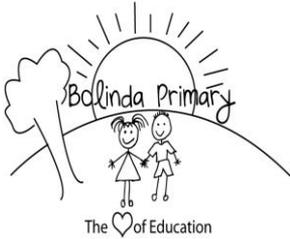# 2017 Annual Report to the School Community

School Name: Bolinda Primary School

School Number: 1070

- 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 Regulation 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 2017 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

Signed 18 April 2018 at 09:01 PM by Gregory Clement (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 Regulation 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 2017 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.

Signed 20 April 2018 at 04:59 AM by Andrew Watts (School Council President)

About Our School

School Context

Bolinda Primary School is located in Bolinda at the corner of Mullalys Road and Melbourne-Lancefield Road. It is a rather unique school. Due to our geographical location, we are able to provide an alternative education choice to the wider community. Bolinda provides a secure learning environment and a rewarding curriculum that strives to meet the needs of individual students. 42 students were enrolled at this school in 2017, 25 female and 17 male, working in two multi-age flexible learning spaces. There were two full time teachers with an average class size of 21 students. There were also two part time teacher aides. Parent Opinion Survey results indicate higher than average satisfaction and has for many years.

The rural outlook of the school engenders pride, warmth, a sense of belonging and a strong partnership between home and school. The school provides an educationally challenging learning and teaching program. It integrates the domains and dimensions of the Victorian Curriculum with a strong emphasis on Literacy, Numeracy, Health and Physical Education, Digital Technology, Science, The Arts and Languages (French), and STEM. Students are also able to participate in a range of inter-school sports including cross-country, athletics, softball, netball and basketball. We also conduct the Stephanie Alexander Kitchen Garden Program for year 3-6 students.

The school was lucky enough to have a 1:1 Netbook program and 1:3 iPad program for the students. We belong to a cluster of small rural schools. This cluster provides students with opportunities to broaden academic and social activities as well as teacher professional development opportunities which further extend learning and teaching skills.

Framework for Improving Student Outcomes (FISO)

In 2017, Bolinda Primary School focused on one FISO priority area:
1. Excellence in teaching and learning Achievements made in this FISO priority area during 2017 included:

• Mathematics planning documents reflecting depth and breadth of curriculum content.

• Planning documents reflecting a more detailed and consistent approach across the 2 classrooms.

• Meeting protocols were developed and Curriculum Days targeted the professional learning of staff in line with our AIP.

• Whole school deep understanding of the use and purpose of assessment to inform planning.

• Built a culture within the community which promoted high expectations of learning.

• Purchasing of resources and training aligned with school goals.

• Development and implementation of whole school curriculum documents and teaching and learning approach.

• Individual Learning Plans were modified and implemented for all students across the school in the areas of reading, writing, speaking and listening, numeracy, interpersonal and personal development.

Achievement

The 2014—17 Strategic Plan set goals to improve learning outcomes for all students in the English and Mathematics domains of the Australian/Victorian Essential Learning Standards (AusVELS) and to provide an intervention program for students not achieving expected reading milestones. The target set was for each student deemed capable to progress by at least one AusVELS level each year from 2014 to 2017 in English and Mathematics. The AusVELS data demonstrated that in teacher judgements, there were significant numbers of students making less than one year's growth in English and Mathematics and the target had not been met. A second target was set for identified students to continue to improve skills with explicit, targeted intervention. There was no evidence of a targeted intervention program having been implemented during the period of the Strategic Plan.

This information provides clear direction for our 2018 AIP.

Engagement

The 2014-2017 Strategic Plan Engagement goals were related to improved attendance and assessment of pre-school children during the transition program. The targets were to reduce school absences to 12 days per year by 2017, and to have accurate data in Literacy and Mathematics for prep intake students before the end of February each year. Student absences had generally trended downwards from 2014 to 2016, reaching the target of less than 12 days, with an average of 11.72 days at the school in 2016. There was no evidence of any data being collected on pre-school students during the transition programs from 2014—16.

