

# 2020 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](http://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 18 March 2021 at 01:14 PM by Leanne Jennings (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 25 March 2021 at 02:57 PM by Len Simpson (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Boronia Heights Primary School is located in Boronia, in the Eastern suburbs of Melbourne. The school is on a spacious, elevated site, which offers panoramic views of the Dandenong Ranges. The student enrollment in 2020 was 518 students, which demonstrates a rising trend over the past 4 years. There are 30 teaching staff including specialist teachers for Performing Arts, Visual Arts, Physical Education, STEAM German, Literacy Intervention and Extension and Enrichment. To support teaching and learning there are 14 education support staff including administration staff, integration and first aid assistants and canteen staff.

The school has a before and after school care program and vacation care programs provided by an external provider. Our total workforce composition for 2020 comprised of:

- Principal class -3
- Learning Specialist – 2
- Classroom Teachers -30
- Business Manager – 1
- Ed Support (office) -3
- Ed Support (integration) – 10

The school follows the Victorian Curriculum and teaching and learning is designed with a focus on the core curriculum of English and Mathematics. We design student learning to develop knowledge and understanding, as well as attitudes and capabilities.

The teaching staff is committed to a whole school approach to teaching, learning and assessment that ensures purposeful and explicit learning for every student., ably supported by our ES staff. Classroom programs are enhanced and supported by specialist teachers.

The school has a school leadership program including student leaders in varied responsibility positions and a Student Voice Council. The school offers a huge range of extra curricula programs including extensive sport activities, instrumental programs, lunchtime clubs, harvest to table program, camps and excursions. Parent and community partnerships support student learning, engagements and well-being.

The school has had a major building refurbishment over the last 4 years and we are in the process of completing an ovals and garden project. Facilities include general open plan classrooms and dedicated teaching spaces for all of our specialist subjects a library and a full sized gymnasium. Digital technology is available in all classrooms with televisions and chrome books available in classrooms and in specialist areas. External spaces include 2 ovals, synthetic turf play area, basketball court, student vegetable garden, several playgrounds and quiet shaded areas for passive play. The ovals are in the process of being developed into synthetic turf ovals with soccer and football posts and cricket pitch and softball diamonds on each. Both ovals have dedicated running track and long jump designated area.

### Framework for Improving Student Outcomes (FISO)

In 2020, Boronia Heights Primary School focused on the FISO Initiative

**EXCELLENCE IN TEACHING AND LEARNING:**

Building Practice excellence

- Further develop the coaching and mentoring model
- Further embed teacher collaboration to differentiate learning tasks to meet students at point of need

Curriculum Planning and Assessment

- Embed a consistent, whole school approach to the use of data and effective assessment and reporting practices

- Refine and embed the instructional models and pedagogical practices in all curriculum area

**PROFESSIONAL LEADERSHIP**

- Build the capabilities of school leaders to lead change and transformation
- Build effective teaching teams and teacher leadership capacity

Teaching teams worked in collaboration through shared planning time and dedicated design days to design the content

and delivery of the curriculum. PLT meetings were scheduled weekly with action plans linked directly to the 2020 AIP. The School Improvement Team met each fortnight to monitor progress in all areas of the AIP and to develop shared understanding of the strategic direction of the school

The English and Mathematics curriculum was aligned to the Victorian Curriculum and units of work were developed that flowed across the whole school, with a two year Inquiry Planner developed. An instructional framework to support teaching and learning was developed throughout 2019 and will be embedded in 2020.

Throughout 2020, we continued to work with a consultant to further develop our practice in teaching writing and further refine our reading instructional model. This included implementing the CAFÉ reading strategies. Staff received professional learning, modelling and coaching to support the change in practice.

Assessment practices were a focus of Professional Learning Teams (PLT's) and a whole school agreement to streamline these for English and Maths was documented in our Assessment Schedule. PLT's investigated new ways to gather and analyse data to support the design of learning, which will be implemented during 2020.

