2018 Annual Report to The School Community

School Name: Boronia Heights Primary School (4967)

A School With A View

- 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 2018 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 04 April 2019 at 04:26 PM by Leanne Jennings (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 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 2018 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.

Attested on 30 April 2019 at 12:01 PM by Tina Bethune (School Council President)

About Our School

School context

Boronia Heights, in partnership with our community, strives to develop life-long learners through emotional, physical, social and academic growth. We are committed to building a culture of achievement and success where our school values underpin a supportive, engaging and inclusive learning environment. Student Achievement, Engagement and Wellbeing are strengthened and enriched through challenging and inspiring learning environments. The school's beliefs are based on core values of respect, getting along, resilience, confidence, persistence and organisation, these are supported through the introduction of the Berry Street Model. Our differentiated curriculum provides learning programs that engage support and extend students, cater for different learning styles, develop collaborative learning, independence and challenge students to think outside the box. Digital technologies such as iPads and chrome books are utilised within all classroom programs and the Google suite allows for students and teachers to engage in collaborative planning, teaching and learning. Specialist programs include Physical Education, STEAM, Performing Arts, Visual Arts and German. Additional learning support, extension and extra-curricular programs are offered. Inclusive programs assist children with disabilities. Individual Learning Plans are implemented for students who are working above or below the expected standard in English and Mathematics. All students are active in the learning process by being reflective and collaboratively work with their teachers to set SMART goals in Literacy, Numeracy and Personal Learning. Our open plan, flexible learning spaces enhance our teaching practices and programs. Our school's extensive facilities and grounds, which have undergone major refurbishment will be completed for the beginning of the 2019 school year. These buildings will further enhance and enrich our curriculum programs. The School Strategic Plan provides future directions and targets for the school. The staff profile varies in terms of gender, teaching experience and both full time and part time staff. We have a Junior/Senior choir and School Band, Garden and Sustainability programs, food technology, skipping, surfing, swimming and Active Club, Private Instrumental Music program, and Inter-Generational program with community links to the retirement home. The restructuring of our Junior School Council has allowed for greater student voice across the school. We offer extensive lunch time clubs to support students during lunchtimes in addition to social skills groups. We have a strong community service program in grade 5 linked with our local pre- schools. We continually strive to provide our students with meaningful learning experiences and opportunities. The Principal, Assistant Principals, Teaching staff, Specialist and Education Support staff and School Chaplain make up the composition of the Boronia Heights Team.

Framework for Improving Student Outcomes (FISO)

FISO Improvement Initiatives and the associated Key Improvement Strategies for 2018 were:

Excellence in Teaching and Learning - Curriculum Planning and Assessment

- Effective use of 2018 Work Plan and scopes and sequence documents for literacy (reading and writing) to drive planning and curriculum delivery
- Implementation of the 2018 Whole school assessment schedule to ensure relevant data is collected, analysed and will drive teaching and learning
- Staff to utilise and work in data room during grade level PLT's
- Continue to ensure all students achieve a year's growth in a year of learning
- Continue to monitor students making below one year's growth in literacy and numeracy and provide support /intervention to increase student growth
-Identify and monitor highly able students in literacy and numeracy and provide differentiated teaching and learning opportunities to ensure they are appropriately challenged
- Refine Australian CAFE Reading approach and instructional model to support improved outcomes, particularly comprehension strategies, conferencing and strategy groups
- Introduction of 3 way conferences

.Professional Leadership - Building Leadership Teams

- Effective Professional Learning teams with a sense of ownership and timely and relevant goals and priorities
-Support the development of 'distributed leadership' across the school in curriculum and grade level teams
- Leaders to focus their focus efforts on building and sharing their knowledge on using data to identify areas of improvement
- Develop the capacity of Key Leaders via ongoing participation in formal, structured professional learning program

- Implement a training program for team leaders and focus on:
•   Analysis of Student Outcome Data
•   Strategic planning
•   Whole School Coaching Program (leaders train staff in Coaching Protocols

Student Engagement and Well Being

- Build the capacity of students to be resilient, socially responsible and respectful in all their relationships
-To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all student
-Student Engagement and Well Being
- To build a rich, relevant, challenging and stimulating environment that promotes consistently high standards of student engagement and parental involvement and understanding of curriculum and pedagogy
- Embed student goal setting processes
 - Induct new staff in all school expectations of the Berry Street Model * Train all staff in the Berry Street Model
 - Review student wellbeing policies and processes.
- Educate the community on the Berry street Model

