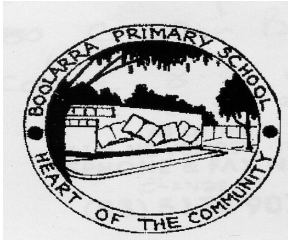


2017 Annual Report to the School Community



School Name: Boolarra Primary School

School Number: 2617



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 03 May 2018 at 03:25 PM by Susan Duncan (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 16 May 2018 at 07:39 PM by Kirra Enders (School Council President)



About Our School

School Context

Boolarra Primary School is situated in a picturesque rural setting, at the hills of the Strzelecki Ranges in Central Gippsland Victoria. Boolarra is a small town of approximately 1000 residents (including outlining areas). Boolarra Primary School is an integral part of the community which is reflected in the motto “Connected to the Community, Dedicated to Learning”. The Boolarra community is both vibrant and active which enables the school to link with community organisations such as Boolarra Community Development Group, Boolarra Folk Festival Group, Boolarra Football and Netball Club. As part of the community the school will continue to foster and develop links within the Boolarra Community,

The school’s Student Family Occupation (SFO) is 4.4444. School Council endeavours to keep all costs to the school community to a minimum.

As a small rural with an enrolment between 80-85 students staff and students have the capacity to build positive relationships with all. During 2017 we introduced the Resilience, Rights and Respectful Relationships program and this work continues to be a main focus for 2018. The main aim of the program is promote and model respect, positive attitudes and behaviours at Boolarra Primary School. It teaches our children how to build healthy relationships, resilience and confidence.

Our teachers aim to have all students making learning progress and programs are adapted so all students can access and develop their skills as well as knowledge. At every grade level we have students working at, above or below the expected level. Our teachers differentiate the curriculum in all classes. Small class sizes range around 21 students allow for optimal learning opportunities and individualised explicit teaching for every student. Staffing at Boolarra Primary School consists of 7 teaching staff (several on a part time basis), 4 Education Support Staff all working part time along with a Business Manager working 3 days per week. In 2017 (four home groups operated: two Foundation / One/Two’s, a 3/4 and a 5/6. Mandarin classes have been conducted across the school for half an hour each week, keyboard lessons are an option on a user pays basis.

The school sits on the border of the South Gippsland and Latrobe Valley school networks but is affiliated with the Latrobe Valley network. Our foundation students are drawn predominantly from the local pre-school and the majority of graduating grade six students move on to attend Mirboo North Secondary College, although many students are eligible to attend Kurnai College in Churchill.

Framework for Improving Student Outcomes (FISO)

At Boolarra Primary School a key focus during 2017 was to build teacher capacity around questioning students to better facilitate higher order thinking and to promote challenge within our school. As a small school we partnered with Hazelwood North Primary School with an aim to build the collective knowledge and reduce professional isolation. This built on relationships formed over the previous three years where we worked together on building our knowledge of Challenging Learning based on the educational theories of James Nottingham.

Teachers worked collaboratively to support and learn from each other on questioning within the classroom. Professional knowledge was developed and refined through a professional development meetings with Hazelwood North held twice a term and teachers making classroom observations.

This partnership on deepening our understanding around challenge and questioning with Hazelwood North Primary School, professional learning and classroom observations will continue in 2018.

Achievement



[200 words]

Teacher judgements is a process where teachers assess students against the Victorian curriculum standards. This is reported to families twice per year in written format. Two written reports per year are developed by teachers communicated with families. Within the curriculum areas of English and Numeracy our data matches state averages for students at or above the expected levels within a 3% variance. When compared to the school within our Network we exceed the average in both curriculum areas. Teachers at Boolarra Primary school use multiple forms of assessments to form these judgements, these include sourced tests, teacher made evaluations and observations within the classroom.

In 2018 our reading NAPLAN data shows 33% of students had high growth and 67% of students had medium growth comparing the cohorts Year 3 and 5 2015 and 2017 test results. Our comparison data for writing shows 42% of our students had high growth and 42% medium growth. Our high growth comparison data set with respect to grammar and punctuation also exceeds the state average with the percentage of students showing high growth 33% compared to the state 24%. Our numeracy data shows 83.3% of our students showed medium growth. It is important to understand that our cohort size is small and this can skew the data.

Engagement

Engaging students in their school community is valued by the Boolarra Primary School community. Specific actions undertaken during 2017 include:

- *Our Junior School Council are active; running out of uniform days, staging the Boolarra Idol Talent Quest and overseeing the school’s fundraising for good causes, assisting in breakfast at school that occurs every second Wednesday.

- *Students from P-6 elected the School Captains. Duties included leading assemblies, conducting school tours, public speaking.

- * Students from P-6 elected the House Captains. Duties included assistance with organisation of sports days and running house meetings.

- *Extra curricula activities offered in 2017 include: Equestrian Team competed in Bairnsdale interschool competition, football, netball, soccer, swimming, years 5/6 camp to Ballarat, years 3/4 camp to Forest Lodge Yarram, Churchill News Story Writing Competition, maths competition, art show, visiting performances., Chess club competed in statewide competition.

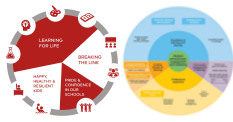
- * The term 3 production of Boolarra Rocks show-cased the talent of our students with the senior students playing the main roles and each grade singing and danced to a song.

