2017 Annual Report to the School Community

THE EDUCATION STATE

School Name: Boronia Heights Primary School

School Number: 4967

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

A School With A View

VICTORIA State Government | Education and Training

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. Our differentiated curriculum provides learning programs that engage 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 laptops are utilised within all classroom programs. Specialist programs include Physical Education, 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.

Our open plan, flexible learning spaces enhance our teaching practices and programs. Our school's extensive facilities and grounds, which are undergoing 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, Skipping and Instrumental Music program, Junior School Council and Inter-Generational program with community links to the retirement home. 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, Specialist and Education Support staff and School Chaplain make up the composition of the Boronia Heights Team.

Framework for Improving Student Outcomes (FISO)

Boronia Heights is working with four other primary schools to build teacher capacity in the area of literacy, specifically wiring and reading. This collective effort will see our network of schools share resources, improve accountability practices and develop greater consistency in our programs to ensure that our students all have the skills and abilities in improving student learning outcomes at our school. In 2017 we engaged an International consultant to work with staff on developing a whole school approach to the teaching of writing, and to further develop our Curriculum Planning and Assessment. The introduction of the COMPASS software package enabled us to upload all of our student data into a central location for all staff to have access to and allowed our community to have immediate access to information and contact with the school. Staff have continued to participate in a formal Peer Observation process in which they collected data about their explicit teaching and then used this data to reflect on and enhance their teaching and learning within their classroom setting.

Achievement

Student Learning continues to be a strong feature of our school's performance. Our curriculum is high quality, broad and inclusive. Teacher assessments in both English and Mathematics show our students are performing at a similar level to other Victorian Government schools with comparable student background characteristics. Our NAPLAN results indicate that students in Years 3 and 5 performed at a higher level in comparison to other Victorian Government Schools in our Reading results. Year 5 students also performed higher in Numeracy results compared to other like schools in the State. Staff are committed to continuous improvement, maximising achievement levels for all our students. Our Specialist Programs further enriches the educational opportunities offered to our students. Professional Learning opportunities strengthen the capacity of all staff to deliver high quality educational programs. With the addition of 100 new Chrome books in years 3-6 and future purchases planned for the year 2's the wide range of digital technologies available, support our commitment to Teaching and Learning. Interactive Whiteboards, laptops and iPads further enhance and enrich the learning experience, ensuring our students remain engaged and motivated.

Engagement

Student Engagement focusses on the policies, programs and activities that are implemented, across the entire school community, to enhance the learning opportunities for every student. Our attendance data continues to be of a good standard with an average of 90% attendance for the 2017 school year. The introduction of a targeted attendance sheet, in each student's mid-year and end of year report, highlights each child's individual data in a manner accessible to parents. Staff are committed to implementing programs which promote student engagement, school connectedness and attendance. The school employs a Chaplain who works with individuals or small groups of students on a range of engagement and wellbeing issues. The Assistant Principals oversee all of the initiatives and activities that are implemented throughout the school. Our school ensures student engagement through the provision of a curriculum that includes authentic learning experiences that are relevant to students' lives.

Wellbeing

Student Wellbeing supports the policies, programs and activities targeting the safety and health of all students. Staff plan and deliver Wellbeing Programs which promote student safety and positive behaviours. The programs available to staff include You Can Do It, Cyber Safety and Mindfulness. Our survey data shows a similar result in comparison to other Victorian government schools in the area of Connectedness to Peers. Our student survey data also shows similar results in the area of Student Safety. Our School Values underpin our classroom and yard behaviour expectations. Students are rewarded for promoting our school values through raffle tickets and awards at weekly school assemblies. Our staff promotes the school's programs in our fortnightly newsletter and at our weekly assemblies to ensure parents are kept informed and up to date with current initiatives.

For more detailed information regarding our school please visit our website at
[enter web address here]

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 502 students were enrolled at this school in 2017, 257 female and 245 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).

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

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

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar 🟢 Similar 🔵 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

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▉
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 23 % / 63 % / 15 % Low / Medium / High **Numeracy** 29 % / 58 % / 13 % Low / Medium / High **Writing** 42 % / 33 % / 25 % Low / Medium / High **Spelling** 31 % / 49 % / 20 % Low / Medium / High **Grammar and Punctuation** 41 % / 51 % / 8 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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: ◆

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

🟢 Similar

🟢 Similar

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

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: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————————— 100	🟢 Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————————— 100	🟢 Similar

How to read the Annual Report

What does the *About Our School* section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

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

What does '*Data not available'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

The school has been in a major upgrade and refurbishment that has begun this year and will continue to the end of 2018. We have introduced COMPASS software package to store all of our student data in a central place and as our new student report package. This software package will be our communication system to our school community as well. The ICT Team purchased 100 new chrome books for grade 3-6 to use to enhance their teaching and learning programs. Resources were purchased to support our student learning such as PAT Tests, take home readers across the school. The school is extremely well supported by our Parents Association and the 30,000 that they raised was put to towards the purchase of new air conditioners during the upgrade of our school. The school once again received funding which allowed us to re-employ or School Chaplain in her role for two days a week.

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

Revenue	Actual
Student Resource Package	$3,588,696
Government Provided DET Grants	$484,096
Government Grants Commonwealth	$5,400
Revenue Other	$50,083
Locally Raised Funds	$365,002
Total Operating Revenue	**$4,493,276**

Equity[1]	
Equity (Social Disadvantage)	$58,867
Equity Total	**$58,867**

Expenditure	
Student Resource Package[2]	$3,462,332
Books & Publications	$2,918
Communication Costs	$11,584
Consumables	$61,468
Miscellaneous Expense[3]	$358,742
Professional Development	$19,458
Property and Equipment Services	$125,427
Salaries & Allowances[4]	$111,856
Trading & Fundraising	$81,024
Utilities	$41,126

Total Operating Expenditure	**$4,275,938**
Net Operating Surplus/-Deficit	**$217,339**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$171,360
Official Account	$36,895
Other Accounts	$57,966
Total Funds Available	**$266,221**

Financial Commitments	
Operating Reserve	$132,849
Asset/Equipment Replacement < 12 months	$26,000
Maintenance - Buildings/Grounds incl SMS<12 months	$95,301
School/Network/Cluster Coordination	$2,000
Provision Accounts	$10,071
Total Financial Commitments	**$266,221**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.