**2021 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 2020 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*.

The 2020 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

## 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. Being a small school, 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 59.8 students were enrolled at this school in 2020, 28 females and 31.8 males, working in two multi-age flexible learning spaces and a stand-alone classroom when students were on-site. There were three full time teachers with an average class size of 19.9 students as well as a part time specialist teacher. There were also three part time teacher aides and one casual teacher aide in the first half of the year. Parent Opinion Survey results indicate generally high levels of satisfaction with the school, particularly with regard to teachers caring for the wellbeing of the students with the main area for growth being a greater connection to learning inside the classroom.

We belong to a cluster of small rural schools. This cluster provides students with access to broader academic and social activities, leadership roles as well as professional learning opportunities for teachers.

The rural outlook and large area of the school fosters a sense of space and a relaxed atmosphere for the students. The grounds contain a vege patch which is maintained by students and staff and there are plans for a sensory garden which will be installed in 2022 by the buildings and grounds committee.

School events in 2021 brought the school community together when COVID restrictions allowed. Events such as the new family's barbeque, the bunnings bbq, end of year concert, colour fun run and the school trivia night gave our staff, students and families opportunities to both work together and enjoy together.

School leadership works closely with school council to ensure the school finances are assured and that the school is governed collaboratively and transparently.

## Framework for Improving Student Outcomes (FISO)

In 2020, Bolinda Primary School focused on:
- Ensuring the wellbeing of students during and following the COVID 19 pandemic
- Improving Literacy and Numeracy outcomes for students

- Building home school partnerships.

In 2022, schools transitioned to frequent periods of remote learning during the COVID 19 outbreaks in Victoria. During these restrictions, the school transitioned to remote learning while also providing onsite supervision for vulnerable students and students of essential workers. This program contained a variety of modified learning tasks and explicit teaching so that learning engaging, purposeful, manageable and also allowed students to work towards achieving their learning goals.

Staff utlilised the platforms WebEx, Google Meets, Google Classroom, Seesaw, Essential Assessment, Reading Eggs, Maths Online and Mathletics to support the delivery of their remote learning program. Staff shared their reflections about remote learning in weekly team meetings online and focused on wellbeing and explicit teaching throughout the remote learning periods.

The school implemented the Tutor learning initiative for students who demonstrated low growth in writing in 2020. This program involved 10 students from years 3-6 and provided explicit teaching of basic phonics and writing skills.

Throughout the year, staff met weekly to analyse student data and begin the process of PLC operation within the school. Staff undertook training in term 3 which supported the school to engage in the inquiry process as a team and build our collective efficacy and collaboration.

The school engaged in a school review towards the end of term 4 and resulted in a new 4-year strategic plan which will focus on Numeracy, Writing, wellbeing and connectedness to school.

## Achievement

NAPLAN data demonstrated an outstanding numeracy score with 58% of students showing high growth with 0% of students showing low growth. This is partly due to the introduction of synthetic phonics in 2017 and also due to the small reading group instructional approach which allows students to work on their own learning goals.

93% of our students demonstrated one year growth in 12 months according to the triangulated teacher's judgement scores and

IEPs were put in place for those students who did not achieve one year growth in 2021.

Numeracy and Writing were clear areas for improvement across the school. Numeracy producing a score of only 13% high growth with writing being 0% high growth. Both of these areas had a large number of students in the medium and low growth categories.

Bolinda PS received extremely positive scores when it came to teacher care for students according to the attitudes to school survey and also the parent opinion survey. These same surveys also showed that teacher communication and sharing learning with families were areas for improvement.

## Engagement

Bolinda Primary School is dedicated to the engagement of our students. We use our knowledge of each student to create a positive climate where students can form positive relationships and build a deep sense of connectedness to school. Staff meet regularly to discuss student data and plan for effective teaching and learning which allows our team to fully meet the needs of every student

Beginning with our positive start program each year, students are supported to develop intrinsic motivation, independence and self-regulation by using a growth mindset. Staff form close ties with families and form support groups around each student so that families can support students on their learning journey. In 2020, this involved the new families bbq, start of the year interviews, mid year interviews and IEPs for many students. These were conveyed to families and amended as the year progressed.