During 2020 there were limitations to the work completed with our whole staff. The staff are to be congratulated on their ongoing commitment to continuing our FISO work during remote learning and the high quality provision of remote learning opportunities for all our students.

### Achievement

In 2020 our English results for years P-6 were above both similar schools and the state average based on teacher judgments. Our 2020 Maths results were just slightly below similar schools and above the state average. NAPLAN was not conducted during 2020. Triangulated assessments to confirm teacher judgments were completed during the year throughout remote learning. This data was completed at home and to the best of our knowledge with parents following test conditions. The school focused on reading as we returned to school to ascertain the supports students would need on return. Anecdotally we found that during remote learning students maintained and built their Maths skills and knowledge due to parents finding that area of the curriculum was one that could be developed more readily at home. Reading also demonstrated growth to class teachers on our return. Anecdotally we found that writing was an area that families found more difficult to focus on during remote learning even though we ran guided writing groups every day. On our return to school the areas of numeracy and literacy were our key areas of focus. Class teachers worked on creating individual education plans for students that would be supported by these going into 2021. Families were contacted by teachers to communicate these needs and the preparation done to approach the new year. This work also provided us with preparation opportunities for the Tutor Learning Initiative of 2021 that we aimed to start on resumption of the school year. We have a program for Students with Disabilities that catered for 18 students in 2020 who were working to their capacity. These students had programs tailored for their needs during remote learning including additional support time from teachers and education support staff. Our professional Learning teams in English, Mathematics and well-being continued to focus on improving student outcomes. Work included the consolidation of our reading program, continuing work on spelling through Jolly Learning and Jolly Grammar program, further consolidation of Maths programs and high levels of contentedness to school, building learning confidence.

### Engagement

At Boronia Heights we provide a safe, secure school environment, characterized by positive teacher/student relationships, fostering in students a sense of belonging and self-worth. The consistent school philosophies, Foundation to Year 6 and in all specialist areas, values what students bring to school. We promote students building gradual responsibility for their learning. Teachers engage students in stimulating learning that ensures a greater level of personal learning opportunities, improved problem solving and an increased understanding of critical and creative thinking. We foster academic, social and personal growth. Our wide ranging programs support development for all students, including our chaplaincy program. We provide holistic learning spaces that connect the indoor and outdoor to promote engagement. During 2020 we maintained a focus on engagement during remote learning with the use of Google classrooms including group contacts, individual contacts and the use of phone calls to families and individual students as required. Continual monitoring of students enabled the teachers to support students and their families in a range of appropriate ways. All students in the school had access to a device. Teaching and Education support staff spent many hours supporting students. Google classroom was the platform that the school used daily to meet with the grade and individual students. In 2020, we were able to run our transition programs in small groups of 5 children and

transition parents during this time as well. During 2020 we held virtual assemblies to continue to keep our community informed, supported and engaged.

Student absence data has been consistent over the past 3 years with the average number of absences hovering between 10 and 15 days. In 2020 students were absent for an average of 8.1 with a 4 year average of 13.8 days. The introduction of online absence notifications has played a large part in the efficiency and ease of absence notifications. Teaching and administration staff closely monitor absence notifications, which also contributes to the decrease in unapproved absences. Staff continue to contact parents in response to consistent absences, as well as absences of 3 consecutive days. These were closely monitored by teachers and leadership with additional support provided where necessary.

