**2019 Annual Report to**

**The School Community  
  
School Name: Bolwarra Primary School (1324)**

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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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*. |
| Attested on 20 March 2020 at 12:32 PM by Lee Gibbons (Principal) |

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| The 2019 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| Attested on 30 October 2020 at 09:13 AM by Anna Impey (School Council President) |

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**About Our School**

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| School context |
| Bolwarra Primary School is a rural school located 8 kilometres north of the city of Portland in Victoria’s south west. 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 84 students, the school has 7.2 fulltime staff: 1 Principal class, 5 teachers and 5 Education Support staff |
| Framework for Improving Student Outcomes (FISO) |
| In 2019 the school continued to concentrate on building practice excellence and building leadership teams. Staff continued to build teacher capacity around the Reading Instructional model. Staff consistently worked on collection of Fountas & Pinnell data to continually update the Data Wall, data was then discussed and analysed. Students 12 months ahead or 6 months below were identified Individual Learning Plans completed. All staff used the Data Analysis Tool and a 5 week plan for planning of Reading instruction. Conferencing notes are taken during reading workshops. Staff have completed some peer observations around the workshop model.  In Professional Development in 2019 all classroom teacher participated in extensive literacy PD. This allowed staff to have a consistent approach to teaching reading and the opportunity to discuss their work with peers from across the state.   Through a clear and comprehensive process the school community were engaged in and completed a robust school review process. From this process we saw increased teacher confidence to analyse and review practice around whole school data and feedback for new directions Students were engaged in the review process and showed confidence in their ability to provide comprehensive feedback. All staff showed a solid understanding of our strengths, weaknesses and areas for future focus and a new Strategic plan was developed and adopted. |
| 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 2019 we continued to reflect on our practices and we worked towards ensuring that we were using data to inform teaching allowing teachers to teach at student point of need. In 2019 our NAPLAN results in Grade 5 were below similar schools but our Grade 3's reading were higher than similar schools and similar in numeracy. With the NAPLAN Learning gain we had pleasing High Growth in Writing and Numeracy and Low Growth in Reading was low.  These results are confirming to us that it is important for us to continue embedding the strong work we are doing in reading and to replicate this work in writing. |
| Engagement |
| Our student attendance in 2019 continued to be very good. It is above that of similar schools. 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 experienced a drop from previous years. Challenging students in the upper grades can cause results to drop quickly in smaller schools. In 2019 we ensured that all staff were exposed to the teachings of 'Positive Education'. All teaching staff spending at least 3 days at conferences. All staff are now committed to bring the ideals of Positive Education fully into our school in 2020. Also in 2020 our school is a Lead school in 'Respectful Relationships'. We believe that this along with Positive Education and our continued commitment to Restorative Practices will ensure our results in this area to improve in 2020. |
| Financial performance and position |
| Our Net Operating Deficit of $15,046 is a result of a major drop of student numbers from 2019. The Deficit would have been much greater except we had planned for a drop in student numbers but this drop was greater than expected with a few families moving out of the Bolwarra area. 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. In 2019 we made the decision to keep class sizes down (also not to split classes half way through the year) in the 2nd half of the year rather than to avoid a deficit. |
| **For more detailed information regarding our school please visit our website at** [**http://bolwarraps.global2.vic.edu.au/**](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.

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

School profile

***Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.***

Enrolment Profile

A total of 84 students were enrolled at this school in 2019, 39 female and 45 male.

np 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.

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
| --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 84.3 | 85.8 | 79.2 | 92.0 |

**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 | School | State Median | Middle 60 percent low | Middle 60 percent high |
| --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 92.1 | 79.5 | 68.5 | 87.9 |

***Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.***

***“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.***

Achievement

**Teacher Judgement of student achievement**

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

* English
* Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
| --- | --- | --- | --- | --- | --- |
| Domain | Percent | Percent | Percent | Percent |  |
| English | 88.2 | 89.7 | 81.7 | 95.0 | Similar |
| Mathematics | 92.1 | 90.3 | 81.8 | 95.8 | Above |