A feature of the school in 2021 was the introduction of the Kimochi Social Emotional learning program. This program was introduced at the beginning of the year as a way to address our need for a structured and research backed SEL curriculum. Teachers noticed that students thrived under the program. Students were better able to explain their feelings when experiencing problems in the yard and also when they felt challenged by work during classroom learning. This work led to the program being imbedded in all three classrooms by the end of the year. The attitudes to school survey demonstrated a 6% increase in student connectedness to school and we would expect that figure to improve again in 2022.

Bolinda Primary School is committed to developing closer ties between the classroom and families in 2022 by leaning into the positive relationship between staff, parents and students in order to build a community of learners around each student. The 2020 Parent Opinion Survey indicated a need for greater connection to classroom learning despite high ratings in most other areas. This will specifically involve more frequent communication of learning to families so that student learning is supported at home

## Wellbeing

Bolinda PS provides all children with a safe and positive learning environment which encourages and supports students to be socially aware, empathic, confident and proactive. Students are encouraged to take on roles of responsibility in the school and have a voice in their own learning.

The school adopted the Kimochi program in 2021 as a way to support our delivery of social, emotionally learning which definitely impacted student wellbeing in 2021. This program was supported by the purchasing of the resources for the program and gained a huge amount of positive feedback for its effect on students' ability to describe their own feelings and the feelings of others. This program impacted wellbeing by allowing students to feel more comfortable during interpersonal situations and when they started to feel challenged.

During the COVID-19 lockdowns, the school pivoted to periods of remote learning where students experienced mixed reactions to the requirement to stay at home and work away from peers. Throughout these periods staff kept in contact with families via phone call check ins and through incidental discussions over Webex. Work was adjusted to make learning more manageable for families who reported that they were finding it difficult to manage learning and their own work at home.

Teacher aides conducted telephone check ins with families and students who had been identified as at risk of withdrawing from education during the crisis.

Students who were identified as at risk of disengagement from school were offered onsite supervision for their remote learning

program and completed their learning under supervision onsite at school.

An analysis of the 2020 Student Attitudes to School data shows that Teacher care and concern ratings were high. This means that students feel that teachers really care for their wellbeing and do all they can to support the students.  Attitudes to attendance, sense of confidence and voice and agency were all mid-range.

The school supports the needs of every student by establishing well-established links with community services and regularly host visiting teachers, medical professionals and guest speakers to support the social and emotional wellbeing of the students at Bolinda Primary School.

## Financial performance and position

The school was financially sound in 2021, finishing with a solid surplus to carry forward into 2022. This was, in part due to that large number of allowances received over the year in the form of tutoring money, disability inclusion money and other small initiatives. We also had our largest student numbers in history (61 for a brief period) which allowed Bolinda to spend more money on student learning.

The Finance Committee held monthly meetings, conducting discussions about our financial reports and worked together with the parent community to ensure a robust financial review process.

Ongoing and regular maintenance including plumbing painting, grounds work, bushfire preparedness and general repairs occurred in 2021. The VSBA intends to conduct repair work on multiple buildings in 2022 as part of a Department grant of almost $100 000.

PSDMS funding was utilized to fund teacher aides as well as teaching resources for students in 2021. The school utilized 3 classroom teachers and one specialist teacher to support student learning in 2021.

High achieving students were also supported through the continued employment of a school tutor, working in the area of literacy during the periods where students were onsite.

**For more detailed information regarding our school please visit our website at http://www.bolindaps.vic.edu.au**

## How to read the Annual Report

### What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

**School performance data**

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

### What does the 'About Our School' section refer to?

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

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 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

**Achievement**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

**Engagement**

Student attendance at school

**Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

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

## 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.  For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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').

## 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.

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 54 students were enrolled at this school in 2020, 32 female and 22 male.

