

2021 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 2021 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 25 March 2022 at 02:09 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 2021 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 31 March 2022 at 01:43 PM by Len Simpson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 2021 was 528 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, with 3 tutors. To support teaching and learning there are 13 Education Support staff including administration staff, integration and first aid assistants. The school has a before and after school care program and vacation care programs provided by an external provider. Our total workforce composition for 2021 comprised of:

- Principal class -3
- Learning Specialist – 2
- Classroom Teachers -30
- Business Manager – 1
- Ed Support (office) -2.5
- Ed Support (integration) – 9

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. We are committed to providing a safe and inclusive learning environment for our students. We ensure all students are supported and challenged to do their best, to strive to improve and to be proud of their achievements. Successes, improvements and personal bests are acknowledged and celebrated.

The teaching staff is committed to a whole school approach to teaching and 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, engagement and well-being.

The school has now completed a major building refurbishment and we have now completed 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 are available in all classrooms with televisions and chrome books available in classrooms and in specialist areas. External spaces include 2 ovals, 2 synthetic turf play areas, basketball court, student vegetable garden and harvest to table gardens, several playgrounds and quiet shaded areas for passive play. The ovals are synthetic turf ovals with soccer and football posts and cricket pitch and softball diamonds on each. Both ovals have dedicated running tracks and long jump designated area. The installations of 2 large shade sails were installed this year to further enhanced our outdoor learning spaces.

Our school vision is to provide a challenging and supportive environment that develops students who are confident, resilient learners and valued members of the community. This year we have worked on our school values with large contributions from our community, students and staff. 2022 will see the roll out of these new values.

Framework for Improving Student Outcomes (FISO)

In 2021, we had planned a focus on Whole school assessment in Literacy and Numeracy tracking the data and having consistent planning. We were able to continue with our Main focus on Numeracy throughout the year and establish a common planning template, finalises an instructional model for the teaching of math, while focusing on the mini lesson and mastery.

The plan in 2021 was for the School Improvement Team to lead whole school improvements in Literacy and Numeracy through their work as a PLC. As we transitioned back into Remote Learning, our Learning Specialists became an important part of whole school learning design and pedagogy. We had less focus on whole school PLC for these areas

as teaching teams were facing different challenges. As difficult that Remote Learning was for everyone what positively came out of the remote learning experience, was the collective responsibility of teachers to plan, design and deliver learning experiences in a consistent manner. This included the production of videos, slides and audio files for students to access to support their learning. There was definitely an increase in collaboration and an improved focus on student data last year.

All team leaders, learning specialists and Principal class were involved in training in the development of the PLC model, with a focus on data driven teaching and learning.

The staff opinion survey reflected the impact of this process with Collective Efficacy at in the 90th percentile Collective Responsibility in the 95th percentile and collaborate to Plan Curriculum in the 95th percentile as well as Monitor Effectiveness Using Data in the 95th percentile.

Whole school professional development continued during remote learning along with a positive well-being focus. Professional learning and team meetings became even more crucial with staff supporting each other. My staff also continued with our Continuous Reporting throughout the year. This continued to give our community a timely reference for how their children were in completing and achieving their work in Literacy, numeracy and specialist areas.

Achievement

2021 continued to pose significant challenges for the education system and teachers in Victoria. Given this context, we were pleased to maintain positive results, comparable with previous years.

Students at Boronia Heights are far more familiar and confident with using technology to support their learning and online classroom communities have increased in use. Our students have continued to use Google Classroom and the Google suite to collaborate and share work with each other and their teachers, as well as give and receive feedback on tasks. Students are also more proficient in using email to communicate and ask questions when unsure of task requirements.

Our teacher judgement data of student achievement highlights that in English, a higher percentage of students at BHPS, 91.6% achieved at or above the expected levels compared to that of 88.5 % similar schools and was higher than the state average of 86.2%.

This was a similar trend for our Mathematics teacher judgement student achievement data, where 88.7% of our students achieved at or above the expected level compared to similar schools at 86.7% and the state average of 84.9%.

Our teacher judgement data of student achievement in Reading highlights a higher percentage of students at BHPS , 84.6%, achieved at or above the expected levels compared to that of 80.1% similar schools and the state average of 76.9%.

Our PSD students were supported in many ways during remote learning to ensure their continual progress. This included individual learning plans, attendance on site or additional support by es staff and classroom teacher in separate phone calls, individual webex sessions., continuation of termly SSG's to enhance the home-school partnership .This additional support included one to one sessions with es staff and classroom teacher , on top of their normal whole class and small group sessions.

Engagement

Student absence data has been consistent over the previous 2 years with the number of unapproved absences decreasing slightly each year. The transition to significant periods of remote learning in 2021 impacted on absence data with students spending a large part of the year engaged in learning from home and not necessarily reporting to the school when students had a day off from learning. The consistent structure of Well-Being Wednesdays with a big emphasis on mental health and a decrease in academic expectations, also meant the students were more likely to complete a full week of schooling and have the opportunity to complete specialist activities.

Staff continued to have an attitude of high expectations of students during remote learning, while all the time balancing their own families. Teachers met regularly throughout the week, and continued to monitor students and engage in professional learning with their peers. Leadership and SIT meetings continued throughout remote learning and teams also had a day of planning at the end of each term.

