2019 Annual Report to The School Community

School Name: Bolinda Primary School (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 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 26 March 2020 at 10:13 AM by Sheryl Belle (Principal)

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.

To be attested by 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. A total of 47 students were enrolled at this school in 2019, 21 female and 26 male, working in three multi-age flexible learning spaces. There were three full time teachers with an average class size of 9 students. There were also three 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 a 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 2019, Bolinda Primary School focused on two FISO priority areas:
1.   Excellence in teaching and learning. Achievements made in this FISO priority area during 2019 included:
•   Whole School planning documents reflecting depth and breadth of curriculum content.
•   Planning documents reflecting a more detailed and consistent approach across the 3 classrooms
•   Curriculum Days targeted the professional learning of staff in line with our AIP.
•   Whole school deep understanding of the use and purpose of formative assessment to inform planning.
•   Purchasing of resources and training aligned with school goals.
•   Development of a Teaching and Learning Framework showcasing what we do at BPS and how we teach our students.
2.   Community Engagement in Learning Achievements made in this FISO priority area during 2019 included:
•   Hosting more family events to further engage our community.
•   Celebrating academic achievements at school assemblies with a focus on student growth.
•   Acknowledgement of students with absences below 2 days per term with Attendance Awards.
•   Whole staff professional learning around community engagement, including many professional readings on the topic.
•   Many more whole school (funded) well-being projects
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Achievement

Our comprehensive and rigorous student focused curriculum program is continuously evaluated by the Principal and staff. We provide consistent high quality teaching practice that extends capabilities and grows each individual child. We have an ongoing focus on effective instructional practice, high expectations of all learners, and the provision of a stimulating and a secure learning environment.

The professional learning strategy has involved the staff in active coaching, modelling and feedback discussion as well

as whole staff professional learning sessions focused on trialing and adopting consistent and high quality teaching and learning strategies. All members of our team are active instructional leaders and. The focus of this strategy is on the implementation of High Impact Teaching Strategies (HITS) with explicit teaching, learning intentions, success criteria and individual student goal setting now routine and visible in every classroom.

There is a collaborative approach to teaching and learning with flexible groupings and children developing their independence and their understanding of their learning. Our differentiated and personalized approaches mean that students are taught at their point of need ensuring appropriate learning growth for all students including more capable students. We strive to ensure high levels of literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM) which are taught explicitly through the inquiry process.

Our emphasis is on the development of collective responsibility through our teaching teams structure, which enables collaborative and data driven approaches to differentiated and individualized learning for all students. Staff are focused on identifying and developing targeted and effective teaching strategies and assessment processes. A wide range of assessment approaches are utilised including pre- and post-testing of students and moderation of teacher judgements. Key data sets are analysed to address the learning needs and identify gaps in student learning. Professional Learning Communities use action research approaches to evaluate the effectiveness of research proven approaches to assessment and teaching.

2019 overall measures of teacher assessments for the Victorian Curriculum indicate that in English, the percentage of students with a grade C or above was below like schools (taking into account student backgrounds). For Mathematics this percentage was also below like schools. The Year 3 NAPLAN (National Assessment Program in Literacy and Numeracy) results in Reading were also below like schools but above the state median in a four-year average. The results in Numeracy were in the middle 60% of Victorian schools but below like schools. However Numeracy results were well above the state median in a four-year average. Year 5 NAPLAN results in Reading were in the middle 60% of Victorian schools in a four year average. Results in Numeracy were also in the middle 60% for a four year average. NAPLAN Learning Gain from Year 3 to Year 5 results indicate that the school is achieving well with its goal of learning improvement for each individual child, with high percentages of students experiencing medium to high growth in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. All students on the Program for Students with a Disability have shown solid progress towards achieving individual learning goals.

Engagement

Bolinda Primary School has an intensive approach to the full engagement of our students. We have a strong focus on the emotional engagement of all students through our emphasis on quality relationships with strategies to develop a deep sense of connectedness to peers, staff and the school community. Relationships with teachers and peers are recognized as crucial for building student safety, motivation and learning confidence. Our stimulating learning environment fosters students' investment in their learning and their intrinsic motivation, independence and self-regulation through a growth mindset. Our learning environment is safe and secure and supports students to fully participate in all aspects of their education through the broad range of academic, social and extracurricular activities of the school.

Teachers provide regular feedback to students with one on one conferencing routine as well as regular feedback from students about the learning program. Students are actively encouraged to own and talk about their learning. They are taught metacognitive skills which enable active input into their learning and individual identification of the steps needed to achieve desired learning outcomes. This is based on assessment, transdisciplinary skills,, reflective journals and goal setting. There is a further focus on the development of student voice including student led assemblies and the Junior School Council.

School attendance continues to be a whole-school focus and is supported by providing a highly engaging inquiry-based curriculum. Our school places significant importance on being at school every day and arriving on time and prepared for learning.

In 2019, the student absence rate was above the state median and below like schools. The school closely monitors attendance and works with the community to establish shared expectations for both attendance and punctuality. The school has daily communication with families, as well as clear follow up procedures. High levels of student attendance are promoted and celebrated in a range of different forums.

Bolinda Primary School aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teaching team approaches have ensured a holistic focus on both individuals and groups of students and have supported transition of students as they move through the school. The school provides a comprehensive Kindergarten to Foundation Transition Program that ensures that children and families beginning school are familiar with school procedures and are provided with an opportunity to feel welcomed and part of the school community. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to feeder kindergartens and kinder groups also visit the school.

The Year 6 Transition Program involves visits to local secondary colleges and exposure to leadership programs to build resilience and readiness for new challenges during this critical transition phase. The emphasis is on students being prepared to take responsibility for their own learning, organization and time management.

