

2018 Annual Report to The School Community



School Name: Bolwarra Primary School (1324)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 11:54 AM by Lee Gibbons
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2019 at 03:33 PM by Anna Impey (School
Council President)

About Our School

School context

Bolwarra Primary School is a rural school located 8 kilometres north of the city of Portland in Victoria's south west. The school has a long history of community support and forms a focus for a close-knit community. Bolwarra Primary is committed to providing a supportive school community which engages and challenges the students to strive for their personal best in order to become valued members of the local and global community. The school values respect for each other and our environment, integrity in all our actions, confidence to approach the new and the familiar, excellence in teaching and learning, and individual success. We endeavor to educate the whole child and value all areas of education.

Expansive grounds combined with classrooms resourced with current technology to support our commitment to 21st century skills. Specialist classes are provided in PE/Health, Art, Library and Music. We use the Restorative Practices approach to welfare and discipline, along with 'You Can Do It!' and the Learning How to Learn program. These combine with a strong student leadership program to support student wellbeing and engagement.

With a school enrolment of 100 students, the school has 7.2 fulltime staff: 1 Principal class, 6 teachers and 5 Education Support staff

Framework for Improving Student Outcomes (FISO)

In 2018 the school continued to concentrate on building practice excellence and building leadership teams.

The school worked closely with teaching partners throughout the year. With this support the reading block was examined and improved to maximise student outcomes. A Data Analysis Tool was introduced to help with planning and to ensure that the teaching was at student point of need.

In 2018 the PLC structure was continued with emphasis of looking at student data as a team. A Data Wall was established and meetings held to pinpoint students who needed extra help in reading. Plans were then made to ensure these students received extra help. In 2018 2 staff members accessed the Data Literacy course through Bastow while another staff member completed the Leading Literacy course locally. Our Learning specialist completed the Literacy Masters course and ran the local Leading Literacy course.

In 2018 3 staff were involved in the WSW Reading Project and have successfully developed a program at school that involves many students in the Sound/Write approach.

Achievement

Student learning performance based on teacher assessment at Bolwarra Primary School is strong. Our school overall is performing at a higher level compared to other schools after accounting for background characteristics known to make a difference to students' results. In 2018 we reflected on our practices and we began to work towards ensuring that we were using data to inform teaching allowing teachers to teach at student point of need. In 2018 our NAPLAN results in Grade 3 and Grade 5 were similar compared to other schools. Our Grade 3 results in Numeracy were particularly high. Our learning gain needs to improve as we need to see more students showing high growth from Year 3 to Year 5 in NAPLAN.

In 2019 we will continue to establish protocols that will enable staff to use formative data in order to modify teaching and learning activities to improve student attainment.

Engagement

Our student attendance in 2018 continued to be very good. We were able to work with individual families to dramatically improve the attendance rate of certain students. We have enrolled students with poor attendance from elsewhere and have been able to ensure their attendance is good at Bolwarra. Our highlight is being able to improve the attendance of certain students, who were raised as a concern.

Our strategy is to work closely with any family where a child is not engaged. We believe in a holistic approach where we speak to all staff members about how to engage the student. Our chaplains play a very important role in ensuring that home and school remain in touch at all times.

Wellbeing

Our results in Wellbeing continue to be pleasing. We have worked closely with the students to ensure that their needs are being heard and acted upon. In 2018 we introduced a Student Voice group to increase the likelihood of the students being heard. The Grade 6 students established a Fairness Code which was adopted by the whole school. The students use the 'Fairness Code' to celebrate those students who are being fair to their peers. In 2019 we are looking at having the school community immersed in 'Positive Education'.

Financial performance and position

Our Net Operating Surplus of \$41,146 is a result of our determination to ensure we have the financials to enable our staffing to be maximized in the following years. We are continuing to ensure that all areas of the school are appropriately funded each year.

The equity money was used to upskill the staff in the areas of professional development.

For more detailed information regarding our school please visit our website at
<http://bolwarraps.global2.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	
<p>Enrolment Profile</p> <p>A total of 100 students were enrolled at this school in 2018, 46 female and 54 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ Median of all Victorian Government Primary Schools: 

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	School Comparison																																		
<p>NAPLAN Learning Gain Year 3 - Year 5</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>	<p>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>67%</td></tr> <tr><td>Medium</td><td>33%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>80%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>50%</td></tr> <tr><td>Medium</td><td>20%</td></tr> <tr><td>High</td><td>30%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>60%</td></tr> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%	Gain Level	Percentage	Low	67%	Medium	33%	Gain Level	Percentage	Low	20%	Medium	80%	Gain Level	Percentage	Low	50%	Medium	20%	High	30%	Gain Level	Percentage	Low	40%	Medium	60%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Gain Level	Percentage																																			
Low	25%																																			
Medium	50%																																			
High	25%																																			
Gain Level	Percentage																																			
Low	67%																																			
Medium	33%																																			
Gain Level	Percentage																																			
Low	20%																																			
Medium	80%																																			
Gain Level	Percentage																																			
Low	50%																																			
Medium	20%																																			
High	30%																																			
Gain Level	Percentage																																			
Low	40%																																			
Medium	60%																																			

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: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>96 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	93 %	94 %	90 %	94 %	93 %	95 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	93 %	94 %	90 %	94 %	93 %	95 %										

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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,084,231	High Yield Investment Account	\$52,023
Government Provided DET Grants	\$175,289	Official Account	\$6,374
Revenue Other	\$18,437	Total Funds Available	\$58,396
Locally Raised Funds	\$69,339		
Capital Grants	\$999		
Total Operating Revenue	\$1,348,295		
Equity¹			
Equity (Social Disadvantage)	\$23,738		
Equity Total	\$23,738		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,057,226	Operating Reserve	\$28,359
Books & Publications	\$3,985	Funds Received in Advance	\$10,274
Communication Costs	\$2,295	Funds for Committees/Shared Arrangements	\$9,502
Consumables	\$29,441	Asset/Equipment Replacement < 12 months	\$10,261
Miscellaneous Expense ³	\$62,040	Total Financial Commitments	\$58,396
Professional Development	\$8,070		
Property and Equipment Services	\$67,859		
Salaries & Allowances ⁴	\$57,580		
Trading & Fundraising	\$8,181		
Travel & Subsistence	\$3,196		
Utilities	\$7,276		
Total Operating Expenditure	\$1,307,149		
Net Operating Surplus/-Deficit	\$41,146		
Asset Acquisitions	\$0		

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

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

How to read the Annual Report

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

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

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

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

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

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

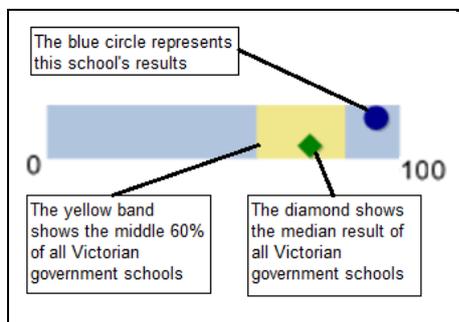
Engagement

- student attendance and engagement at school
- 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).

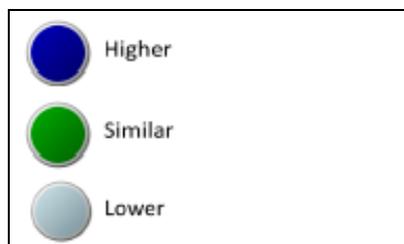


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').