**2022 Annual Report to the School Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |

|  |
| --- |
| * 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
 |
| Attested on 31 March 2023 at 12:54 PM by Lee Gibbons (Principal) |

|  |
| --- |
| * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 07 June 2023 at 08:19 AM by Anna Impey (School Council President) |

 |

School Name: Bolwarra Primary School (1324)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

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

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Learning**

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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

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

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

What does *‘NDP’* or ‘*NDA*’ mean?

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

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

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

What is the *‘Victorian Curriculum’*?

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

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

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

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

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

**About Our School**

|  |
| --- |
| **School context** |
| Bolwarra Primary School is a rural school located 8 kilometres north of the city of Portland in Victoria’s south west. The vision of the school is to provide a positive school environment that allows every individual the opportunity to flourish. We teach our students GEM. Gratitude, Empathy and Mindfulness with Emotional Literacy overseeing these topics. The school has expansive grounds, that combined with classrooms resourced with current technology, support our commitment to 21st century skills. Specialist classes are provided in PE, STEM and Library. The school uses the Restorative Practices approach to welfare and discipline, along with 'Positive Education' and 'The Resilience Project'. These combine with a strong student leadership program that supports student wellbeing and engagement. With a school enrolment of 61 students, the school has 7.2 full time staff: 1 Principal class, 4 teachers and 6 Education Support staff. The students come from a wide range of social backgrounds. The students reside in the local area but also travel from Portland and Heywood to attend the school. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Like the previous 2 years 2022 was challenging as we dealt with interruptions due to illnesses and the after effects of COVID. Student learning performance based on teacher assessment at Bolwarra Primary School remains 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. NAPLAN results saw some solid results in reading. There is still a gap in the results we see throughout the year and with our NAPLAN results. As a teaching staff we completed the Professional Learning Community P.D. We completed some inquiry cycles in numeracy which we found very beneficial. 2023 will see the school continue to expend energy on numeracy in an attempt to lift results. A tutor will work with students who we have identified as requiring extra assistance in numeracy. We will continue to use PLC's to work on inquiry cycles in numeracy and we are participating in the Wimmera South West Numeracy Learning Community.  |
| Wellbeing |
| In 2022 we ensured that every student had a Mental Health Plan that was developed by all the staff. Parents were also invited to have input. We appointed one of our staff members as our wellbeing coordinator who was available for both students and parents to speak to. We used an old classroom space to develop a wellbeing room where students could go to have quiet time. Our parent satisfaction in the Parent Opinion Survey was 6.2% above state average.  School climate in the School Staff survey was 16.9% more than state average. Our results in the student survey are still below state average but we don't think this reflects reality. In 2022 we introduced 'Smiling Minds' to each classroom. In 2023 we will continue with our Mental Health Plans for each individual student as well as re-introducing the zones of regulation. We are also committed to training all of our staff in Youth Mental Health First Aid.  |
| Engagement |
| In 2022 we continued to focus on making school a happy place for our students. We continued with Flourishing Friday activities every second Friday afternoon to give students the opportunity to end their school week on an engaging relevant fun activity that didn't involve any technology. We also decided to have our termly whole-school excursions on the last week of each term with student leaders having a voice into where we go and how the excursion is conducted. The student leaders were also involved in the 'Teach The Teacher' program. They attended 4 sessions and developed a survey which they administered to their fellow students. From this survey changes were made to the Smiling Minds program which we had implemented throughout the school. Our student absences (22.8) was lower than the state average and similar schools. In 2023 we will continue with our Engagement Programs but will use our school review as an opportunity for our student leaders to get feedback from all our students.  |
| **Financial performance** |
| Our Net Operating surplus of $121,793 is a result of many factors including the effects of remote learning. The surplus is important for us as we are carrying over a deficit into 2023 and we are expecting our student numbers to continue to decrease. We are continuing to ensure that all areas of the school are appropriately funded each year. The equity money was used to support our Positive Education Enhanced Curriculum including explicit teaching through weekly specialist sessions. Bolwarra continues to tighten all budgets as student numbers drop but salary costs increase alongside maintenance costs. We are very proud that we have been able to maintain excellent school grounds and buildings alongside having appropriate resources for each classroom. |
| **For more detailed information regarding our school please visit our website at** [**http://www.bolwarraps.vic.edu.au/**](http://www.bolwarraps.vic.edu.au/) |

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 60 students were enrolled at this school in 2022, 32 female and 28 male.

