2020 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*.

Attested on 27 April 2021 at 04:36 PM by Jayden Andrea (Principal)

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.

Attested on 27 April 2021 at 07:55 PM by Angela Cook-Lee (School Council President)

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').

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. 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 54 students were enrolled at this school in 2020, 32 females and 22 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 16 students as well as a part time specialist teacher for terms 1 through 3. There were also four part time teacher aides. Parent Opinion Survey results indicate generally high levels of satisfaction with the main area for growth being a greater connection to learning inside the classroom.

The rural outlook of the school fosters a sense of pride, warmth, belonging and a strong partnership between home and school.

Families and teachers are beginning to work together to support each child to be actively engaged and connected with their learning and school activities such as the Interschool Sports Carnival. Parental involvement is highly valued with opportunities for in class reading and hosting student electives. Our staff work hard to foster close home-school partnerships which allows students to feel supported.

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, Science, The Arts and Languages (French- changed to AUSLAN for 2021) and STEM. Students are usually able to participate in a range of inter-school sports including cross-country, athletics, softball, netball and basketball. This was impacted by COVID restrictions.. We also conduct a Kitchen Garden Program for all students which ran in term 1 until the COVID restrictions began. The gardening component of this program restarted in Term 4 as students returned to onsite learning.

Our school's LOTE program was changed in 2021 from our existing French program to an AUSLAN program which will begin in 2021.

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.

Framework for Improving Student Outcomes (FISO)

In 2020, Bolinda Primary School focused on one priority area:
- Student wellbeing and engagement during the Coronavirus remote learning period.

The year was characterized by alternating periods of on-site (COVID-safe) schooling and remote learning. Just under half of the year was comprised of remote and flexible learning with other periods comprising normal on-site learning, re- establishing classroom routines and some days spent preparing for the next remote learning period as the school responded to frequently changing statewide restrictions.

Staff and families worked together to implement a remote learning program that offered continuity and engagement in Literacy, Numeracy, Art, STEM, French and Inquiry subjects. Families were provided with devices on request to complete their remote learning and all families were able to connect with their teacher from home using the various platforms.

Staff utllised the platforms WebEx, Google Meets, Google Classroom, Seesaw, Essential Assessment, Reading Eggs and Mathletics to support the delivery of their remote learning program. Staff shared their reflections about remote learning in weekly team meetings and focused on formative assessment throughout the entirety of the program.

During the second remote learning period, teachers met with students for between one and three lessons each day and assessed student work following submission through online portals. Families reported through a Google Forms survey that they felt more connected to student learning during this second period than they did the first.

Staff/planning meetings were conducted via WebEx and staff remained connected through digital platforms as new methods for teaching and learning were trialed throughout the year.

Achievement

Students showed a polarized response to the COVID-19 remote learning period. We found that some students enjoyed the home learning experience and excelled as evidenced by their Essential Assessment scores. Others reported that they required more 1:1 hands on support that was far more difficult to provide during the COVID-19 situation. Consequently, our teacher judgement scores demonstrated high student variance in growth data from 2019. Some students grew more than expected, others grew less than expected according to teacher judgements.

Students were assessed using PAT English and Maths, Essential Assessment, Fountas and Pinnell and anecdotal/classroom assessments across all curriculum areas and professional discussions about student progression occurred during weekly team meetings. Supports were put in place to support the growth of every student. Students with low growth were identified and nominated for the tutor learning program which is planned for 2021.

Reflections and data for engagement in teaching and learning formed a huge part of our student data in 2020 and tools that measure engagement and wellbeing such as the ACER student wellbeing assessment were used to evaluate student wellbeing in term 4. Using this data, in addition to our own anecdotal observations, strategies were put in place to support student wellbeing post COVID-19 lockdowns. These included increased brain breaks, more frequent revisiting of concepts and increases in social activities such as games and team building tasks.

The NAPLAN assessment did not occur in 2020 and, as such, no standardized comparisons can be made between schools in 2020.

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 recognised as crucial for building student safety, motivation and learning confidence. Our program fosters intrinsic motivation, independence and self-regulation through a growth mindset in our students. We maintain a safe and secure environment and support students to fully participate in all aspects of their education through the broad range of academic, social and extracurricular activities.

Teachers provide regular feedback to students with one on one conferencing routine as well as regular feedback from teachers and peers. Students are actively encouraged to own and talk about their learning. They are taught metacognitive skills which students use to create high quality reflections and deepen their understanding. Student voice is fostered through our Junior School council which provides students with an opportunity to direct their journey through Primary School.

Bolinda Primary School aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teachers meet regularly and plan a guaranteed and viable curriculum which meets the learning needs of every student across the year levels. The school provides a 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 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. The school provides opportunities for external professionals to be involved in this process. This may involve Occupational Therapists, Speech Pathologists or Psychologists.

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 2020 Parent Opinion Survey indicated a need for greater connection to classroom learning despite high ratings in most other areas.

