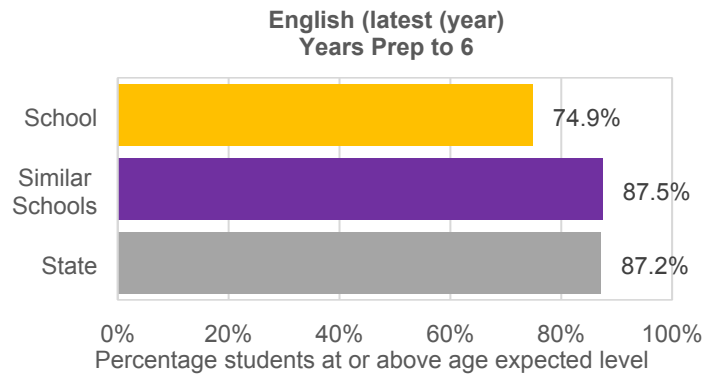
74.9%

Similar Schools average:

87.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

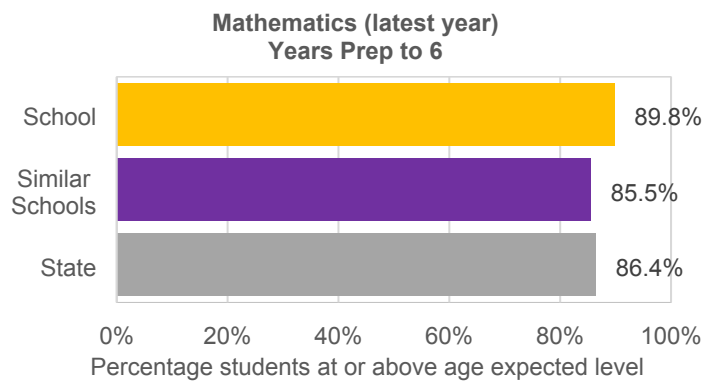
89.8%

Similar Schools average:

85.5%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.3%

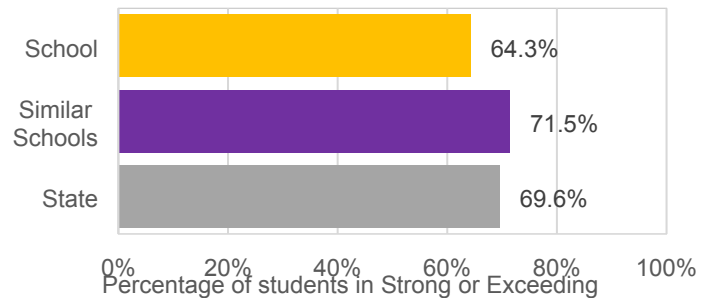
Similar Schools average:

71.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.2%

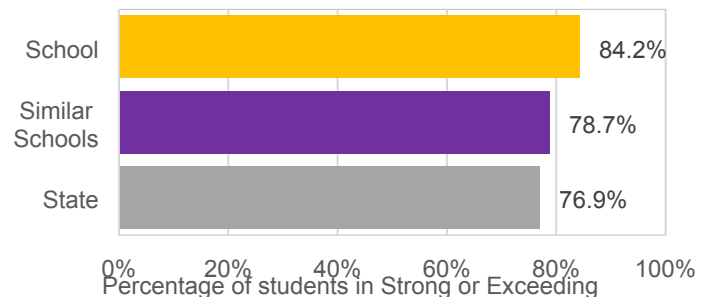
Similar Schools average:

78.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.3%

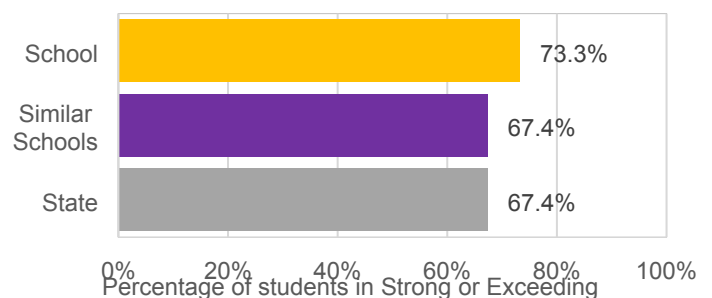
Similar Schools average:

67.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.2%

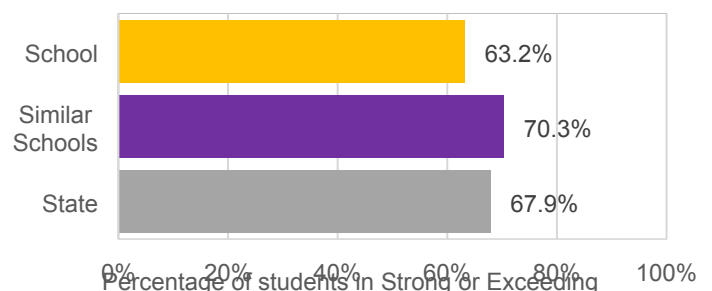
Similar Schools average:

70.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

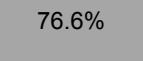
School percentage of students in the top three bands:



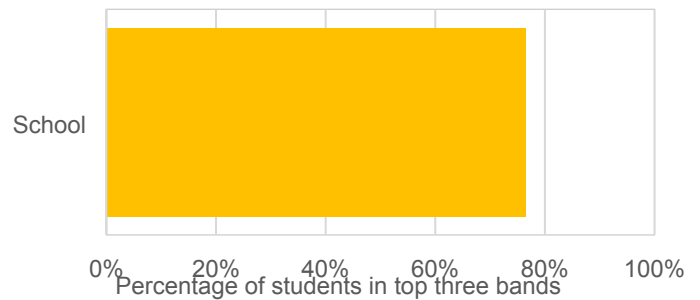
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

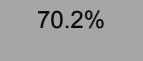
School percentage of students in the top three bands:



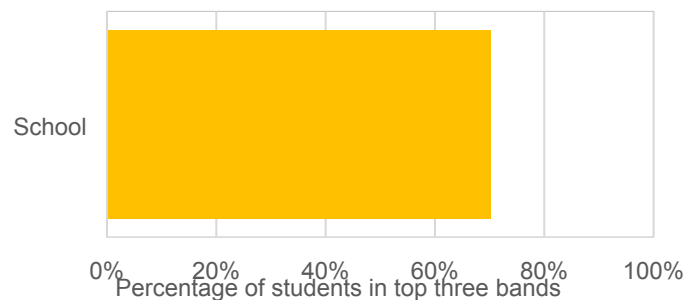
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

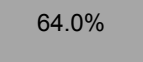
School percentage of students in the top three bands:



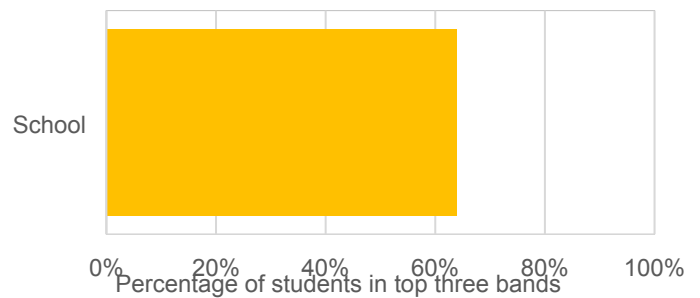
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

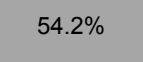
School percentage of students in the top three bands:



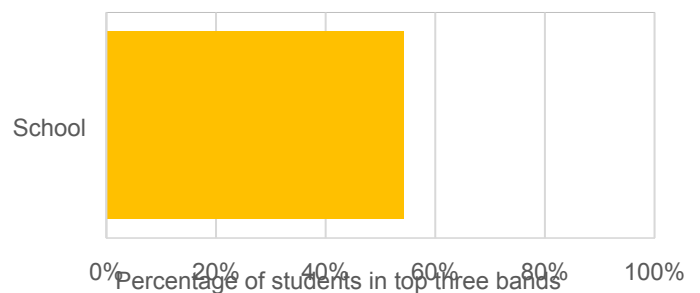
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

