

2018 Annual Report to The School Community



School Name: Boolarra Primary School (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 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 2018 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 22 March 2019 at 06:05 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 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 2018 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 29 April 2019 at 02:20 PM by Joy Barnes (School
Council President)

About Our School

School context

Boolarra Primary School values creativity, curiosity and innovation. We recognize the fundamental importance of reflective and adaptable thinking. Our students are empowered to generate their own course for lifelong learning and make purposeful contributions to their community. Our core values are Respect, Engagement, Responsibility, Aspiration.

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 2018 we embedded the Resilience, Rights and Respectful Relationships program into the curriculum through a specialist teacher who conducted classes for each class once per week and classroom teachers taking classes once per week. This was further supported by our specialist teacher coaching classroom practioners. 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 2018 (four home groups operated: Foundation/One, 2/3, 3/4 and 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)

A key focus during 2018 for Boolarra Primary School was to have all students improve in their learning, with a strong focus on numeracy. To achieve this goal the staff visited and investigated several local primary schools with a view to identify best practice as well as develop and implement a common instructional approach. Boolarra primary has a strong belief that through collaboration we can build on the expertise of others to improve outcomes for our students. An instructional model was developed for numeracy and through a co-teaching model teachers worked together to ensure staff had a common understanding and could deepen their knowledge of best practice. To promote reflective and adaptable thinking amongst our students all students wrote specific learning goals to increase personal engagement and responsibility in learning. These were added to their

learning portfolios and shared with parents at our Student/Parent/Teacher conversations that were held in Term 1 and Term 3.

To further develop our teachers professional knowledge we collaborated with Hazelwood North Primary School and Challenging Learning to build upon work in previous years within the curriculum area of Creative and Critical Thinking. Teachers attended professional development sessions throughout 2018 conducted by George Telford and opened their rooms to observations. Professional Learning was based on improving our knowledge and practice within the areas of feedback and dialogue. Our work with Hazelwood North Primary School involved the use of assessments to identify the current learning needs of students and the writing of proficiency scales so students learning achievements can be continually monitored.

Achievement

2018 was an excellent year for Boolarra Primary School with school comparison measures showing we are performing at a similar level to like schools. Our reading data was excellent and we exceeded the percentage of students in the top two bands relative to similar schools. In numeracy our percentage of students with high relative growth, compared with similar schools, showed strong improvement and is well above the results for primary schools with similar characteristics. The strong numeracy results are partly as a result of the development of an instructional model for the teaching and learning of numeracy and our co-teaching program in which teachers plan and conduct a numeracy lesson within a professional triad for the purpose of feedback, professional challenge and developing a solid understanding of best teaching practice.

All students at Boolarra Primary School have individual Learning Portfolios that show their learning progress both within and beyond the current level. Students set personalized goals so they engage with their learning and aspire to achieve beyond their current learning level. These are communicated to families at Student Led Conversations that occur both in Term 1 and 3, although families are encouraged to view their child's goals and learning artifacts at any time. Teachers have been working on mapping out the learning sequence (using proficiency scales) for students so they can easily identify what they need to do next. Students are using proficiency scales for reasoning, questioning, writing and staff are currently developing them for mathematics.

In 2019 we will continue to strengthen student engagement through a systematic approach to the setting of challenging goals and providing effective feedback that makes the learning visible to students, ensuring they have a clear understanding of success and what comes next in their learning. Our co-teaching program will continue to run with a strong focus on improving numeracy outcomes for our students.

Engagement

Boolarra Primary School has a well developed student leadership program. Being a small school we are able to provide leadership opportunities for all students who have expressed an interest. We have three main leadership groups being School Captains, House Captains and Junior School Council, students from year 4 and up are eligible to apply for a position which involves a written application and interview. Our student captains are required to organise whole school activities for their relevant house. Activities and competitions in 2018 included, Boolarra Has Talent (performance competition), Art Competition, Sports Days, Easter Themed Activity Day and collaboration activities.

Student attendance in 2018 averages at 92% - across year levels and consistent with schools with similar intake characteristics. The average number of absence days was 16.1. Student absence is impacted significantly by extended family holidays. The school will continue to maintain protocols governing student absence due to a high correlation with student outcomes. In 2018 we will continue to acknowledge students who have strong attendance.

In 2019 we will continue to strengthen student engagement through a systematic approach to the setting of challenging goals and providing effective feedback that makes the learning visible to students, ensuring they have a clear understanding of success and what comes next in their learning.

Wellbeing

Boolarra Primary School is committed to student wellbeing and recognises the important role it plays in maximising our students' learning experiences and their ability to contribute to the school community.

Our school has a successful transition program supporting students moving between various stages of schooling. Our pre-school to Foundation program ensures students and parents are well supported and connected when they commence school. This program involves extensive pre-school contact, transition visits throughout terms 3 and 4 that are conducted at both Boolarra Kinder and at the Primary School. An Information Session was run for new or prospective parents at the beginning of Term 4. Our older students are buddied up with Foundation students and they have the opportunity to interact during our Orientation Program. Transition within our school, between year levels, is enhanced by the relative small size of our school. We are proud that all students are known by every teacher. We have a holistic view that staff are responsible of the well being of all students within our school community rather than just those in their immediate grade. Students transitioning to Secondary School are supported through Awareness and Orientation Days with Kurnai College and Mirboo North Secondary.

In 2018 a variety of recess and lunchtime activities were introduced a focus on supporting specific social/emotional needs. Activities included chess club, (which saw students compete at an interschool level), dance and drawing

In 2018 we will continue to embed the school's values across all aspects of the school community.

Financial performance and position

During 2018 our financial position continues to be strong in both the Credit (staffing) and Cash (Program Budget area). Due to a mix of experienced and graduate teachers we ran at a surplus in 2018. This money will be carried over in 2019 to deliver programs and School Council is looking at a refurbishment of the existing playground. Equity funding was used to subsidise a range of support programs.

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

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 84 students were enrolled at this school in 2018, 42 female and 42 male.

0 percent of students had English as an additional language and 6 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	58.3	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	74.0	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.7	90.1	82.6	95.3	Similar
Mathematics	91.9	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	88.2	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	76.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	90.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	60.0	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	83.0	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	76.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	71.7	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	56.5	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	20.0	80.0	0.0
Numeracy	33.3	33.3	33.3
Writing	44.4	44.4	11.1
Spelling	33.3	55.6	11.1
Grammar and Punctuation	11.1	55.6	33.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.1	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.1	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	93	88	93	93	92	92

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.3	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	82.5	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.9	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	82.1	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$831,308
Government Provided DET Grants	\$148,943
Government Grants Commonwealth	\$0
Government Grants State	\$7,800
Revenue Other	\$7,294
Locally Raised Funds	\$38,108
Total Operating Revenue	\$1,033,453

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,129
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,129

Expenditure	Actual
Student Resource Package ²	\$783,055
Adjustments	\$0
Books & Publications	\$829
Communication Costs	\$3,338
Consumables	\$15,913
Miscellaneous Expense ³	\$41,247
Professional Development	\$5,048
Property and Equipment Services	\$41,786
Salaries & Allowances ⁴	\$55,221
Trading & Fundraising	\$5,567
Travel & Subsistence	\$0
Utilities	\$15,832
Total Operating Expenditure	\$967,838
Net Operating Surplus/-Deficit	\$65,616
Asset Acquisitions	\$12,541

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$116,384
Official Account	\$8,506
Other Accounts	\$0
Total Funds Available	\$124,890

Financial Commitments	Actual
Operating Reserve	\$28,977
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$59,304
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,401
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,209
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$124,890

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').