0 percent of students had English as an additional language and NDP 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 | Latest year (2020) |
|---|---|
| School percent endorsement: | 74.4% |
| State average: | 81.2% |



**Parent Satisfaction (latest year)**

School 74.4%
State 81.2%
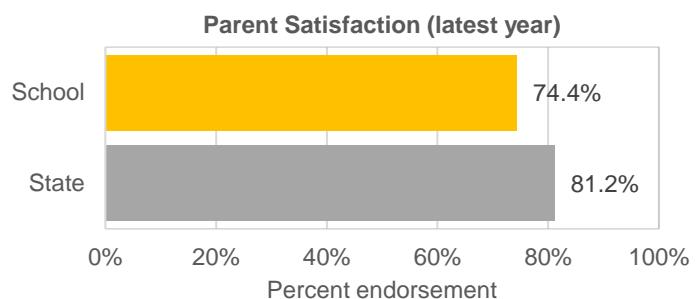
**School Staff Survey**

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.

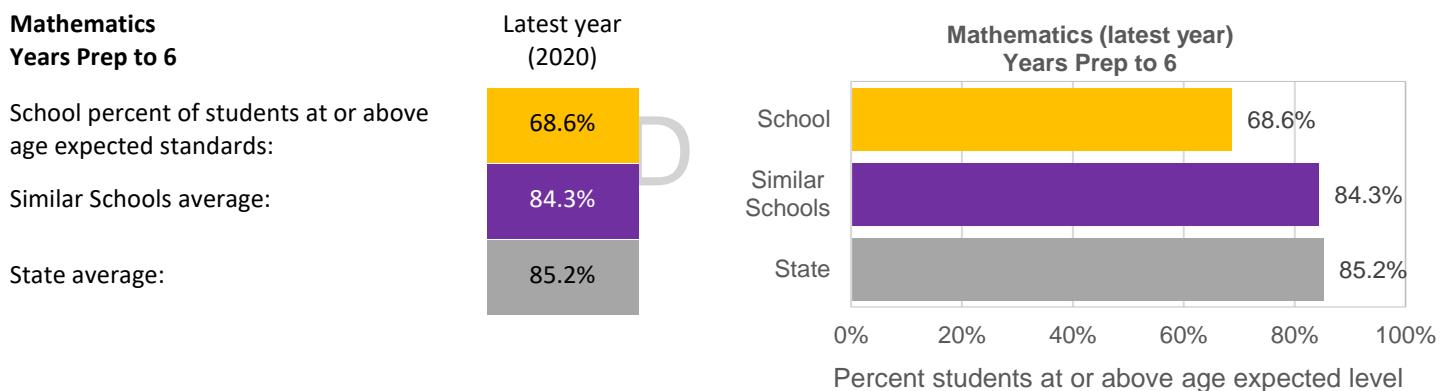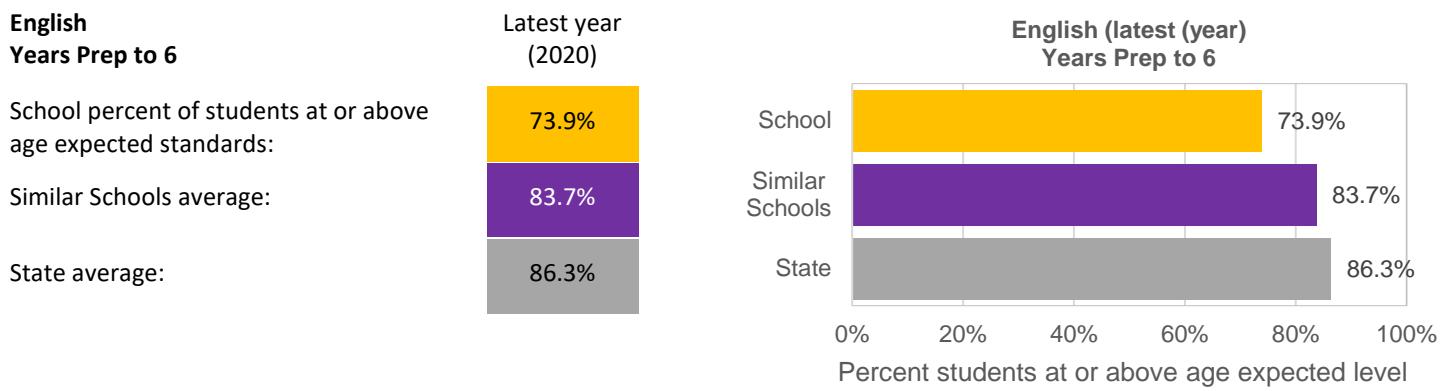| School Climate | Latest year (2020) |
|---|---|
| School percent endorsement: | 75.4% |
| State average: | 77.8% |
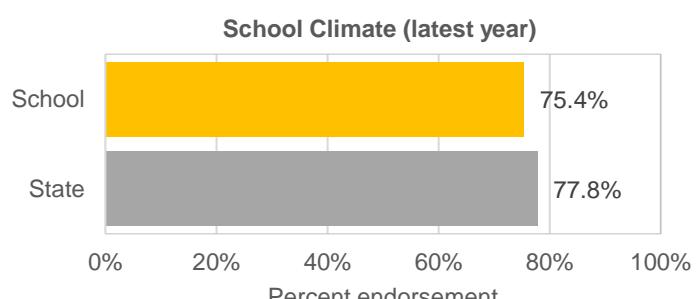


