**2020 Annual Report to**

**The School Community  
  
School Name: Boolarra Primary School (2617)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2020 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 29 March 2021 at 11:26 AM by Susan Duncan (Principal) |

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| The 2020 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 20 April 2021 at 01:45 PM by Joy Barnes (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**  
  
The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 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

**Achievement**

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

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘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 a disability 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**

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| 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- Demonstrate 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.   As a small rural school, students, staff and families have the capacity to build positive relationships. 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 student leaders 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 of selling Zooper Doopers, milo and raisin toast. Our student leaders also organise and assist in the running of whole school activities.  During 2020 our enrolment as of the February census was 54. The Student Family Occupation Education (SFOE) index was 0.4011. Nine percent of students are Aboriginal or Torres Strait Islander. We ran 3 classrooms being Foundation-Two, Years Three-Four and a Five-Six class. We employed the equivalent of 4.6 EFT teaching staff which was comprised of 2 full time teachers and three part time teachers, two part time teachers shared the teaching responsibilities of the Foundation - Two class and one teacher ran the Physical Education, Art and Performing Arts Program. Students were supported by four part time Educational Support Staff.  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 to develop and expand their own professional knowledge and skills. 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) |
| A key improvement strategy undertaken was to build staff professional knowledge in the effective use of student data to promote learning gains. Through our Professional Learning Community staff met regularly to analyse student testing data and triangulated this with teacher observations. This enabled staff to clearly identify the next learning need for individual children and subsequently create learning programs. Teaching Staff worked collaboratively with Yinnar South Primary School to construct learning sequences in the area of numeracy. Through a Government Grant the school was able to purchase Essential Assessments which provided a new data set for ongoing evaluation. School Closure Days were used for the teaching staff to explore and dig more deeply into the use of this data to drive student learning.  In 2019 the school adopted a new instructional model (Workshop Model) as a basis for planning classroom lessons. This work carried forward into 2020 with a strong focus on numeracy core to this strategy. To support the improvement cycle a SWVL camera was purchased so teachers could record components of lessons and reflect on strengths and areas for improvement. Due to Remote and Flexible Learning this was limited, however teachers did reflect on the instructional videos that were uploaded onto SeeSaw (Remote & Flexible Learning Platform). The use of the SWVL camera to improve professional practice will continue in 2021. The use of our instructional model was modified during Flexible and Remote Learning.  To support the ongoing development of teacher professional knowledge and practice staff attended a one day workshop with a numeracy expert. Remote and Flexible Learning impeded full implementation of these strategies, however staff used their new knowledge as best as possible in the home learning environment. Our Numeracy Leader undertook a course in 'Leading Improvement in Mathematics Teaching'.  Two staff members, including our Literacy Leader, undertook training in the Sounds Write Program which is aimed at developing students understanding of sounds in both reading and writing. The school invested in the purchase of decodable texts to support learning within the classroom. The school aims to train two more teachers in 2021.  One staff member undertook training in music teaching run by The Song Room which resulted in the introduction of a weekly music program for all classes. As part of this program the school received funds to purchase a significant amount of musical instruments. This program will continue in 2021. |
| Achievement |
| Our 2020 student achievement data based on Teacher Judgement was positive in both English and Numeracy. Eighty Five percent of students are at or above age expected standards against the Victorian Curriculum in numeracy which is in line with the state average. In the area of Mathematics over 90% of students are at or above age expected standards against the Victorian Curriculum in numeracy which is above the state average. Due to COVID-19 NAPLAN was not undertaken in 2020 across the state. The School Staff Survey 'Collective Focus on Student Learning' showed a considerable increase compared to 2019 of over 10%, resulting in a pleasing positive rating of 91%. Academic Emphasis showed an increase of 9% to 69.64% positive response.   During Flexible and Remote Learning, staff used online resources for content delivery and assessment. Our learning platform was SeeSaw and this allowed for two way interaction between students and teachers. Teachers would upload the weeks learning ready for Monday and, as students completed tasks they would upload their responses. This allowed for teachers to give feedback based on what was done well and areas for improvement. Mathletics and Wushka (reading program) allowed for differentiation based on student learning needs.  To support students who are identified as potentially not meeting the standards in the area of numeracy the school ran the GRIN Program (Getting Ready In Numeracy). This program assists students by giving them an opportunity to practice the mathematical skills they will need in their subsequent lesson. This program was offered for identified students in years 3-6 during face to face learning time. |
| Engagement |
| Attendance data is one key measure of student engagement. In 2020 our data sets across all year levels ranged from 84%- 94%. In 2020 we continued to refine and improve our practices by engaging with families and students with unexplained absences and chronic low attendance. An integral part of our attendance strategy is to contact parents if their child is absent without explanation at the beginning of the day. Families are able to contact the school for absences via phone call or via our SkoolBag App. The school works with families of students with chronic absence to identify and work through any barriers. This has included providing students with MYKI cards for free bus travel made available through State School's Relief. To support students during Flexible and Remote Learning the school sent home Lap Tops and provided SIM cards for families without adequate internet connection.  The school had a focus on building student engagement and positive behaviour. The school developed a common language for expected and unexpected behaviour and reviewed it's monitoring systems. Due to COVID-19 progress on this improvement strategy was limited and further work will need to be undertaken in 2021 to ensure agreed practices such as explicit teaching of emotional regulation using the Zones of Regulation Program are embedded in teacher practice. The Attitude to School Student Survey showed a decrease in positive responses from 2019 with respect to Management of Bullying. This data set may be negatively impacted by Flexible and Remote Learning. It is pleasing to note that 93% of students responded positively to having an advocate at school and 81% responded positively to knowing where to get help if they are hurt or upset. The school has continued the implemented the Rights, Resilience and Respectful Relationships Program across all year levels. |
| Wellbeing |
| The 2020 Student Attitude to School Survey showed a drop in Sense of Connectedness in 2020 from 73% positive response to 63%. This is below the State average. It is difficult to know the impact Flexible and Remote Learning had that negatively impacted this data. During Flexible and Remote Learning Two the school endeavored to provide opportunities for students to connect with each other by holding WebEx meetings for serial stories, games and lunch with the teacher. Our student leaders ran an activity afternoon for the whole school. Upon return to school, the school was very conscious of our students mental health and increased activities such as sport, art and music.  To support healthy eating and promote a sense of community the school became involved in the Food Bank Initiative and provided free breakfast and fruit to all students. This initiative will continue in 2021.  Our Parent Satisfaction level, as reported in the annual Parent Opinion Survey showed a positive endorsement of 86.4%. This was a pleasing response as it is 5% above the State average.  The school delivered effective pathways for PSD (Program for Students with a Disability) students. An Individual Education Plan was developed for each student and regular student support meetings were conducted. |
| Financial performance and position |
| Boolarra Primary School maintained a sound financial position throughout 2019. The 2020-2023 Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds. The school maintained it's commitment to provide smaller classes. At the end of 2020 the school had a small surplus of $30,432 which will be put towards staffing in 2021 so we can maintain three classes. The school is active in seeking opportunities to improve student learning outcomes, engagement and wellbeing. In 2020 we were successful in applying for two grants, one being for three flagpoles to promote inclusion of Aboriginal and Torres Strait Islanders and the other for Shade Sails to be erected over the adventure playground and seated area at the front of the school. These improvements will be made in 2021. The school was also successful in accessing free professional development and equipment to support the introduction of our music program through The Song Room. |
| **For more detailed information regarding our school please visit our website at** [**https://www.boolarra.vic.edu.au/**](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.