Wellbeing

Our student wellbeing strategies are currently integrated into programs in the school and are focused on maximizing student connectedness through small, teachable moments. We focus on providing all children with a safe and positive learning environment which encourages and enables students to be socially aware, empathic, confident and proactive. Students are encouraged to take on roles of responsibility in the school.

In 2020, students had very limited access to their school social groups due to the extended restrictions. Bolinda Primary School conducted online assemblies to allow students to connect with one another and also conducted class meetings through online meeting apps such as Webex. 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 student's sense of connectedness was significantly

above our 4 year average in 2020 and yet still slightly below the state mean in that year.

Child safety has become a regular element of our school council and staff meeting agendas in 2020.

The school has well-established links with community services and will 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 2020, finishing with a positive yet lower surplus than 2019, ensuring funds were able to be spent on improving student outcomes. To ensure that this position remains, the school began moving towards more robust financial practices including creating an active Finance Committee which was involved in developing and monitoring budgets and ensuring Bolinda PS met all of its requirements.

The Finance Committee held monthly meetings, conducting robust discussions about our financial reports and brought the experience of our parent community into the school financial governance process. The school utilized the support of the Senior Finance Liaison Officer in the imbedding of these processes.

Ongoing and regular maintenance including plumbing, painting, grounds work, bushfire preparedness and general repairs occurred in 2020 and a quote was sought to provide major plumbing upgrades which may reduce the need for ongoing repairs.

PSDMS funding was utilized to fund teacher aides as well as teaching resources for students in 2020.

Three new teachers were employed on short term contracts early in 2020 to cover classes as well as the specialist role.

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

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.
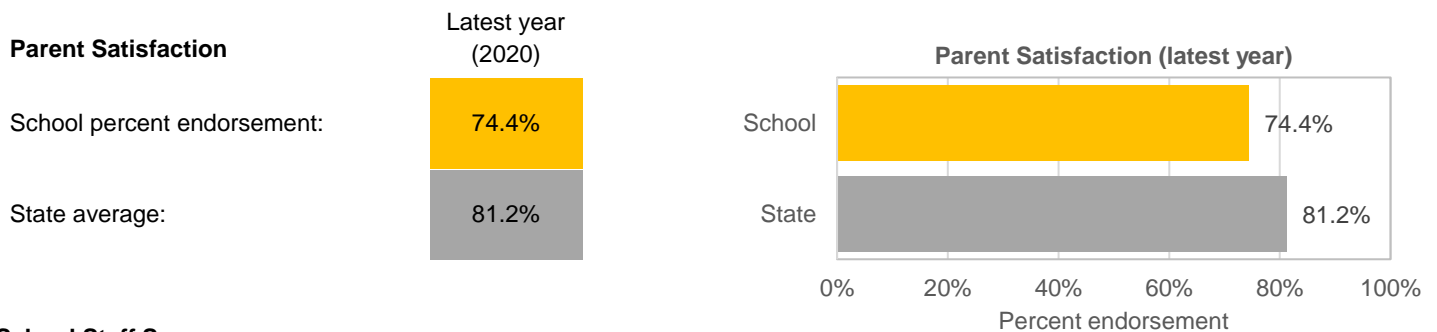
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
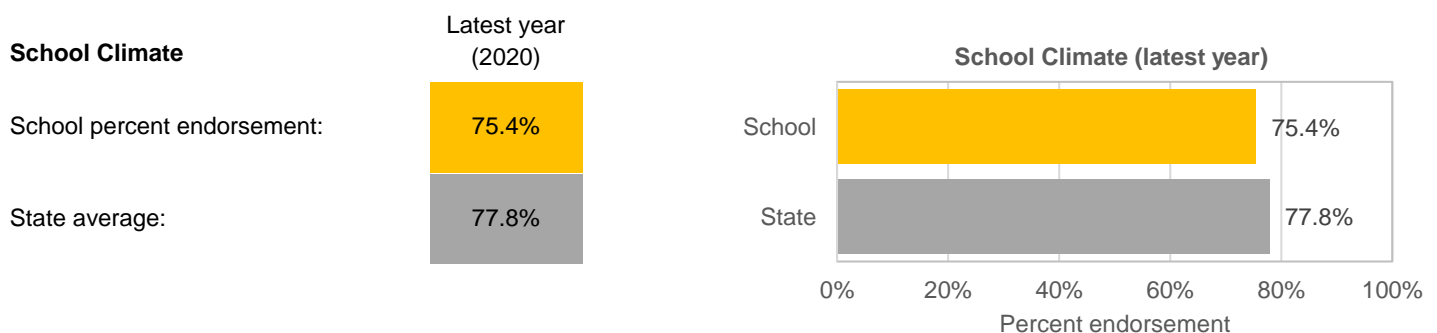
Parent Satisfaction	Latest year (2020)
School percent endorsement:	74.4%
State average:	81.2%

Parent Satisfaction (latest year)