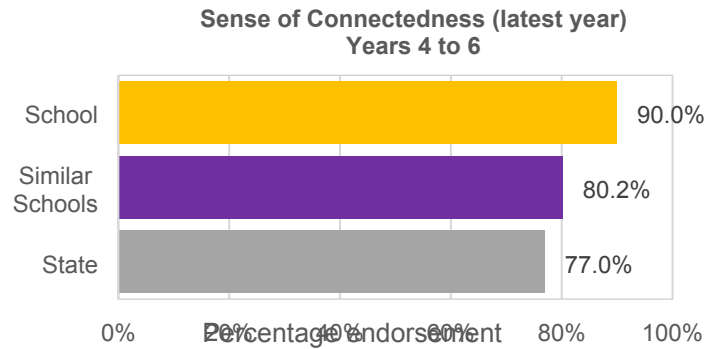
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	90.0%	90.0%
Similar Schools average:	80.2%	81.3%
State average:	77.0%	78.5%

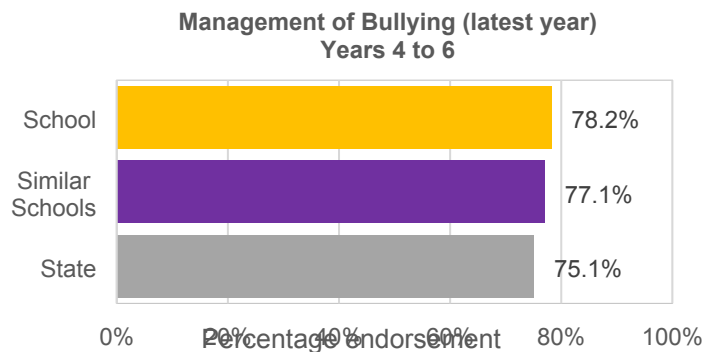


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.2%	78.2%
Similar Schools average:	77.1%	77.9%
State average:	75.1%	76.9%



ENGAGEMENT

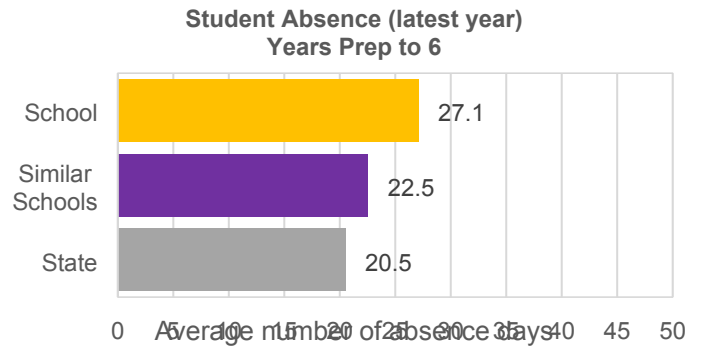
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	27.1	27.1
Similar Schools average:	22.5	20.2
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	85%	85%	88%	88%	86%	90%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,034,431
Government Provided DET Grants	\$794,703
Government Grants Commonwealth	\$9,328
Government Grants State	\$0
Revenue Other	\$31,012
Locally Raised Funds	\$67,277
Capital Grants	\$0
Total Operating Revenue	\$2,936,750

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,962,191
Adjustments	\$0
Books & Publications	\$3,201
Camps/Excursions/Activities	\$16,326
Communication Costs	\$1,267
Consumables	\$64,194
Miscellaneous Expense ³	\$18,664
Professional Development	\$6,137
Equipment/Maintenance/Hire	\$121,517
Property Services	\$36,959
Salaries & Allowances ⁴	\$76,393
Support Services	\$70,121
Trading & Fundraising	\$6,001
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$66,714
Total Operating Expenditure	\$2,449,686
Net Operating Surplus/-Deficit	\$487,064
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 19 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$360,637
Official Account	\$58,723
Other Accounts	\$0
Total Funds Available	\$419,360

Financial Commitments	Actual
Operating Reserve	\$77,278
Other Recurrent Expenditure	\$4,495
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$166,410
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,890
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$319,073

All funds received from the Department of Education, 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.