**NAPLAN Year 3 and Year 5**

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands  (latest year) |  | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
| --- | --- | --- | --- | --- | --- | --- |
| Year Level | Domain - measure | Percent | Percent | Percent | Percent |  |
| Year 3 | Reading (latest year) | 78.6 | 76.5 | 60.0 | 90.0 | Above |
| Year 3 | Numeracy (latest year) | 64.3 | 67.7 | 50.0 | 84.6 | Similar |
| Year 5 | Reading (latest year) | 57.1 | 67.6 | 50.0 | 83.1 | Below |
| Year 5 | Numeracy (latest year) | 50.0 | 59.3 | 41.2 | 76.4 | Below |

| NAPLAN top 3 bands  (4 year average) |  | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
| --- | --- | --- | --- | --- | --- | --- |
| Year Level | Domain - measure | Percent | Percent | Percent | Percent |  |
| Year 3 | Reading (4 year average) | 76.0 | 73.0 | 59.7 | 84.9 | - |
| Year 3 | Numeracy (4 year average) | 76.5 | 67.1 | 52.4 | 80.7 | - |
| Year 5 | Reading (4 year average) | 60.4 | 64.1 | 50.0 | 77.8 | - |
| Year 5 | Numeracy (4 year average) | 47.2 | 56.3 | 40.7 | 71.7 | - |

**NAPLAN Learning Gain**

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student’s gain is in the top 25 percent of their cohort, their gain level is categorised as ‘High’. If their gain is in the bottom 25 percent of their cohort, their gain level is ‘Low’, and for the remaining 50 percent of gains the gain level is categorised as ‘Medium’.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

| NAPLAN Learning Gain | Low Gain | Medium Gain | High Gain |
| --- | --- | --- | --- |
| Domain | Percent | Percent | Percent |
| Reading | 18.2 | 72.7 | 9.1 |
| Numeracy | 27.3 | 45.5 | 27.3 |
| Writing | 27.3 | 36.4 | 36.4 |
| Spelling | 54.5 | 36.4 | 9.1 |
| Grammar and Punctuation | 18.2 | 72.7 | 9.1 |

engagement

**Average Number of Student Absence Days**

Absence from school can impact on students’ learning. A Similar School Comparison rating of ‘Above’ indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of ‘Below’ indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Number | Number | Number | Number |  |
| Average number of absence days (latest year) | 15.1 | 16.3 | 13.9 | 19.4 | Above |
| Average number of absence days (4 year average) | 14.4 | 15.5 | 13.5 | 18.2 | - |

**Attendance Rate**

Average 2019 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 95 | 94 | 92 | 93 | 90 | 92 | 93 |

WELLbeing

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |  |
| Percent endorsement (latest year) | 69.0 | 80.9 | 71.8 | 88.9 | Below |
| Percent endorsement (3 year average) | 75.4 | 81.4 | 73.9 | 88.1 | - |

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |  |
| Percent endorsement (latest year) | 61.7 | 81.6 | 72.2 | 90.0 | Below |
| Percent endorsement (3 year average) | 71.5 | 81.7 | 74.4 | 89.1 | - |

**Financial Performance and Position**

**Financial Performance - Operating Statement Summary for the year ending 31 December, 2019**

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,056,862 |
| Government Provided DET Grants | $176,079 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $15,177 |
| Locally Raised Funds | $76,879 |
| Capital Grants | $0 |
| Total Operating Revenue | $1,324,997 |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $28,079 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | $28,079 |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,100,663 |
| Adjustments | $0 |
| Books & Publications | $4,279 |
| Communication Costs | $1,289 |
| Consumables | $20,408 |
| Miscellaneous Expense 3 | $63,107 |
| Professional Development | $9,879 |
| Property and Equipment Services | $62,953 |
| Salaries & Allowances 4 | $57,858 |
| Trading & Fundraising | $7,853 |
| Travel & Subsistence | $4,577 |
| Utilities | $7,178 |
| Total Operating Expenditure | $1,340,043 |
| Net Operating Surplus/-Deficit | ($15,046) |
| Asset Acquisitions | $0 |

**Financial Position as at 31 December, 2019**

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $83,219 |
| Official Account | $4,259 |
| Other Accounts | $0 |
| Total Funds Available | $87,478 |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $36,775 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $15,977 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $12,045 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $17,511 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | $82,307 |

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

**How to read the Annual Report**

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

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

plans for the future.

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

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

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

The Performance Summary reports on data in three key areas:

**Achievement**

* student achievements in:
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
* English and Mathematics for Teacher Judgements against the curriculum
* All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

**Engagement**

* student attendance and engagement at school, including:
* 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) factors:
  + 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 *SIMILAR School Comparison* refer to?**

The SimilarSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.

The comparison measure takes into account the school’s socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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

**What does ‘*Data not available*’ or ‘*np*’ 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, 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 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’).