

# 2019 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](http://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 2019 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 21 April 2020 at 09:49 PM by Susan Duncan (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 11 November 2020 at 12:03 PM by Joy Barnes (School Council President)

## About Our School

### School context

At Boolarra Primary School we value 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.

We believe in our school values of respect, engagement, responsibility and aspiration and use these to guide our actions and beliefs. We have a strong commitment to our school motto which states “Dedicated to Learning Connected to the Community”. Our core values encourage our learners to be inclusive and collaborate with others.

# Respect - for ourselves, others and the environment - Caring for, understanding, accepting and appreciating ourselves, others and the environment.

# Engagement - To be open and interested in learning.

# Responsibility - Demonstrating ownership of our actions and words. Being accountable for our actions.

# Aspiration- Demonstrated a willingness to set high goals for ourselves, always do our best, show resilience and persist when faced with challenges.

Boolarra Primary School is located one hundred and seventy kilometers from Melbourne in a rural setting, at the hills of the Strzelecki Ranges in Central Gippsland and was established in 1984. The school is set on spacious grounds. We aim for our students to be confident as learners and to express their individuality through collaborative and respectful relationships. We aim to prepare students to face challenges with a positive and reflective mindset. We believe in our school values of respect, engagement, responsibility and aspiration and use these to guide our actions and beliefs. We have a strong commitment to our school motto which states “Dedicated to Learning. Connected to Community”.

As a small rural school, students, staff and students have the capacity to build positive relationships with all. We run the Resilience, Rights and Respectful Relationships Program across all year levels. The main aim of the program is promote and model respect, positive attitudes and behaviours. We value and teach our children the skills to build healthy relationships, resilience and confidence. We develop students leaders through School Captain and House Captain opportunities. Students are given opportunities to improve their leadership capacity through their involvement in fundraising activities of selling Zooper Doopers, milo and raisin toast. Our student leaders also organise and assist in the running of whole school activities.

Enrolments have decreased over the last few years from approximately 85 to 60. This is largely due to an aging population and a lack of rental properties for younger families to move in to. The Student Family Occupation (SFO) index is 0.4454. The Student Family Occupation Education (SFOE) index is 0.3704

Our school has a strong community feel about it. We are small enough that all students are known by name. We have a dedicated and hardworking staff, who aim to ensure that the children in our care receive the best possible learning opportunities. We believe that we are all learners. Through collaboration, staff work together to develop and expand their own professional knowledge and skills of education. We are building our capacity to work as a community of educators to plan, deliver and review lessons. We aspire to be the best teachers we can be.

We value parent input and provide a range of opportunities for families to be involved in our school community. We encourage parents to assist in classrooms and in extra curricula activities such as sporting competitions and excursions. School Council provides opportunities for parents who may not be available during school hours. We believe that the educational journey is a collaborative effort between home and school.

### Framework for Improving Student Outcomes (FISO)

In 2019, Boolarra Primary School focussed on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Evidence-based High-impact Teaching Strategies and Empowering

Students and Building School Pride.

This included:

- Development of whole school approaches to effectively plan and implement the schools agreed instructional model for Numeracy.
- Creation of a whole school focus on the use of targeted HITS (metacognition and explicit instruction) HITS in building teacher capacity in relation to Numeracy, supported by the co-teaching model
- Implementation of students to set learning goals, actively reflect on them, and use these to self-monitor their own learning.

To support the implementation of these KIS, the school adopted a co-teaching model where teachers worked in pairs to plan, conduct and review lessons. This was supported through school based professional development sessions that facilitated the collective growth of professional knowledge. The school employed a teaching and learning coach in Semester 2. Positive gains in the Student Attitudes to School Survey for effective teaching practice for cognitive engagement showed evidence of positive of positive impact. Teacher planning documents, along with co-teaching and coaching documents showed a consistent approach across the school for structuring and delivery of numeracy lessons.

## Achievement

The school has seen consistent student learning growth against the Victorian Curriculum in the area of numeracy has when compared to 2018. The percentage of students in Semester 2 at or above the age expected level are above the results for primary schools with similar characteristics and well above in the area of Number and Algebra. Our NAPLAN results have been relatively stable over the last three years showing that approximately 90% of our students are at or above the expected level. The 2019 NAPLAN data showed a decrease in students in the Top 2 Bands. This has been identified as a focus area for 2020.

In the area of English, the percentage of students in Semester 2 at or above the age expected level against the Victorian Curriculum is similar to the results for primary schools with similar characteristics. NAPLAN Reading and Writing achievement scores are above the scores for schools with similar characteristics. Our Year 5 NAPLAN results were particularly strong showing we are well above the results for school with similar characteristics.

Additional supports were developed for students who were not at expected level in the area of numeracy through the implementation of the GRIN program (Getting Ready in Numeracy). Three staff members undertook training with Monash University and subsequently conducted the intervention program from Term 2 to students in Years 2 to 6. Literacy supports were provided to identified students from Foundation to Year 6.

Students supported through the Program for Students with Disability showed satisfactory progress in achieving their individual goals identified in the Individual Education Plan.  
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## Engagement

Our school values of Respect, Engagement, Responsibility and Aspiration are an important aspect of the culture at Boolarra Primary. We have developed a range of programs that support our students in understanding and using these values as a guide for behaviour and attitudes.