**School Climate (latest year)**

School 75.4%
State 77.8%

**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 (2020)

| | |
|---|---|
| School percent of students at or above age expected standards: | 73.9% |
| Similar Schools average: | 83.7% |
| State average: | 86.3% |

**English (latest (year)**
**Years Prep to 6**



School 73.9%
Similar Schools 83.7%
State 86.3%

Percent students at or above age expected level

**Mathematics**
**Years Prep to 6**

Latest year (2020)

| | |
|---|---|
| School percent of students at or above age expected standards: | 68.6% |
| Similar Schools average: | 84.3% |
| State average: | 85.2% |

**Mathematics (latest year)**
**Years Prep to 6**



School 68.6%
Similar Schools 84.3%
State 85.2%

Percent students at or above age expected level

**NAPLAN**

NAPLAN tests were not conducted in 2020.

**NAPLAN Learning Gain**

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).
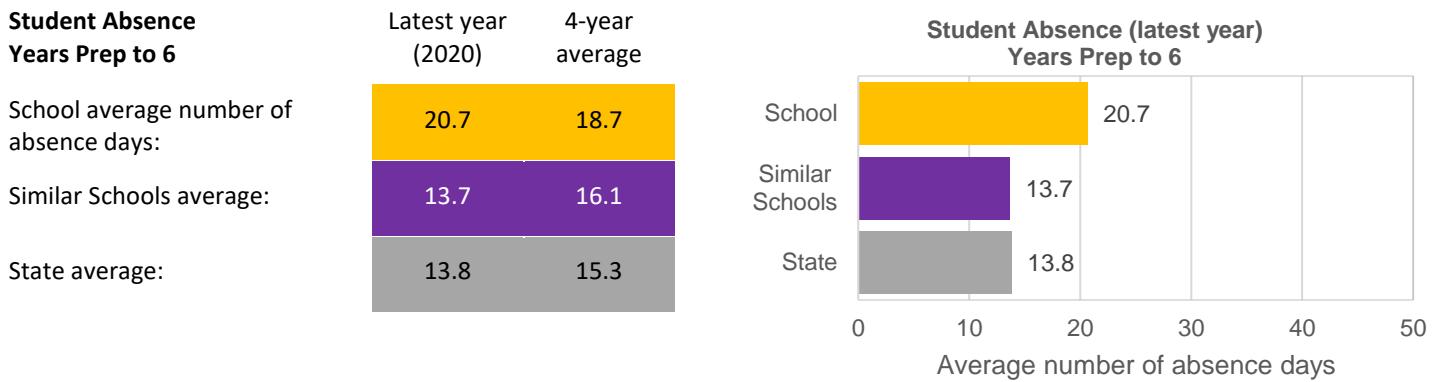
NAPLAN tests were not conducted in 2020.

