

2021 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 2021 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 28 April 2022 at 03:09 PM by Susan Duncan (Principal)

- This 2021 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 04 May 2022 at 05:17 PM by Malcom 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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 2021 enrolment was 51 students. Students attend the school from the Boolarra township and surrounding areas. Some students travel from Churchill. Our staff profile included 3 fulltime staff and 5 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 - Caring for, understanding, accepting and appreciating ourselves, others and the environment.

Engagement - To be open to 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 organisation and running of whole school activities.

Our school has a strong community feel about it. We are small enough that each student is 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 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 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.

Framework for Improving Student Outcomes (FISO)

The school focused on the FISO dimension Curriculum Planning and Assessment. We aimed to increase staff capacity in the use of assessments so learning was more targeted and at the point of need for individual students with a strong focus on supporting students with additional needs. We further developed our understanding of the Professional Learning Community Approach (PLC) as a meeting structure that is characterised by teacher collaboration, shared practice, as well as collective responsibility to inspire change of teachers knowledge and practice. As a team all staff worked together with a unified focus on success for every student. The PLC approach is a data driven inquiry cycle

where we evaluated & diagnosed, prioritised and set goals. We then developed learning plans that were closely monitored. We worked collaboratively with a PLC Co-Ordinator from our school's networks to ensure we were learning from experts.

To ensure our students were explicitly taught the knowledge and skills needed to be successful readers and writers staff undertook Professional Development in the Sounds - Write program. This program provided teachers with a comprehensive method to teach phonetic knowledge for reading, spelling and writing. The program was implemented across the school. The school purchased decodable reading texts for our students to further support this initiative.

The Health and Wellbeing strategy FISO focus was a Positive Climate For Learning through a supportive and productive learning environment that promotes inclusion and collaboration. The key action was to build student positive behaviour by implementing School Wide Positive Behaviour. The school moved away from this model due to difficulties in accessing professional development and undertook training on the Berry Street Educational Model. This focus will continue in 2022.

Achievement

Our reading and writing NAPLAN Bench mark Growth was very pleasing in the area of language with all children showing medium or high growth. Percentages of students who showed above benchmark growth in reading was 67%, and in writing 33%. In numeracy 67% of students showed high growth, where as 33% of students showed low growth. Numeracy will be a key focus area in 2022. Due to the low number of students in each cohort we need to compare this data against other information sets. Our teacher Judgment in English shows 78.8% of our students are achieving at or above the expected level against the Victorian Curriculum Standards in language and 83.7% in Mathematics. In 2022 we will continue our work in developing our PLC with a focus on working as a unified team to ensure success for every student.

In 2021 we utilised State Government funding to employ a Tutor Learning Teacher to provide intervention and catch-up support for those who did not make the expected learning gain of a year's growth. This resulted in high achieving students having access to the program as well as those needing remediation. Our focus was in the areas of writing and reading. Our Tutor worked with individuals one on one or in small groups. This intensive program ran in Term 2.

During Remote Learning Year 3-6 students lessons were uploaded onto Google Classrooms and our Prep -Two students used the SeeSaw Platform. Small group lessons were conducted via WebEx. Learning was also delivered through online platforms such as Mathletics, Sunset Maths and Reading Eggs.

Engagement

During 2021 most P-6 students engaged in remote learning. To assist student wellbeing during remote learning the school continued with our 2020 initiative of Wellbeing Wednesdays. We created opportunities for students to connect with each other via WebEx. Some of these sessions had a curriculum focus whilst others were to touch base and have a chat or raise questions/concerns. For most of our students the return to school was met with excitement. We focused on giving students plenty of opportunities to reconnect with their friends.

Our absentee data is slightly higher than the state average. The school works with families to re-engage students who are struggling with attendance. The school met it's 2021 key targets in percentage of positive responses in the Attitudes to School Survey in the following areas: Effective Teaching Time 81% positive endorsement, High expectation of Success 98% positive endorsement and Effort 79% positive endorsement.