Our 2017 Student Survey Data shows 83% of our Students feel positively about their sense of connectedness to Boolarra Primary School, 78% of students had a positive attitude towards their sense of inclusion and 18% felt neutral. 76% of our students responded positively in regard to their motivation and interest and 17% had a neutral response. No comparative data is available due to changes in the survey.

Wellbeing

Student attendance is encouraged by reporting the number of days late and absent on all the students mid-year and end of year report. Where this is concerned the impact to the student is highlighted. At Boolarra Primary School we believe a day not at school is a missed learning opportunity. Awards and books are presented to students who miss less than 5 days in the school year.

Our students are supported by the “Trusted Adults” they identify at school during times of personal difficulty.



This enables the staff to know which teacher students trust and can provide support when needed.

We implemented a four week transition program during term 4 so new foundation students can familiarize themselves with the school setting and routines. New students are matched with grade 5 buddies who support them during their first year of school. Our older students take this responsibility very seriously and look out for the new students. The pre-school students are invited and attend our visiting shows. We fall in the attendance zone for both Kurnai College, Churchill and Mirboo North Secondary College. Our senior students participate in transition activities with both schools.

To expand social opportunities for our students we participate in many extra curricula activities with neighbouring schools. These include athletics, cross country runs, shared camps and spelling competitions.

We ran Wellbeing Meetings twice each term by liaising with a Network Staff member. This ensured that we were accessing input advice regarding students we held concerns for with regards to learning progress as well as health and well being. This approach was valued and will be maintained in 2018.

For more detailed information regarding our school please visit our website at
[enter web address here]



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	
<p>Enrolment Profile</p> <p>A total of 80 students were enrolled at this school in 2017, 44 female and 36 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>83%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>42%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	67%	33%	Numeracy	17%	83%	0%	Writing	17%	42%	42%	Spelling	50%	42%	8%	Grammar and Punctuation	17%	50%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	17%	67%	33%																							
Numeracy	17%	83%	0%																							
Writing	17%	42%	42%																							
Spelling	50%	42%	8%																							
Grammar and Punctuation	17%	50%	33%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="539 913 1026 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>90 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	91 %	93 %	92 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	91 %	93 %	92 %	93 %	92 %										



Performance Summary

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

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

How to read the Annual Report

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

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

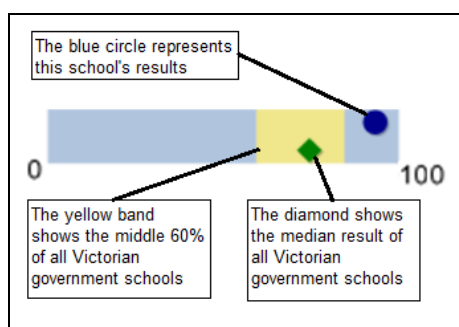
Engagement

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

Wellbeing

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

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

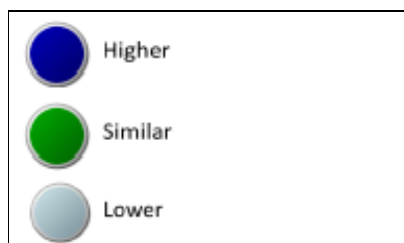


What does **School Comparison** refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



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

What does '**Data not available**' 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').

Financial Performance and Position

Financial performance and position commentary

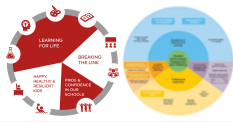
[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

During 2017 our budget ran at a surplus due to our staff profile having a mix of experienced and mid-range teachers.

Some of our families experience financial difficulty but do not access extra support as EMA (Educational Maintenance Allowance) is no longer available. To support our families we subsidize areas we are entitled to ask parent to pay for (such as visiting shows, the Athletics program, class, art room expendables cooking costs, breakfast and lunch provision). As a result our program budget areas allocations have not been increased for several years.

In 2017 we fundraised for a swing for a student with special needs, \$17,417. Money was raised through School Council and Junior School Council fundraising. Grant money was also sourced. Additional funding was sought and obtained from Mirboo North & Yinnar & District Lions clubs to assist parents experiencing difficulties to pay for school camps.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$783,722	High Yield Investment Account	\$109,437
Government Provided DET Grants	\$141,478	Official Account	\$11,185
Government Grants State	\$8,800	Total Funds Available	\$120,622
Revenue Other	\$16,858		
Locally Raised Funds	\$52,677		
Total Operating Revenue	\$1,003,535		
Equity¹			
Equity (Social Disadvantage)	\$16,419		
Equity Total	\$16,419		
Expenditure		Financial Commitments	
Student Resource Package ²	\$769,471	Operating Reserve	\$34,278
Books & Publications	\$2,345	Capital - Buildings/Grounds incl SMS<12 months	\$19,801
Communication Costs	\$2,976	Maintenance - Buildings/Grounds incl SMS<12 months	\$5,236
Consumables	\$17,937	Beneficiary/Memorial Accounts	\$300
Miscellaneous Expense ³	\$57,284	Revenue Received in Advance	\$9,115
Professional Development	\$2,100	School Based Programs	\$51,893
Property and Equipment Services	\$49,300	Total Financial Commitments	\$120,622
Salaries & Allowances ⁴	\$60,900		
Trading & Fundraising	\$8,418		
Utilities	\$11,561		
Adjustments	(\$3,277)		
Total Operating Expenditure	\$979,015		
Net Operating Surplus/-Deficit	\$24,520		
Asset Acquisitions	\$3,315		



- (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 05 March 2018 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.