### Wellbeing

At Boronia Heights we promote student well-being across all areas of the school through the integration of Berry Street Model, chaplaincy support and specific targeted programs. In 2020 the school started on the process of being Berry Street trained. This training will be completed by Term 2 in 2021. The Berry Street Model programs continues to build resilience, confidence and skills for life. Our values include focusing on persistence, resilience, organisation, getting along and confidence. We have a whole school socials skills framework, enabling us to share consistent and meaningful development across the school. We support student well-being through leadership programs, buddy programs, chaplaincy support, junior school council, a house system and community events. The Berry Street Model has given staff the skills, ability and knowledge to work with children especially those that have experienced trauma. Our whole school behaviour management strategy emphasises responsibility and respect providing a positive and encouraging work environment. Our sense of connectedness in years 4-6 was above the similar schools average and the state average. Due to lower participation rates and differences in collection methodology in 2020, data is not comparable to other years. In 2020 our students did not complete the Attitudes to School Survey due to COVID19. During 2020 our use of Compass became vital to ensure parents were well informed of developments during the year. Whilst this is difficult to measure numerically, anecdotally we had very positive, ongoing feedback of the advice and communication given. We have found that this work will enable us to work effectively in the future. Our communications with parents are clear through our School Council, newsletter, classroom BLOGS and the use of 'Compass'. Our families have access to an Occupational Therapist, Speech Pathologist, Provisional Psychologist for student well-being and family support.

### Financial performance and position

Boronia Heights Primary is in a strong financial position managing the funds received. The Finance Subcommittee ensures that the governance and financial controls required by School Council and the Department of Education and Training are in place and that good financial practices are being exercised. During the year, the sub-committee reviewed and evaluated the financial statements on a regular basis and reported to School Council. The school carried over a surplus from the 2019 year. This money helped support additional programs for students. Along with equity funding, this was used towards the employment of a literacy intervention teacher for year 1 and 2. In 2020, we received additional funding for the Sporting Schools' Grant which enabled us to provide additional opportunities for our students. We used our surplus money in 2020 to fund buildings, and grounds improvements, and new electronic signage for our school. We also upgraded our library with new furniture, magazines and digital devices. This compliments the focus we have on reading and encourages our students to attend and enjoy the school library. We have an active parent community who are successful in raising funds for the school. However in 2020 due to COVID fundraising did not occur. The school is also committing funds to replace new playgrounds. This is a long term project. Surplus money is committed to be spent in the coming years on the following important projects:

- Professional Development – commitment to employ critical friends and attend relevant professional learning to improve teacher capacity
- A continued maintenance program that will see the whole school re fenced and painted. Additional ground work to our synthetic oval project.

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.

For more detailed information regarding our school please visit our website at  
<https://www.boroniaheightsps.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 514 students were enrolled at this school in 2020, 264 female and 250 male.

5 percent of students had English as an additional language and 1 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.

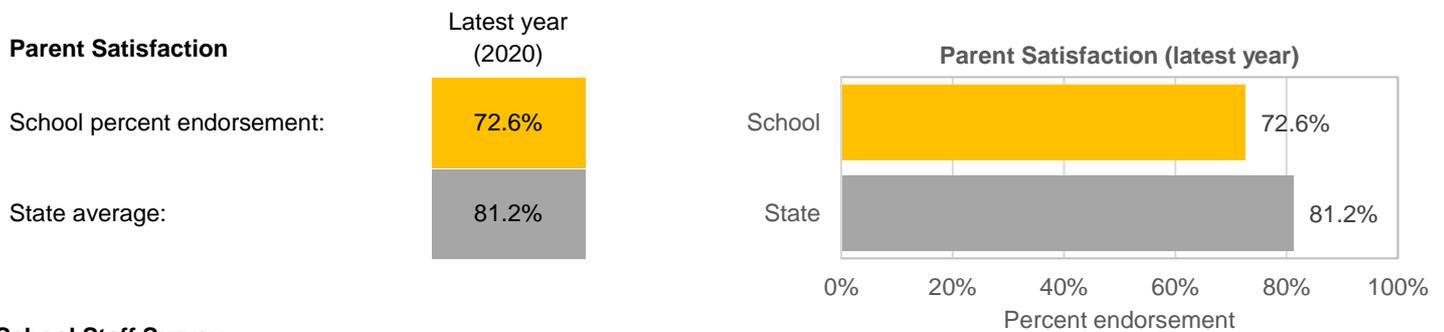
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