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

Overall Socio-Economic Profile

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

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

This school’s SFOE band value is: Medium

Parent Satisfaction Summary

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

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

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 85.1% |
| State average (primary schools): | 79.9% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

|  |  |
| --- | --- |
| **School Climate** | Latest year (2022) |
| School percent endorsement: | 90.3% |
| State average (primary schools): | 73.4% |

LEARNING

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

Teacher Judgement of student achievement

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

|  |  |
| --- | --- |
| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 87.9% |
| Similar Schools average: | 86.0% |
| State average: | 87.0% |

|  |  |
| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 88.0% |
| Similar Schools average: | 86.6% |
| State average: | 85.9% |

LEARNING (continued)

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

NAPLAN

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

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

|  |  |  |
| --- | --- | --- |
| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 57.1% | 67.9% |
| Similar Schools average: | 74.3% | 73.6% |
| State average: | 76.6% | 76.6% |

|  |  |  |
| --- | --- | --- |
| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 63.6% | 62.2% |
| Similar Schools average: | 65.3% | 63.9% |
| State average: | 70.2% | 69.5% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 42.9% | 53.6% |
| Similar Schools average: | 58.7% | 63.5% |
| State average: | 64.0% | 66.6% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 30.0% | 43.2% |
| Similar Schools average: | 45.4% | 51.3% |
| State average: | 54.2% | 58.8% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 60.7% | 65.7% |
| Similar Schools average: | 82.3% | 82.9% |
| State average: | 78.1% | 79.5% |

Student Attitudes to School – Management of Bullying

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

|  |  |  |
| --- | --- | --- |
| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 54.4% | 64.1% |
| Similar Schools average: | 82.4% | 85.2% |
| State average: | 75.8% | 78.3% |

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

|  |  |  |
| --- | --- | --- |
| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 22.8 | 18.4 |
| Similar Schools average: | 25.5 | 18.5 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

 Attendance rate refers to the average proportion of formal school days students in each year level attended.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 88% | 91% | 91% | 91% | 88% | 84% | 90% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,032,903 |
| Government Provided DET Grants | $196,202 |
| Government Grants Commonwealth | $150,000 |
| Government Grants State | $37,233 |
| Revenue Other | $12,463 |
| Locally Raised Funds | $28,468 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,457,268** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $33,012 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$33,012** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,038,410 |
| Adjustments | $0 |
| Books & Publications | $405 |
| Camps/Excursions/Activities | $23,935 |
| Communication Costs | $918 |
| Consumables | $15,821 |
| Miscellaneous Expense 3 | $7,086 |
| Professional Development | $5,214 |
| Equipment/Maintenance/Hire | $22,088 |
| Property Services | $65,378 |
| Salaries & Allowances 4 | $51,116 |
| Support Services | $83,625 |
| Trading & Fundraising | $9,077 |
| Motor Vehicle Expenses | $4,478 |
| Travel & Subsistence | $0 |
| Utilities | $8,243 |
| Total Operating Expenditure | **$1,335,793** |
| Net Operating Surplus/-Deficit | **$121,475** |
| Asset Acquisitions | **$30,200** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $348,402 |
| Official Account | $1,260 |
| Other Accounts | $0 |
| Total Funds Available | **$349,662** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $41,673 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $118,200 |
| School Based Programs | $104,640 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $4,673 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $55,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $9,087 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$333,273** |

*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.*