This year Boolarra Primary School focused on the FISO dimension Empowering Students and Building School Pride. The specific KIS was for students to set learning goals, actively reflect on them, and use these to self-monitor their own learning. A range of strategies to increase student agency were implemented which included Student Led Teacher/Parent conversations held in Term 1 & 3, visible learning goals developed by students/teachers as well as professional learning for teachers on Metacognitive Strategies. Student Attitudes to School Survey showed 89% positive response for self-regulation and goal setting which was an improvement from 2018. The Student Attitudes to School Survey showed for students in years 4 to 6, student attitudes were generally very similar to 2018. The most

positively endorsed factor for students in Years 4 to 6 was High Expectations for Success with 94.2% endorsement.

A range of opportunities were provided to develop student voice within the school. This includes a core group of students who have specific leadership roles as School as well as House Captains and Junior School Councillors. These students planned and conducted whole school activities each term with the aim of increasing social connections across the school whilst growing their leadership capacity. Students ran fundraising that involved the selling of zooper doopers during Term 1 and 4 and milo and raisin toast in the colder months. The money raised is going towards new playground equipment.

In 2019, Boolarra Primary School continued to work with families to ensure students were at school and learning. The school continued to ring families to enquire about the reason for the absence. Parents choosing to take extended family holidays are offered learning tasks prepared by the classroom teacher. The school works with families to identify issues that may be impacting on attendance in an effort to address these.

## 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.

The school runs the Respectful Relationships Education Program for Foundation to Year 6. This is embedded in weekly learning programs. During 2019 the school introduced the Zones of Regulation Program to assist students understand and regulate their emotions. Embedding this program into everyday learning will continue throughout 2019. To support these programs the school engaged with community members and conducted Yoga and Mindfulness (6 week program) as well as art therapy. The 2019 Student Attitudes to School Survey the factor "Not experiencing bullying" has had two years of improved results and in 2019 was the most improved factor, improving by 5.6 percentage points since 2017.

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 pre-school contact, transition visits throughout Term 4 that are conducted at both Boolarra Preschool and at the Primary School. An Information Session was run for new or prospective parents at the beginning of Term 4. School Tours were conducted as requested by parents/carers. 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 wellbeing 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.

## Financial performance and position

Boolarra Primary School maintained a sound financial position throughout 2019. The 2016-2019 Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

At the end of 2019 the Student Resource Package showed a surplus of \$72,313. This surplus will be used to maintain staffing levels in 2020, as revenue is expected to decrease due to decrease in enrolments.

The school applied for and received grants that enabled us to employ a musician to run a drumming program that culminating in the whole school performing for the opening of the Annual Boolarra Folk Festival at no cost to families. The school also received a grant for staff to attend Professional Learning for our GRIN. The school received funding from a community organisations to assist families to pay for excursions and camps.




For more detailed information regarding our school please visit our website at  
<https://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.

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

#### Enrolment Profile

A total of 70 students were enrolled at this school in 2019, 29 female and 41 male.

0 percent were EAL (English as an Additional Language) students and 8 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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







#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Similar</b> </p> <p><b>Above</b> </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: ◆

**Key:** Similar School Comparison: ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></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>Below ●</p> <p>Below ●</p>
<p><b>NAPLAN Year 5</b></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>Above ●</p> <p>Below ●</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>38%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>38%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>63%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	50%	25%	Numeracy	38%	50%	13%	Writing	50%	38%	13%	Spelling	38%	38%	25%	Grammar and Punctuation	25%	63%	13%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>93 %</td> <td>93 %</td> <td>83 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	83 %	92 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	83 %	92 %	94 %	94 %										

## 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>Below <span style="color: blue; font-size: 24px;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>Below <span style="color: blue; font-size: 24px;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$784,466	High Yield Investment Account	\$92,839
Government Provided DET Grants	\$183,373	Official Account	\$4,826
Government Grants Commonwealth	\$1,500	<b>Total Funds Available</b>	<b>\$97,665</b>
Government Grants State	\$3,900		
Revenue Other	\$2,121		
Locally Raised Funds	\$38,993		
<b>Total Operating Revenue</b>	<b>\$1,014,354</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$9,337		
<b>Equity Total</b>	<b>\$9,337</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$713,031	Operating Reserve	\$38,533
Books & Publications	\$333	School Based Programs	\$46,039
Communication Costs	\$3,076	Funds for Committees/Shared Arrangements	\$13,496
Consumables	\$10,678	Maintenance - Buildings/Grounds < 12 months	\$30,734
Miscellaneous Expense <sup>3</sup>	\$40,152	<b>Total Financial Commitments</b>	<b>\$128,802</b>
Professional Development	\$5,278		
Property and Equipment Services	\$45,144		
Salaries & Allowances <sup>4</sup>	\$109,642		
Trading & Fundraising	\$6,173		
Utilities	\$16,308		
<b>Total Operating Expenditure</b>	<b>\$949,815</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$64,538</b>		
<b>Asset Acquisitions</b>	<b>\$16,702</b>		

- (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 26 February 2020 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)

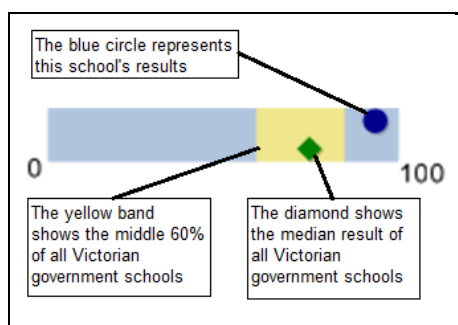
### Engagement

- student attendance and engagement at school
- 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).

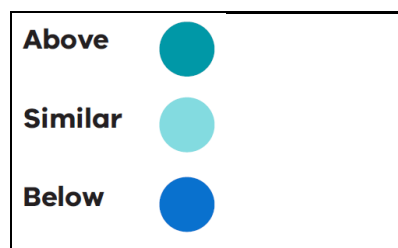


## What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' 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').