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 54 students were enrolled at this school in 2020, 23 female and 31 male.

0 percent of students had English as an additional language and 9 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: Low - 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 86.4% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 77.0% |
| State average: | 77.8% |

ACHIEVEMENT

***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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 85.2% |
| Similar Schools average: | 84.7% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 91.4% |
| Similar Schools average: | 85.3% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 14.9 | 16.6 |
| Similar Schools average: | 14.1 | 16.3 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | NDP | 94% | 92% | 93% | 84% | 94% | 94% |

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 63.3% | 75.0% |
| Similar Schools average: | NDP | 81.4% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 66.2% | 75.3% |
| Similar Schools average: | NDP | 83.5% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $684,515 |
| Government Provided DET Grants | $180,384 |
| Government Grants Commonwealth | NDA |
| Government Grants State | $5,550 |
| Revenue Other | $2,805 |
| Locally Raised Funds | $27,318 |
| Capital Grants | NDA |
| Total Operating Revenue | **$900,572** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $20,791 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$20,791** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $655,312 |
| Adjustments | NDA |
| Books & Publications | $2,270 |
| Camps/Excursions/Activities | $10,409 |
| Communication Costs | $3,198 |
| Consumables | $8,085 |
| Miscellaneous Expense 3 | $10,385 |
| Professional Development | $1,789 |
| Equipment/Maintenance/Hire | $15,807 |
| Property Services | $66,352 |
| Salaries & Allowances 4 | $30,464 |
| Support Services | $9,761 |
| Trading & Fundraising | $7,191 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $12,412 |
| Total Operating Expenditure | **$833,435** |
| Net Operating Surplus/-Deficit | **$67,137** |
| Asset Acquisitions | **$21,879** |

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 01 Mar 2021 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 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $107,540 |
| Official Account | $8,129 |
| Other Accounts | NDA |
| Total Funds Available | **$115,669** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $27,108 |
| Other Recurrent Expenditure | $848 |
| Provision Accounts | NDA |
| Funds Received in Advance | $1,200 |
| School Based Programs | $37,465 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $26,553 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$93,174** |

*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.*