

2022 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 of the previous calendar year 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 01 May 2023 at 09:23 AM by Susan Duncan (Principal)

- This 2022 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 05 May 2023 at 03:10 PM by Malcolm Grant (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Boolarra Primary School is located in the small township of Boolarra in the Latrobe Valley, Central Gippsland. It is situated in the foothills of the Strzelecki Ranges and is surrounded by farmland and bush. Boolarra takes its name from the Kurnai word meaning 'plenty'. We are incredibly fortunate to offer spacious treed school grounds for our students to play and learn within. The 2022 enrolment was 41 students. Students attend the school from the Boolarra township and surrounding areas. Some students travel from Churchill. Our staff profile included 2 fulltime staff and 6 part time staff. We offer a range of specialist subjects that include Performing and Visual Arts, Music, German and Physical Education.

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.

Engagement - To be open and interested in learning.

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

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

We continually strive to improve the culture of our school through explicit teaching of attitudes and emotional regulation. We value input from our students and offer a range of leadership opportunities through School Captain, House Captain and Junior School Council opportunities. Students are given opportunities to improve their leadership capacity through their involvement in fundraising activities as well as the organization and running of whole school activities.

Our school has a strong community feel about it. We are small enough that all students are known by all in our school community. This enables us to celebrate achievements and provide supports at an individual level. 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 to develop and expand their own professional knowledge and skills. 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 want to contribute but may not be available during school hours. We believe that the educational journey is a collaborative effort between home and school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 three staff members undertook professional development in implementing Professional Learning Communities (PLCs). The PLC approach involves teachers working collaboratively at a school level to improve student outcomes using an Inquiry Cycle Approach. Teachers met weekly to focus on specific curriculum areas and student learning. Specific foci were in the areas of spelling and numeracy. The school also formed a PLC with four other small schools with a focus on numeracy. Teacher Judgements of students working at or above the expected standards against the Victorian Curriculum are very similar to the State average. English is slightly above, and Numeracy was slightly below State averages. The school will continue to focus on Numeracy in 2023. NAPLAN results continued to show improvements in all areas. Results showed Boolarra Primary School Year Five students achieving above State averages in both reading and writing. Year Three students were slightly below State Averages, although above Similar Schools. The school ran a Tutor Learning Program for students who needed extra support to catch up in English and Numeracy. Two Year Five students participated in the Victorian School's High Ability Program in English.

Wellbeing

A major Improvement Strategy was the introduction of The Berry Street Educational Model. Staff undertook Professional Development with Berry Street and visited a local school to view best practice. We also engaged a local consultant who visited the school to provide feedback on implementation and assist with further development of our Implementation Strategy. A key element of this model is to embed predictable procedures and routines across the school. Students begin each day with a Morning Circle that includes greetings, daily timetables (and changes), shout outs and discussions on school values. This built on learning from previous years where we introduced explicit classroom instruction on regulating one's emotions and the Resilience, Rights and Respectful Relationships Program. Teachers gained a deeper understanding through their engagement with Berry Street on understanding student behaviours and using a proactive approach to behaviour management. All teachers incorporate brain breaks throughout classes to ensure students are 'Ready to Learn'. All students have Ready to Learn Plans with strategies they have identified to assist them in remaining calm and focused on learning. Student Attitudes to School show we are slightly below the State average in positive endorsement for Sense of Connectedness and above for Management of Bullying.

Engagement

Our Key Improvement Strategy to engage students was the introduction of goal setting and two-way feedback to empower students to take responsibility for their learning. In alignment with our two key curriculum focus areas of numeracy and personal learning students set a goal for each and identified strategies to achieve each goal. Students are supported in the setting of goals through rubrics that outline learning progressions. Teachers met with each student on a three-week cycle to discuss progress and identify barriers. Expectations and procedures are well documented to ensure consistency across grade levels. Attendance rates showed an increase in absences compared to previous years. A staff member undertook Professional Development within this area to improve the strategies implemented by the school. The school continues to contact parents on the first day of absence, if not previously explained. We works with identified families to develop plans and, if required, assists families to engage with external supports. The school is strongly committed to the philosophy that everyday counts.

Other highlights from the school year

Our Year Three to Six students participated in a three-day camp to Licola Wilderness Village where they participated in adventure activities. This is a bi-annual camp. Students enjoyed the opportunity to develop their independence, initiative, and social skills. The school held an end of Year Christmas Concert where students showcased their skills from our Arts Program. Performances included short silent films, a puppet show and singing. Students in Years Three to Six were involved in a blended program for movement and dance ran by Blue Sky Dance during Terms Two and Three.