Wellbeing

The highlight for Student Wellbeing in 2021 was beginning training and subsequent implementation of the Berry Street Educational Model. Our focus centered on building consistent and predictable routines. All classes begin with a

morning circle meeting to promote connectedness. Students have been explicitly taught about stress responses and calming strategies. Positive primers are built into routines to promote feelings of positivity. Students have regular brain breaks as part of everyday classroom routines to allow time to center and be ready for learning. Student percentages of Attitudes to School, School Connectedness were lower than both the state and similar school average. The impact of COVID-19 and remote learning means we need to be cautious in interpreting these results, however we also need to be mindful and not dismissive. The school was conscious of the need to provide opportunities to improve connection upon the return to school and ran an onsite sleepover for years 2-6 and several excursions in Term 4. It is anticipated that our strong focus in 2022 on the Berry Street Education Model will have a high impact in the wellness space.

Based on the Student Attitudes to School: Management of Bullying 81.3% of student respondents view their experiences within this space positively. The school has improved in this area compared to its four year average and data is in line with State averages. We will continue to increase awareness around bullying through explicit teaching.

Finance performance and position

Boolarra Primary School had a small net operating surplus in 2021. These funds will be carried over into 2021.

Funding was used to purchase:

- A class set of laptops.
- Decodable texts to support the Sound Write Program.
- Professional Development in Sounds Write.

Our school received a significant grant to erect new shade sails over our play equipment and bus area. Remaining funds from this grant will be used to develop two outdoor learning areas in 2022. We also received a smaller grant to erect three flag poles at the front of the school.

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.

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 51 students were enrolled at this school in 2021, 21 female and 30 male.

0 percent of students had English as an additional language and 11 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).

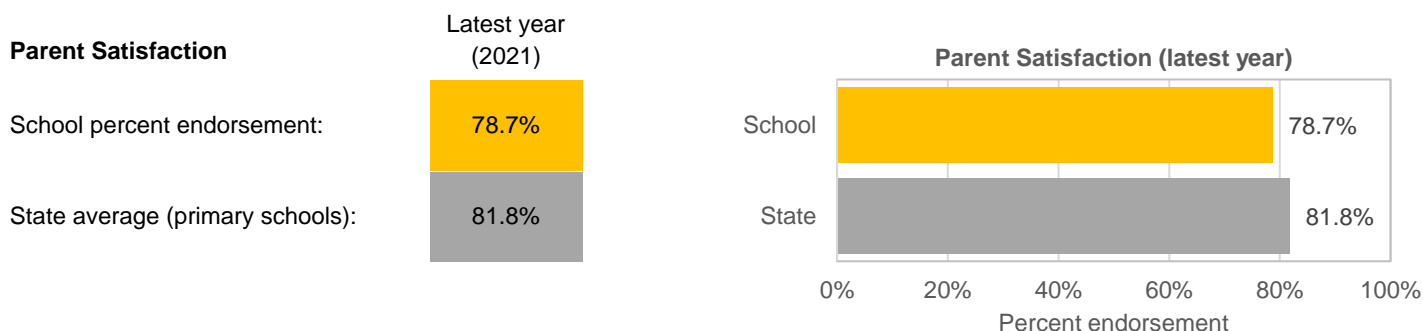
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

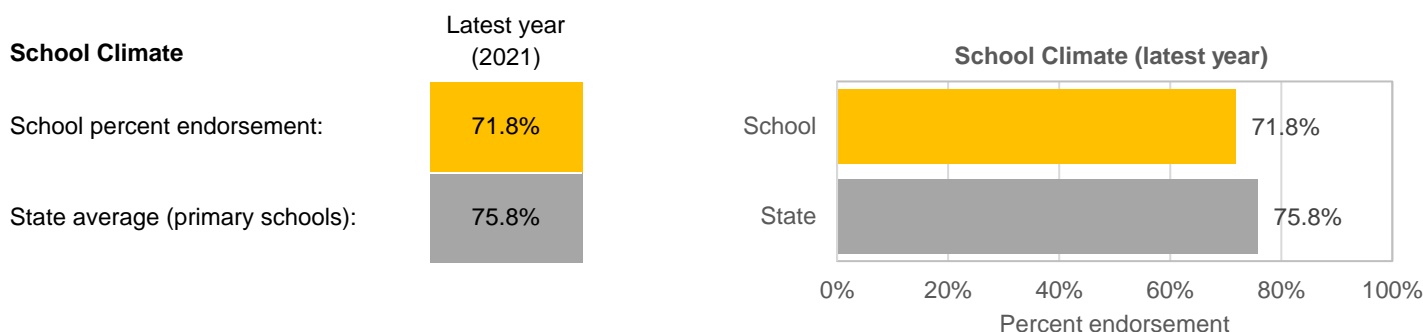


School Staff Survey

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.