**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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

| Student Absence Years Prep to 6 | Latest year (2020) | 4-year average |
|---|---|---|
| School average number of absence days: | 20.7 | 18.7 |
| Similar Schools average: | 13.7 | 16.1 |
| State average: | 13.8 | 15.3 |

**Student Absence (latest year) Years Prep to 6**

| | Average number of absence days |
|---|---|
| School | 20.7 |
| Similar Schools | 13.7 |
| State | 13.8 |

**Attendance Rate (latest year)**

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Attendance Rate by year level (2020): | 93% | 91% | 89% | 88% | 87% | 89% | NDP |

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6 | Latest year (2020) | 4-year average |
|---|---|---|
| School percent endorsement: | 75.8% | 74.6% |
| Similar Schools average: | 77.0% | 81.0% |
| State average: | 79.2% | 81.0% |
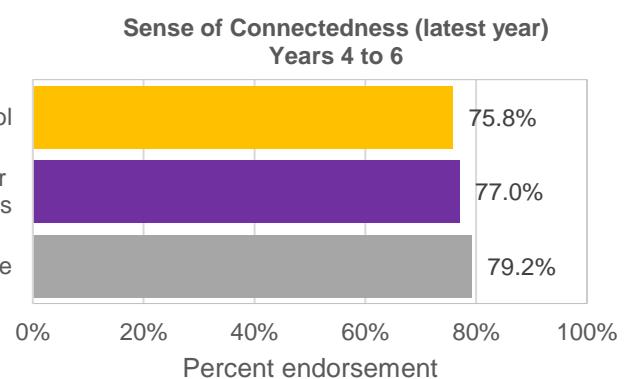
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Sense of Connectedness (latest year) Years 4 to 6**

School 75.8%
Similar Schools 77.0%
State 79.2%

Percent endorsement

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Management of Bullying Years 4 to 6 | Latest year (2020) | 4-year average |
|---|---|---|
| School percent endorsement: | 71.9% | 70.9% |
| Similar Schools average: | 81.1% | 82.9% |
| State average: | 78.0% | 80.4% |
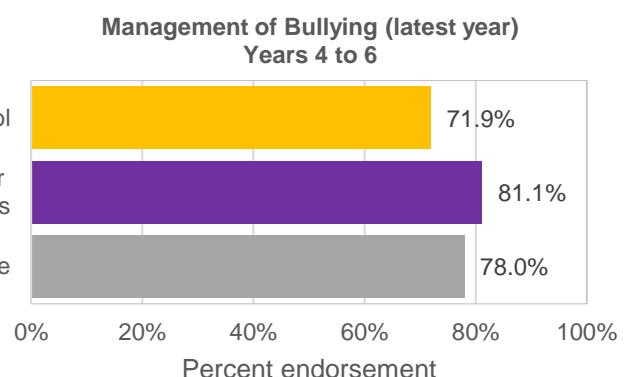
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Management of Bullying (latest year) Years 4 to 6**

School 71.9%
Similar Schools 81.1%
State 78.0%

Percent endorsement

## Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

| Revenue | Actual |
|---|---:|
| Student Resource Package | $735,860 |
| Government Provided DET Grants | $113,300 |
| Government Grants Commonwealth | $1,800 |
| Government Grants State | NDA |
| Revenue Other | $368 |
| Locally Raised Funds | $11,742 |
| Capital Grants | NDA |
| **Total Operating Revenue** | **$863,071** |

| Equity [1] | Actual |
|---|---:|
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| **Equity Total** | **$5,000** |

| Expenditure | Actual |
|---|---:|
| Student Resource Package [2] | $677,549 |
| Adjustments | $19,944 |
| Books & Publications | $445 |
| Camps/Excursions/Activities | $497 |
| Communication Costs | $1,888 |
| Consumables | $17,616 |
| Miscellaneous Expense [3] | $2,733 |
| Professional Development | $1,485 |
| Equipment/Maintenance/Hire | $10,293 |
| Property Services | $30,799 |
| Salaries & Allowances [4] | $28,735 |
| Support Services | $12,602 |
| Trading & Fundraising | $2,718 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $5,459 |
| **Total Operating Expenditure** | **$812,764** |
| **Net Operating Surplus/-Deficit** | **$50,307** |
| **Asset Acquisitions** | **NDA** |

(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 01 Mar 2021 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.

| Funds available | Actual |
|---|---|
| High Yield Investment Account | $57,654 |
| Official Account | $1,724 |
| Other Accounts | NDA |
| **Total Funds Available** | **$59,377** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $16,816 |
| Other Recurrent Expenditure | $162 |
| Provision Accounts | NDA |
| Funds Received in Advance | $3,673 |
| School Based Programs | $16,000 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | $7,000 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $2,000 |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $13,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| **Total Financial Commitments** | **$58,651** |

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.