School 74.4%
State 81.2%

0% 20% 40% 60% 80% 100%
Percent endorsement

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%

0% 20% 40% 60% 80% 100%
Percent endorsement

ACHIEVEMENT

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%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
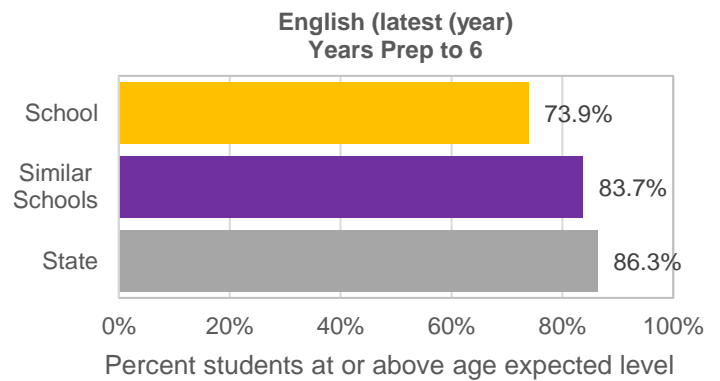
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	68.6%
Similar Schools average:	84.3%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	68.6%
Similar Schools	84.3%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
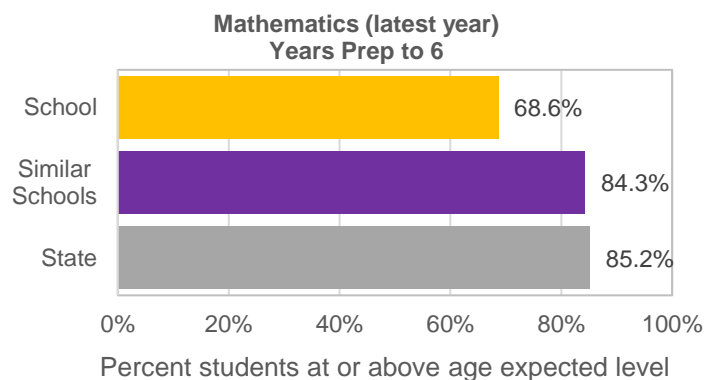
NAPLAN

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.

ENGAGEMENT

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

School	20.7
Similar Schools	13.7
State	13.8

Average number of absence days
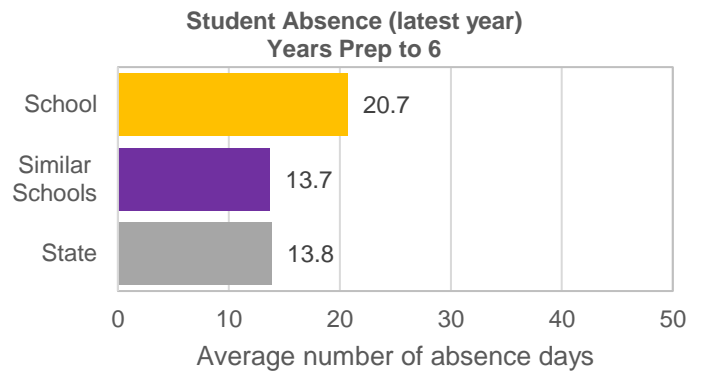
Attendance Rate (latest year)

	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

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.*
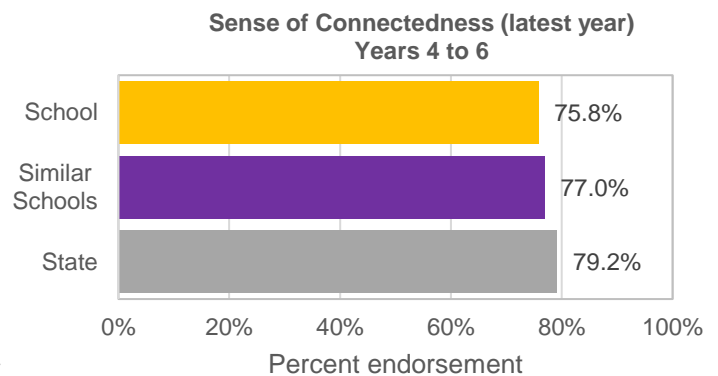
Student Attitudes to School – Sense of Connectedness

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).

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%

0%   20%   40%   60%   80%   100%
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.
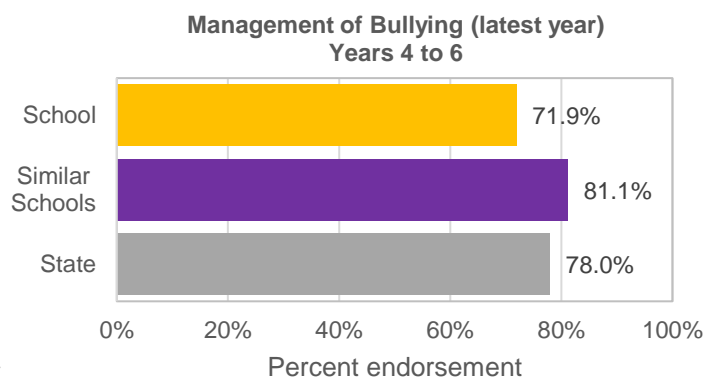
Management of Bullying (latest year) Years 4 to 6

School 71.9%
Similar Schools 81.1%
State 78.0%

0%   20%   40%   60%   80%   100%
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.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

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.