Achievement

Our commitment remains to maintaining high expectations of performance in literacy and numeracy. Our NAPLAN results over a consistent period have been consistent and we will work hard to ensure our students' academic achievements are the best they can be. Key improvement strategies in the area of student learning are to further embed ICT as a powerful learning tool along with learning outcomes for all students with a particular focus on ensuring appropriate learning growth for more capable students. Our innovative teaching practices continue to evolve and to be embraced by our staff as we support our students to become 21st century learners. Our teachers plan and teach closely together. In each grade there is a collaborative approach to teaching and learning with flexible groupings and children developing their independence and their understanding of their learning. Our aim is always to ensure the learning is more personalised, catering for individuals at their point of need. The use of student goal setting, purposeful focus on student feedback throughout the school and student led conferences between students, parents and teachers has enabled students to reflect on their learning to a deeper level. We are continuing to review our assessment schedule and whole school curriculum documents to ensure we have a consistent approach to teaching and learning.

Engagement

Our start up program referred to as our 'Routine and Rigour Program' is a huge focus at the beginning of each year and enables students and teachers to get to know each other and build positive relationships. This program allows both students' and teachers to get to know each other and develop strong student relationship which sets the tone of the classroom and the school for the year. Each team develops a set of rights and responsibilities based on the common theme of respect and encourages a sense of belonging. We believe that students who

feel safe, happy and secure with a sense of belonging are more likely to be motivated to excel. The school focusses on developing a learning environment for students that promotes independence, self confidence, resilience and respect for self and others. We have a strong values program which runs throughout the school, and awards are presented to students who demonstrate the values wither in class or the playground.

We provide a range of extra curricula activities which at available for students to choose. There is our Instrumental Music program, Junior School Council, lunchtime Library, and inside games both junior and senior choirs, school band, and various sporting options including active club. There are extensive opportunities for grade 5 and 6 leadership. We have a strong student leaders program which is facilitated by staff and our leaders run our student assemblies.   Our environmental leaders have been great ambassadors and are continually raising the profile of sustainability in our school.

Student attendance is a school focus and we continually put a great deal of importance on school attendance and is regularly stressed to students, parents and the wider community through school newsletter and BLOGS that it is nots OK to be away.. Student absences are monitored, followed up diligently and is a focus in school newsletters and grade BLOGs. Our staff are committed to conducting further programs and activities to meet the very highest expectations of student wellbeing and connectedness to school.

Wellbeing

Student Wellbeing at Boronia Heights is a priority. Staff are positive role models for students and provide a safe, positive and nurturing environment for all students is paramount. The school practises a strong values program based on the 'You can Do it' values. During 2018 we trained 8 staff members in the Berry Street Model with the model being introduced to staff and students in 2019. In relation to behaviour management we haves protocols set down for staff to follow, this allows students to have the opportunity to take responsibility for their behaviour and to be part of the decision making process.

Students have become far more reflective and responsible for their own learning. They are becoming more self directed and can make decisions about the efficacy of their learning and generally understand their learning styles.

We have facilitated an extremely smooth kinder to prep transition program. We offer opportunities for prospective preps and their families to visit and learn about our school with school tours, information nights, Prep Expo nights, and formal transition sessions in term 4.

School priorities remain to enhance intra and inter school transfers and transitions practices in partnership with parents and local schools and kindergartens.

We have a strong relationship with our feeder secondary schools and have wonderful transition days to support students and families in their decision making. We intend to continue to work with and strengthen our partnerships with the main secondary colleges, providing learning extension opportunities for our senior students, while at the same time making links to assist year 6 to 7 transition. We also partner with our secondary colleges utilising students to support many of our whole school sporting events, inter school sport and senior school sporting program.

In term 4, staff prepare extensive transition documents to share with the following year's teacher and implement a transition program for the students within the school to best prepare each student for their transition to the next grade level the following year.