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.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

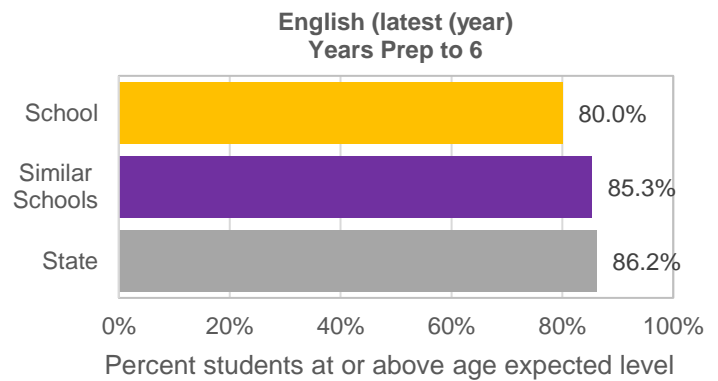
80.0%

Similar Schools average:

85.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

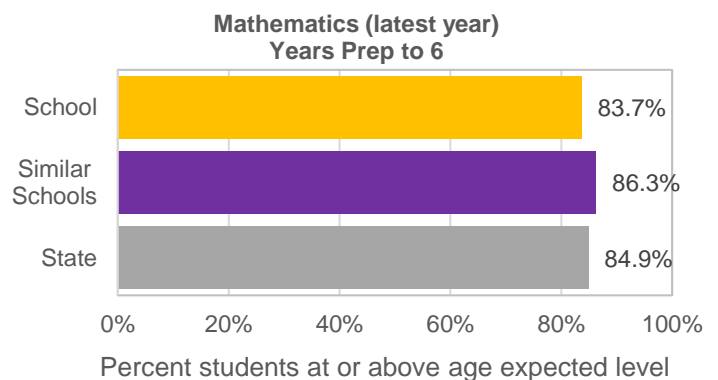
83.7%

Similar Schools average:

86.3%

State average:

84.9%



ACHIEVEMENT (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.

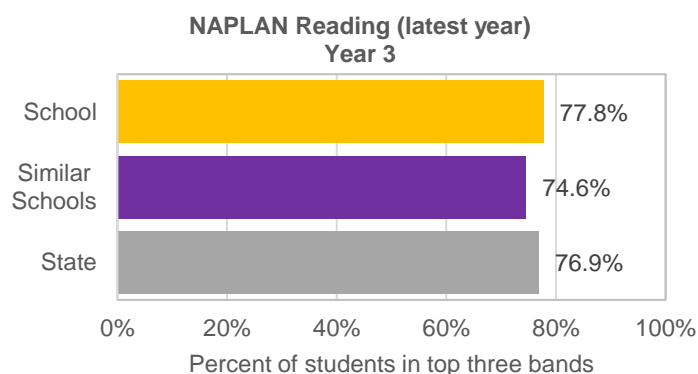
NAPLAN

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 2018, 2019 and 2021 data.

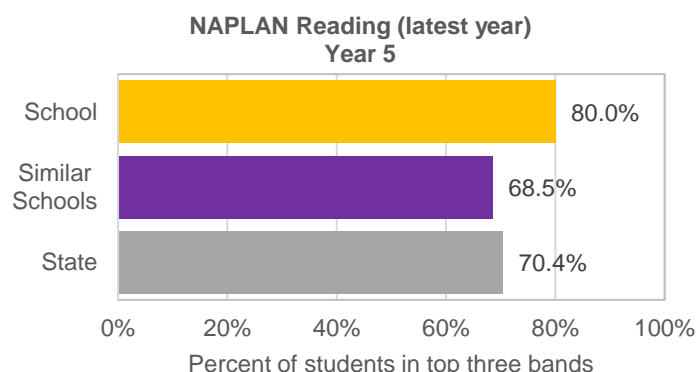
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	76.5%
Similar Schools average:	74.6%	74.3%
State average:	76.9%	76.5%