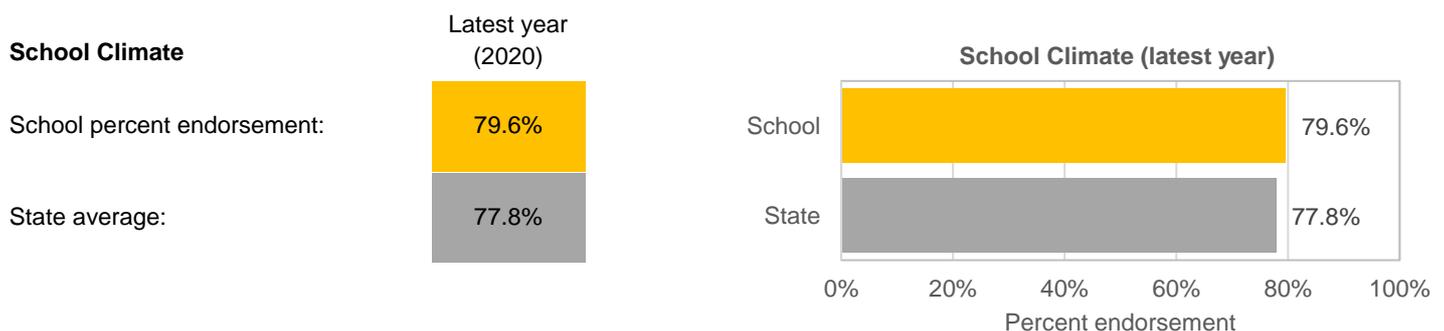


### School Staff Survey

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.



## 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:

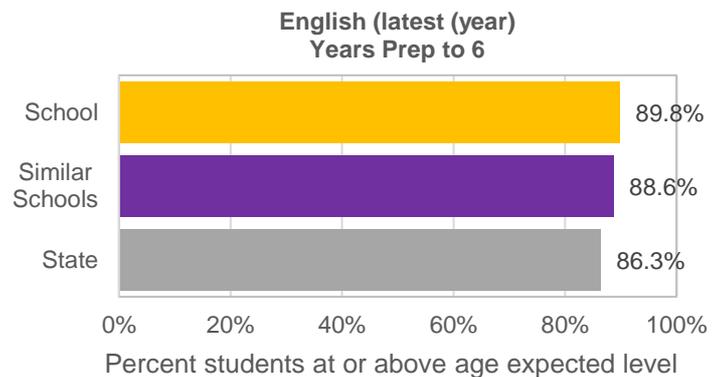
89.8%

Similar Schools average:

88.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

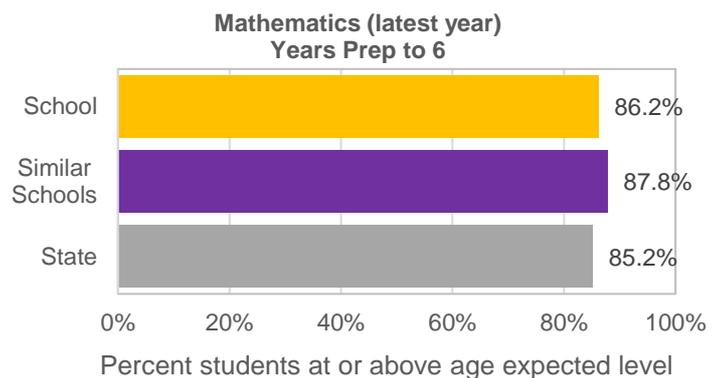
86.2%

Similar Schools average:

87.8%

State average:

85.2%



### 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

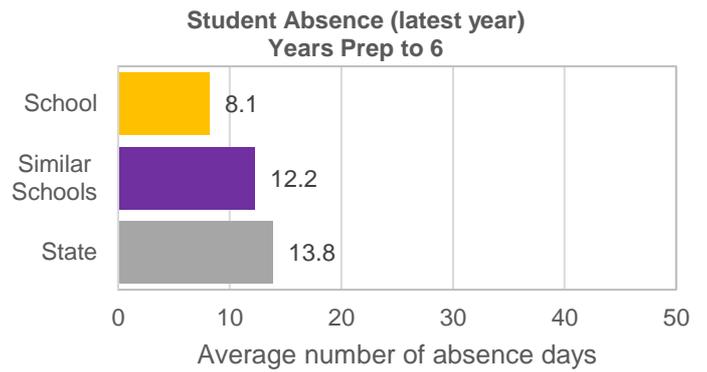
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.1	13.8
Similar Schools average:	12.2	14.4
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	96%	96%	96%	95%

## WELLBEING

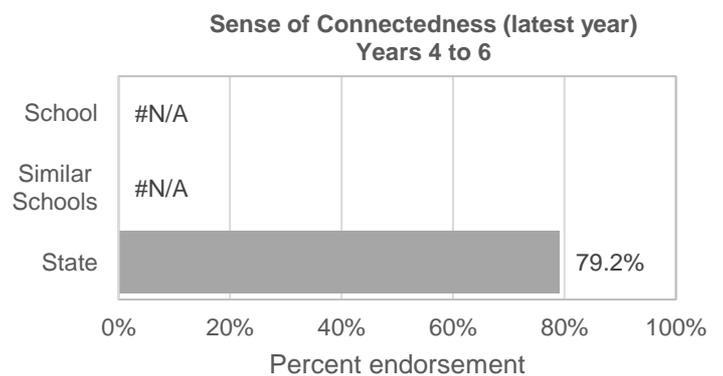
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	NDA	81.7%
Similar Schools average:	NDP	81.6%
State average:	79.2%	81.0%



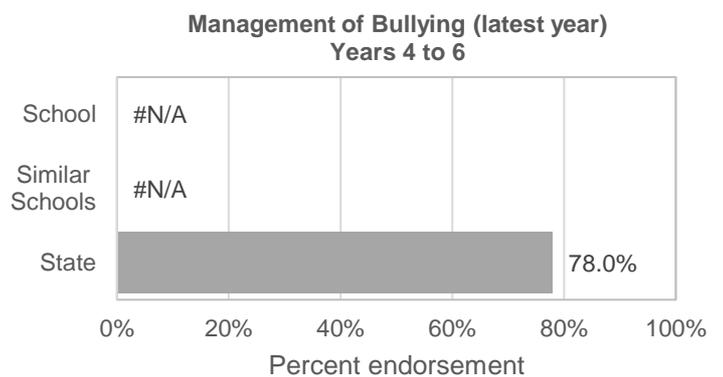
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	NDA	84.5%
Similar Schools average:	NDP	82.1%
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.*

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,256,317
Government Provided DET Grants	\$666,536
Government Grants Commonwealth	\$4,015
Government Grants State	NDA
Revenue Other	\$21,878
Locally Raised Funds	\$299,850
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,248,596</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$49,968
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$49,968</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,154,367
Adjustments	NDA
Books & Publications	\$4,198
Camps/Excursions/Activities	\$37,326
Communication Costs	\$9,017
Consumables	\$100,580
Miscellaneous Expense <sup>3</sup>	\$18,199
Professional Development	\$24,044
Equipment/Maintenance/Hire	\$73,709
Property Services	\$76,423
Salaries & Allowances <sup>4</sup>	\$70,151
Support Services	\$49,920
Trading & Fundraising	\$30,549
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$43,855
<b>Total Operating Expenditure</b>	<b>\$4,692,338</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$556,259</b>
<b>Asset Acquisitions</b>	<b>\$71,099</b>

- (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	\$1,167,438
Official Account	\$98,398
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,265,837</b>

Financial Commitments	Actual
Operating Reserve	\$78,001
Other Recurrent Expenditure	\$10,540
Provision Accounts	NDA
Funds Received in Advance	\$136,745
School Based Programs	\$75,555
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$19,170
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$445,100
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$578,726
<b>Total Financial Commitments</b>	<b>\$1,343,838</b>

*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.*