Our swimming program ran in Term 4 for students from Prep to year 6. This program is run by trained swimming teachers at Churchill Leisure Centre. Other extra curricula activities include an excursion to Sale Art Gallery, F-3 visit to local farms, participation in competitive sports such as athletics, long distance running, swimming and netball.

The school provides breakfast, lunch, fruit, and snacks to students through a partnership with Foodbank. Food is available to all students so those in need do not feel any different to anyone else.

Financial performance

Boolarra Primary School had a net operating surplus in 2022. These funds will be carried over into 2023 with a significant portion set aside for maintenance.

Funding was used to purchase:

- a class set of iPads.
- decodable texts.
- Professional Development for the implementation of the Berry Street Education Model.

The school received a grant from the Bendigo Bank to construct garden beds to grow vegetables and indigenous food.

Our school received a significant grant to assist with the establishment of an after school childcare program. This grant enabled the school to purchase a significant amount of play equipment for students to use at school and within the after-school care. Some items purchased are large building blocks, chess set, dominoes, volleyball nets, a set of tricycles as well as balls and other playground equipment.

A State Government Grant was used to deliver our Tutor Learning Program.

For more detailed information regarding our school please visit our website at
<https://www.boolarra.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 36 students were enrolled at this school in 2022, 15 female and 21 male.

0 percent of students had English as an additional language and 10 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

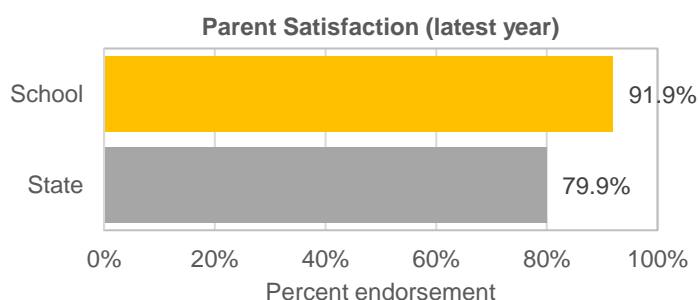
This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	91.9%
State average (primary schools):	79.9%



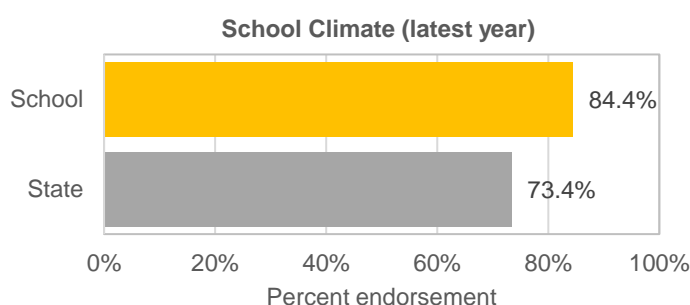
School Staff Survey

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	Latest year (2022)
School percent endorsement:	84.4%
State average (primary schools):	73.4%



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

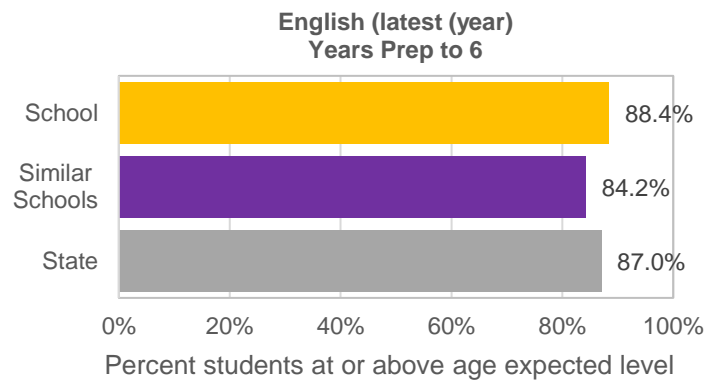
88.4%

Similar Schools average:

84.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

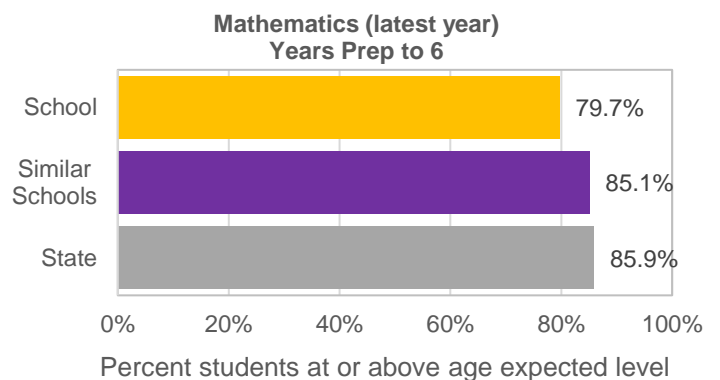
79.7%

Similar Schools average:

85.1%

State average:

85.9%



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.