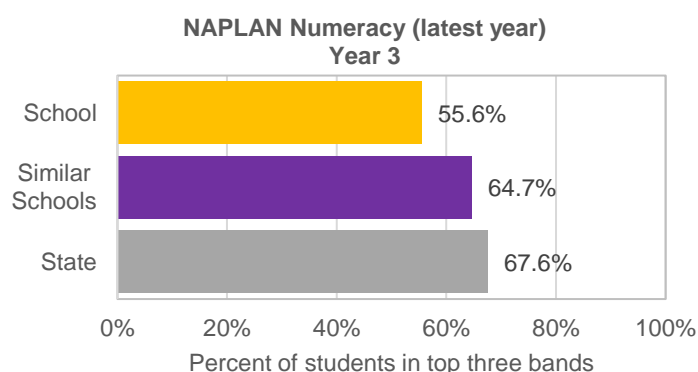
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	87.5%
Similar Schools average:	68.5%	67.3%
State average:	70.4%	67.7%



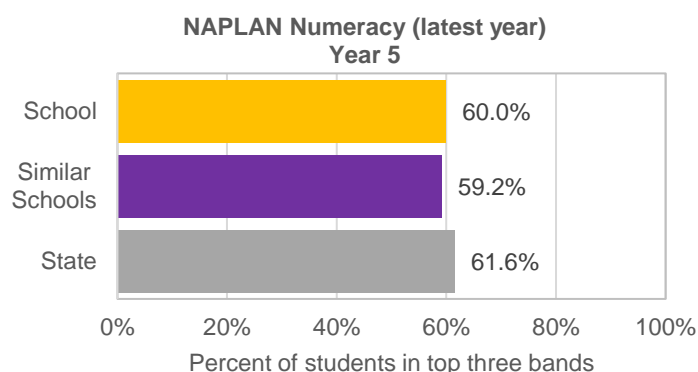
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	64.7%
Similar Schools average:	64.7%	67.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	50.0%
Similar Schools average:	59.2%	57.1%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

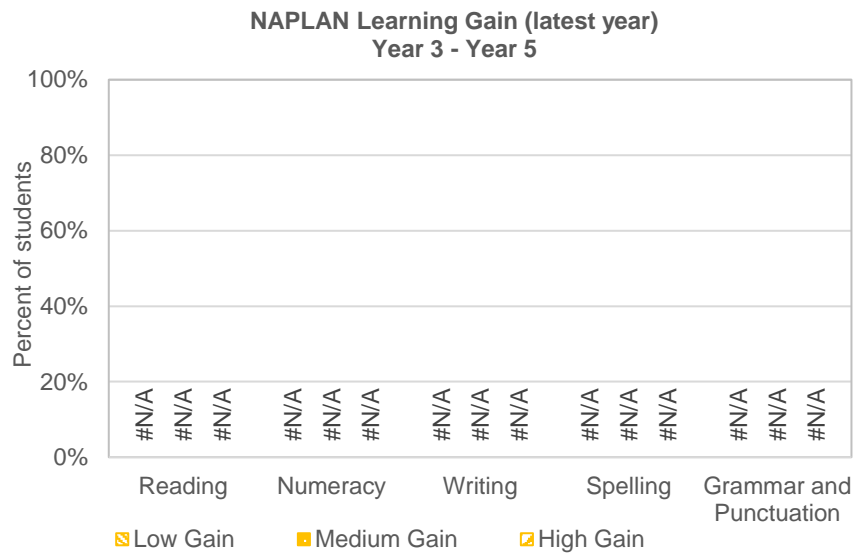
NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	25%
Numeracy:	NDP	NDP	NDP	21%
Writing:	NDP	NDP	NDP	17%
Spelling:	NDP	NDP	NDP	20%
Grammar and Punctuation:	NDP	NDP	NDP	25%