Bolinda Primary School is committed to developing and maintaining strong and supportive school and family partnerships through community activities, information sessions and an open door policy. The 2019 Parent Opinion Survey indicated high levels of satisfaction with the school.

Wellbeing

Our student wellbeing strategies are fully integrated into all programs in the school and are focused on maximising student connectedness and preventative social skills approaches. We focus on providing all children with a safe and positive learning environment which encourages and enables students to be socially competent, resilient and self-motivated. There is a strong emphasis on interpersonal development, self-regulation and personal learning. Students are supported to recognise and act on their responsibilities as an individual and as a member of the school community. We have an ongoing emphasis on accessible student leadership and peer support opportunities.

Student voice and agency continue to be a focus in all learning areas of the school. We have a proactive and preventative emphasis on anti-bullying and cyber safety. The curriculum includes explicit instruction relating to bullying prevention, conflict resolution and pro-social behaviours. There is a staff professional learning focus on consistent behaviour management approaches and follow up. As a result, staff and students have a common understanding of high expectations and processes which has resulted in commonality of language and consistency in classroom and yard behaviour management processes.

An analysis of the 2019 Student Attitudes to School data shows that students' Sense of Connectedness is in the middle 60% of Victorian schools. Student attitudes to Management of Bullying are below the state median and like schools.

Our programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families. A commitment to the value of diversity is reinforced through school programs. The school has actively developed and implemented Child Safety policies and practices.

The school has well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students. We continually seek to identify potential community partners, including a broad range of health and well-being agencies.

Financial performance and position

The school was financially sound in 2019 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 and the construction of the new kitchen garden kitchen. The school transitioned to include students in the ongoing maintenance of the vegetable patches for the school cooking program. The school developed its 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 re-aligned to the Integration Aide timetable to ensure resources were allocated where required. In 2019, equity funding supported our Literacy resources being updated and teachers updated their training in literacy intervention to assist at-risk students. The school began utilizing the support of the Student Support Service officers from the Bendigo Office and no longer required the employment of a Speech Pathologist on site. High achieving students were also supported through the continued support of a school tutor, working in all areas of the curriculum. The school updated its literacy resources in line with our synthetic phonics program. The school employed a French/Art/STEM and Kitchen Garden teacher to work 3 days a week with all classes.

For more detailed information regarding our school please visit our website at
http://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 47 students were enrolled at this school in 2019, 21 female and 26 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).

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

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.

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 Results: Mathematics	Below ● Below ●

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▮	**Key:**	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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)	Below ● Below ●
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)	No Data Available No Data Available

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	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. 25% Low 50% Medium 25% High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▢	Key:	Similar School Comparison
	Results for this school: ⬤ Median of all Victorian Government Primary Schools: ◆		⬤ Above ⬤ Similar ⬤ Below

Engagement	Student Outcomes	Similar 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 **Similar School Comparison** 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.	Results: 2019 0 ◆ ⬤ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ⬤◆ 50 Few absences <------> Many absences	**Below** ⬤
Average 2019 attendance rate by year level:	Prep: 91%, Yr1: 85%, Yr2: 88%, Yr3: 90%, Yr4: 90%, Yr5: 94%, Yr6: 89%	Similar school comparison not available

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	85 %	88 %	90 %	90 %	94 %	89 %

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: 🔶	Key:	Similar School Comparison 🔵 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar 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: 2019 Results: 2017 - 2019 (3-year average)	**Below** 🔵
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: 2019 Results: 2017 - 2019 (3-year average)	**Below** 🔵

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, 2019	
Revenue	**Actual**
Student Resource Package	$725,738
Government Provided DET Grants	$74,507
Government Grants Commonwealth	$6,150
Revenue Other	$4,326
Locally Raised Funds	$37,591
Total Operating Revenue	**$848,312**

Equity[1]	
Equity (Social Disadvantage)	$7,056
Equity Total	**$7,056**

Expenditure	
Student Resource Package[2]	$607,523
Books & Publications	$1,070
Communication Costs	$1,304
Consumables	$18,118
Miscellaneous Expense[3]	$30,465
Professional Development	$4,669
Property and Equipment Services	$46,701
Salaries & Allowances[4]	$22,056
Trading & Fundraising	$12,452
Utilities	$6,252
Adjustments	($500)

Total Operating Expenditure	**$750,110**
Net Operating Surplus/-Deficit	**$98,202**
Asset Acquisitions	**$2,311**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$46,275
Official Account	$2,463
Total Funds Available	**$48,738**

Financial Commitments	
Operating Reserve	$20,655
Other Recurrent Expenditure	$2,618
School Based Programs	$1,465
Asset/Equipment Replacement < 12 months	$5,000
Maintenance - Buildings/Grounds < 12 months	$19,000
Total Financial Commitments	**$48,738**

(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 26 February 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)
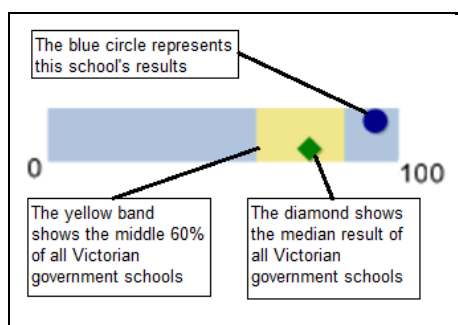
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will 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.

Above

Similar

Below
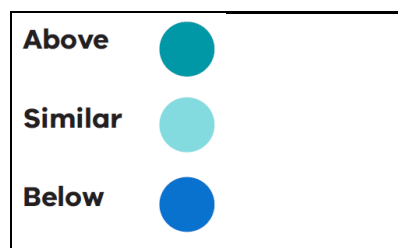
What does '*Data not available'* or *'ND'* mean?

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').