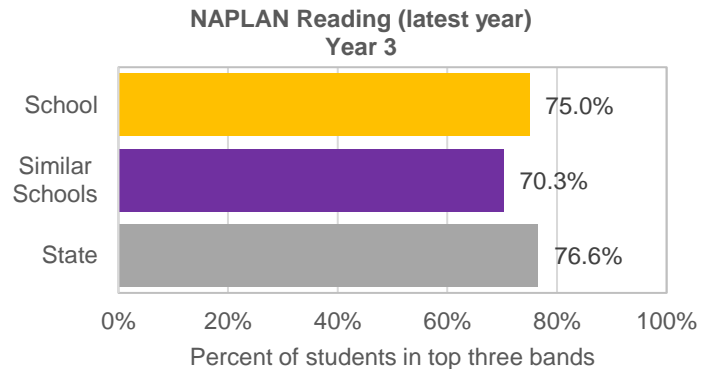
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

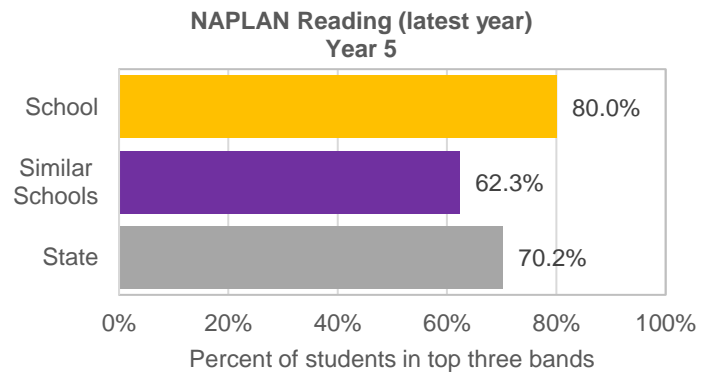
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	66.7%
Similar Schools average:	70.3%	69.3%
State average:	76.6%	76.6%



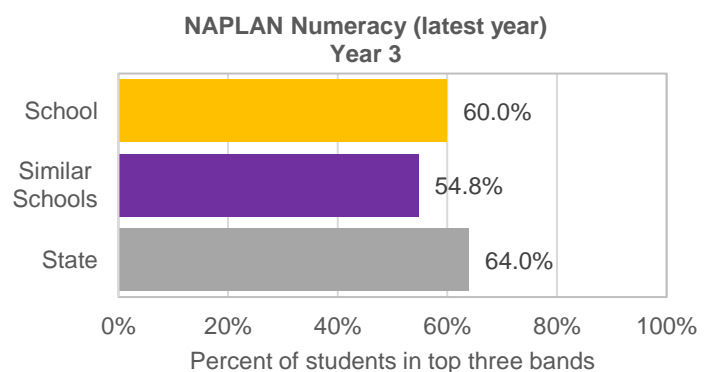
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	83.3%
Similar Schools average:	62.3%	61.1%
State average:	70.2%	69.5%



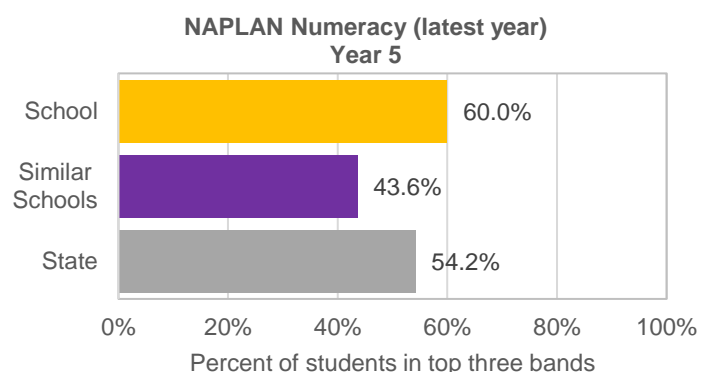
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	54.5%
Similar Schools average:	54.8%	60.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	50.0%
Similar Schools average:	43.6%	48.3%
State average:	54.2%	58.8%