ENGAGEMENT

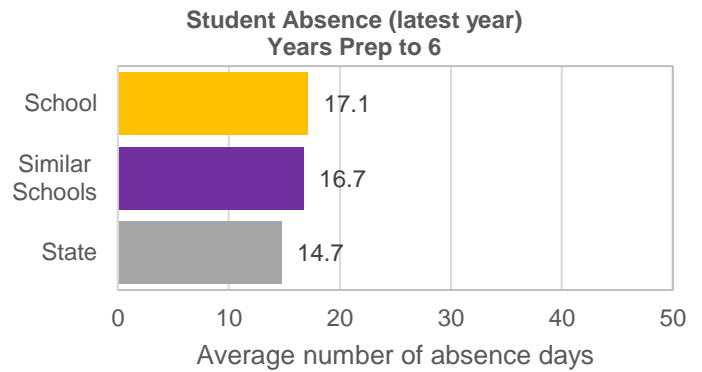
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.1	16.7
Similar Schools average:	16.7	16.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	NDP	91%	94%	91%	88%	91%

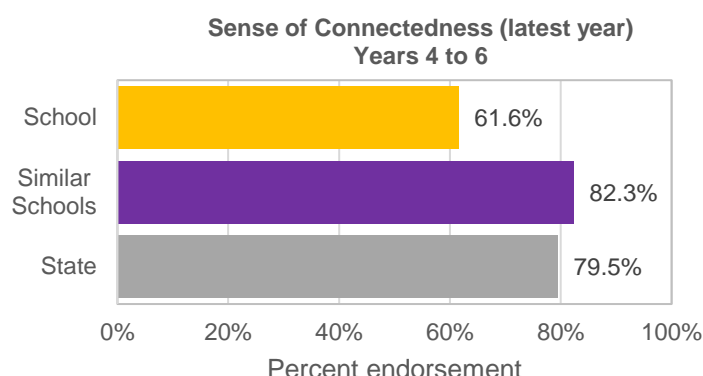
WELLBEING

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 (2021)	4-year average
School percent endorsement:	61.6%	70.3%
Similar Schools average:	82.3%	81.3%
State average:	79.5%	80.4%

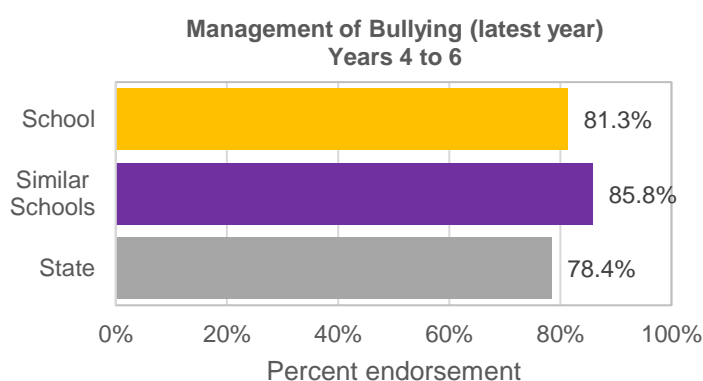


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.3%	76.1%
Similar Schools average:	85.8%	83.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$658,184
Government Provided DET Grants	\$252,346
Government Grants Commonwealth	\$0
Government Grants State	\$5,200
Revenue Other	\$3,751
Locally Raised Funds	\$18,070
Capital Grants	\$0
Total Operating Revenue	\$937,551

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,166
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$23,166

Expenditure	Actual
Student Resource Package ²	\$635,443
Adjustments	\$0
Books & Publications	\$1,289
Camps/Excursions/Activities	\$3,311
Communication Costs	\$5,891
Consumables	\$7,037
Miscellaneous Expense ³	\$8,635
Professional Development	\$4,617
Equipment/Maintenance/Hire	\$12,641
Property Services	\$106,588
Salaries & Allowances ⁴	\$30,756
Support Services	\$7,586
Trading & Fundraising	\$7,389
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,266
Total Operating Expenditure	\$840,449
Net Operating Surplus/-Deficit	\$97,102
Asset Acquisitions	\$61,268

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$117,046
Official Account	\$10,943
Other Accounts	\$0
Total Funds Available	\$127,989

Financial Commitments	Actual
Operating Reserve	\$22,934
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$41,143
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$16,038
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$80,115

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.