Wellbeing

The previous Strategic Plan wellbeing goal was to continue to build a school focus on the promotion of positive relationships, student resilience and engagement with learning, and the targets were to improve results in the Attitudes to School Survey and Parent Opinion survey variables related to School Connectedness, Student Motivation and Student Safety. The data from the Attitude to School Survey (AToSS) demonstrated that from 2014 to 2016, the target for School Connectedness had been met (4.68, target 4.5). Student Safety (4.22) and Connectedness to Peers (4.44) had declined over the three years to below the expected target. In the 2017 AToSS, students from Years 4 to 6 demonstrated positive endorsement in all areas related to Student Safety and School Connectedness. The data from the Parent Opinion Survey from 2014 to 2016 indicated that the targets were not met. However, in all variables, the results were higher than the State average each year.

Again, clear direction for our 2018 programs.

For more detailed information regarding our school please visit our website at

www.bolindaps.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

Enrolment Profile

A total of 43 students were enrolled at this school in 2017, 26 female and 17 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Bolinda Primary School

Performance Summary

Achievement	Student Outcomes	School Comparison

Teacher Judgement of student achievement

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

- English
- Mathematics

For further details refer to *How to read the Annual Report.*

Results: English
0 — 100

Results: Mathematics
0 — 100

Lower

Lower

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available Similar No Data Available Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 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 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'.	**Reading** 50 % Low 33 % Medium 17 % High **Numeracy** 50 % Low 17 % Medium 33 % High **Writing** 17 % Low 67 % Medium 17 % High **Spelling** 33 % Low 67 % Medium **Grammar and Punctuation** 33 % Low 33 % Medium 33 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2017 attendance rate by year level:	Results: 2017 0 ——— 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ——— 50 Few absences <------> Many absences	🟢 Similar 🟢 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	95 %	91 %	98 %	91 %	92 %	93 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ▬▬▬▬▬●◆▬ 100	● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ▬▬▬▬▬●◆▬ 100	● Similar

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*' 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').

Financial Performance and Position

Financial performance and position commentary

The school was financially sound in 2017 ensuring funds were able to be spent on improving student outcomes. Sound financial practices including regular Finance Committee meetings, developing and monitoring budgets and ensuring Profit and Loss Statements for the school have been utilized. Ongoing and regular maintenance, including, painting, grounds work, re-wiring of the school and general repairs occurred in late 2017. The school continued to utilize the new school website to ensure prospective and current families had access to current and relevant information about the school improvement priorities at Bolinda Primary School. PSDMS funding was reviewed and aligned to the Integration Aide timetable to ensure resources were allocated where required. In 2017, equity funding supported our Literacy resources being updated and teachers supplied with ongoing training in literacy intervention to assist at-risk students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$542,970
Government Provided DET Grants	$135,530
Government Grants Commonwealth	$6,337
Revenue Other	$2,706
Locally Raised Funds	$25,427
Total Operating Revenue	**$712,970**

Equity[1]	
Equity (Social Disadvantage)	$5,000
Equity Total	**$5,000**

Expenditure	
Student Resource Package[2]	$419,379
Books & Publications	$3,993
Communication Costs	$3,147
Consumables	$16,630
Miscellaneous Expense[3]	$20,334
Professional Development	$2,209
Property and Equipment Services	$33,311
Salaries & Allowances[4]	$16,929
Trading & Fundraising	$6,664
Travel & Subsistence	$205
Utilities	$5,121
Total Operating Expenditure	**$527,920**
Net Operating Surplus/-Deficit	**$185,050**
Asset Acquisitions	**$13,709**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$99,535
Official Account	$1,948
Total Funds Available	**$101,483**

Financial Commitments	
Operating Reserve	$10,000
Asset/Equipment Replacement < 12 months	$5,000
Capital - Buildings/Grounds incl SMS<12 months	$80,000
School Based Programs	$6,483
Total Financial Commitments	**$101,483**

(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 05 March 2018 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.