WELLBEING

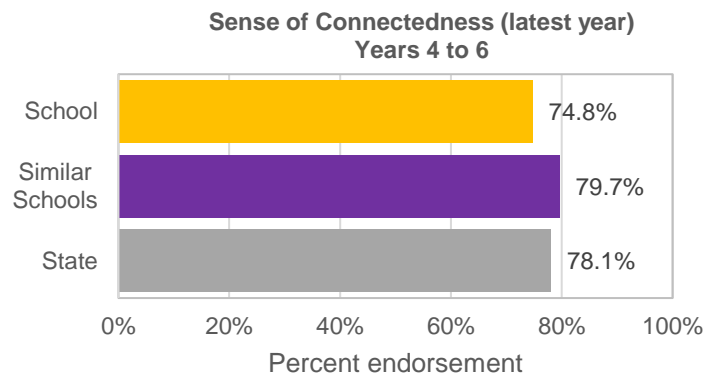
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.8%	68.4%
Similar Schools average:	79.7%	81.4%
State average:	78.1%	79.5%

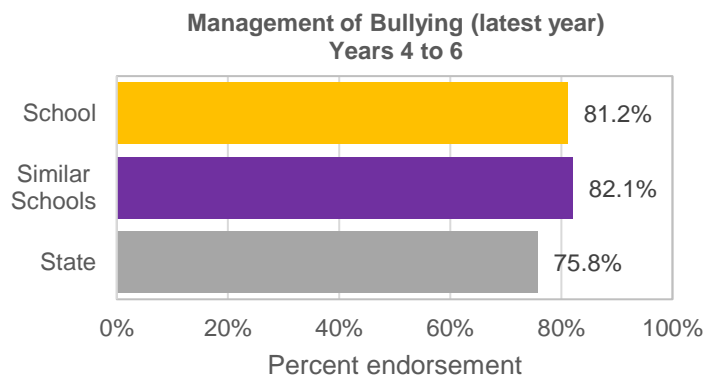


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.2%	74.8%
Similar Schools average:	82.1%	84.3%
State average:	75.8%	78.3%



ENGAGEMENT

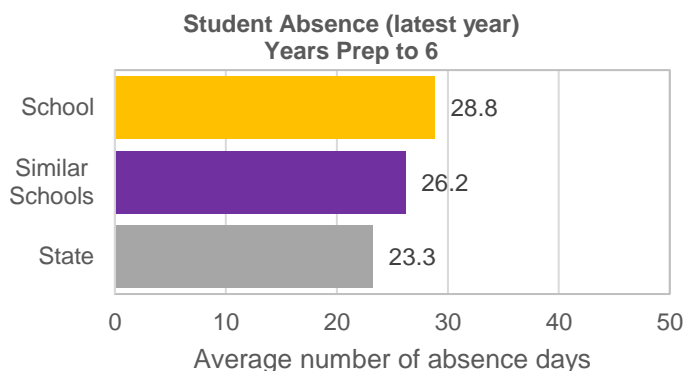
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	28.8	18.6
Similar Schools average:	26.2	17.8
State average:	23.3	17.0



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 (2022):	87%	NDP	NDP	91%	84%	84%	83%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$601,062
Government Provided DET Grants	\$170,625
Government Grants Commonwealth	\$150,472
Government Grants State	\$3,900
Revenue Other	\$8,140
Locally Raised Funds	\$22,113
Capital Grants	\$0
Total Operating Revenue	\$956,312

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,477
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,477

Expenditure	Actual
Student Resource Package ²	\$592,887
Adjustments	\$0
Books & Publications	\$1,560
Camps/Excursions/Activities	\$11,588
Communication Costs	\$1,118
Consumables	\$7,474
Miscellaneous Expense ³	\$11,977
Professional Development	\$6,692
Equipment/Maintenance/Hire	\$5,759
Property Services	\$50,931
Salaries & Allowances ⁴	\$64,476
Support Services	\$10,625
Trading & Fundraising	\$33,560
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,129
Total Operating Expenditure	\$808,779
Net Operating Surplus/-Deficit	\$147,533
Asset Acquisitions	\$7,180

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$249,209
Official Account	\$9,261
Other Accounts	\$0
Total Funds Available	\$258,470

Financial Commitments	Actual
Operating Reserve	\$31,794
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$176,288
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,370
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$19,688
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$229,140

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.