Financial performance and position

In 2018 Boronia Heights Primary School effectively allocated resources which enhanced both the educational and physical requirements of our school community. Our school invests in early intervention and as a result the need for intervention in the middle years decreases. We have a literacy intervention teacher and 5 education support staff trained in quick smart. This has certainly impacted in improved student outcomes for the students who have attended these programs. We also invested heavily in professional development for staff inline with our AIP. Our Hubsters fundraising efforts were excellent, including a very successful fete raising in excess of $35,000. The school makes a sizeable investment in ICT including servicing our computer leases. All classrooms and specialists program are equipped with up to date ICT and media resources.   All students on the disabilities program have Individual Learning Plans and goal setting is revisited each term during our Student

Support Group meetings (SSG). They also attend a 'Kids in the Kitchen' Program and a 'Kids in the Garden' Program to teach life skills to these students.   The ongoing provision of outstanding educational opportunities for students remains the prime focus of the school. Such provision requires long term and strategic planning both with physical and human resources. With the school still being refurbished during 2018 the school is very conscious in making sure we have enough funds to support the grounds as the building is gradually being handed over to us. The future directions will be to further improve student learning outcomes by continuing in the areas of Student Welfare, Literacy, Numeracy and supporting integration and intervention programs. The ongoing provision of outstanding educational opportunities for students remains the prime focus of the school. Such provisions requires strategic planning and astute financial decision making in the allocation of funds within the framework that reflects the goals and priorities of the school.

**For more detailed information regarding our school please visit our website at
www.boroniahsps.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 497 students were enrolled at this school in 2018, 256 female and 241 male.

3 percent were EAL (English as an Additional Language) students and 1 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.
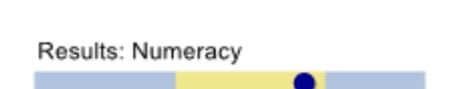
School Staff Survey

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.
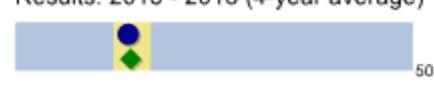
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶

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	🟢 Similar 🟢 Similar

Performance Summary

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)	Higher Similar Higher Higher
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

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** 27 % Low / 53 % Medium / 19 % High **Numeracy** 27 % Low / 54 % Medium / 19 % High **Writing** 24 % Low / 52 % Medium / 24 % High **Spelling** 25 % Low / 56 % Medium / 19 % High **Grammar and Punctuation** 30 % Low / 46 % Medium / 24 % 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 2018 attendance rate by year level:	Results: 2018 0 ——————— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ——————— 50 Few absences <------> Many absences	⬤ Similar ⬤ Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	92 %	93 %	91 %	91 %	93 %	90 %

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: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar 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: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar Similar

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, 2018		Financial Position as at 31 December, 2018	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$3,579,123	High Yield Investment Account	$565,755
Government Provided DET Grants	$899,392	Official Account	$30,863
Government Grants Commonwealth	$2,850	Other Accounts	$59,151
Government Grants State	$2,455	**Total Funds Available**	**$655,769**
Revenue Other	$31,015		
Locally Raised Funds	$412,100		
Total Operating Revenue	**$4,926,935**		
Equity[1]			
Equity (Social Disadvantage)	$52,479		
Equity Total	**$52,479**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$3,530,862	Operating Reserve	$130,587
Books & Publications	$2,293	Other Recurrent Expenditure	$5,554
Communication Costs	$14,771	Provision Accounts	$10,071
Consumables	$100,513	Funds Received in Advance	$110,814
Miscellaneous Expense[3]	$210,734	School Based Programs	$68,100
Professional Development	$22,772	Maintenance - Buildings/Grounds < 12 months	$130,643
Property and Equipment Services	$153,879	Maintenance - Buildings/Grounds > 12 months	$200,000
Salaries & Allowances[4]	$175,558	**Total Financial Commitments**	**$655,769**
Trading & Fundraising	$97,268		
Travel & Subsistence	$2,714		
Utilities	$41,322		

Total Operating Expenditure	**$4,352,685**
Net Operating Surplus/-Deficit	**$574,249**
Asset Acquisitions	**$218,797**

(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 15 March 2019 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).

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.
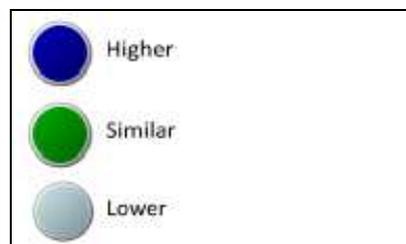
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available' 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').