To ensure students continued to make learning progress and that they were supported, teachers and es staff:

- *made phone calls to parents and students
- *engaged with students in small group and individual meetings, in addition to daily online lessons
- differentiated the curriculum through group work and recorded lessons.
- *visited homes with care packages and food hampers if required

To ensure a balance between academic expectation and the need to support mental health in students:

- *Provided well-being strategies for students and their families School Chaplain, and Psychologists, Occupational Therapists and Speech Therapists
- *Student captains and leaders continued to plan and video school assemblies with the support of teachers and school leadership
- *By encouraging all students to record themselves at home and including them in our online assemblies we ensured that all students stayed connected

Wellbeing

During 2021 the classroom environment took the shape of the students learning space at home. Staff were very conscious to ensure a safe and orderly environment for students to continue their learning. We continued to ensure a smooth start to the year by using our Rigour and Routine program to the classroom expectations for the year and to support teachers and students to build strong relationships. During remote learning we continued to support our students well-being with everyone from es staff to para professionals and leadership to support families and students. To support our community to stay connected to their friends we conducted:

- *daily webex /google meets
- *small group targeted webex meetings with peers to connect with each other
- *continuing online assemblies and celebrating students of the week, reading achievements etc
- online counselling sessions
- *Teachers and es staff working 1-1 with students via Webex
- *continued positive mental health phone calls to students and parents
- *whole staff music and fun videos to involve and engage whole community
- *Well-Being Wednesdays (specialist and well-being focus)
- *Trivia with different classes and a staff trivia night

On returning to school in Term 4 we were aware that it was very much like the beginning of the school year and, for some students, a very difficult transition. To support the entering back into school we implemented a modified version of our Rigour and Routine program and then prioritised student well-being we focused on a positive transition program. During the year staff continued to have Professional Learning on our Berry Street Model.

Finance performance and position

Boronia Heights Primary is in a strong financial position managing the funds received. Boronia Heights continues to work diligently and responsibly to ensure we maintain a positive financial status. During the year, the finance sub committee reviewed and evaluated the financial statements on a regular basis and reported to the School Council. School Council has continued to evaluate school needs in relation to facilities and resources to provide optimal learning experiences for all students. We continued to upgrade and beautify our school facilities adding an extremely large shade sail to the junior areas and an interesting star shade sail to a complete a senior school amphitheater, synthetic turf area and outdoor learning space. In 2021 equity funding was used to support Literacy intervention and math intervention programs.

Other revenue streams including fundraising were unable to happen.

For more detailed information regarding our school please visit our website at
boroniahtsps.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 528 students were enrolled at this school in 2021, 272 female and 256 male.

4 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).

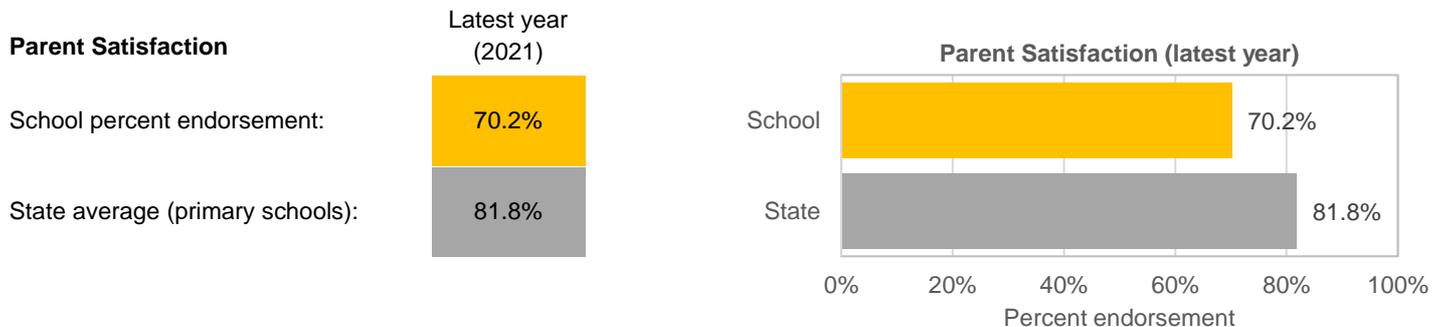
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

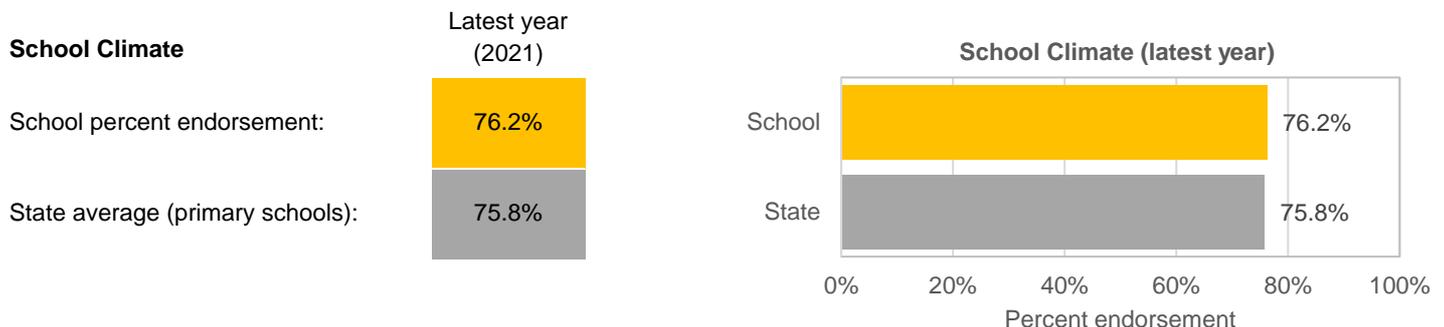


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

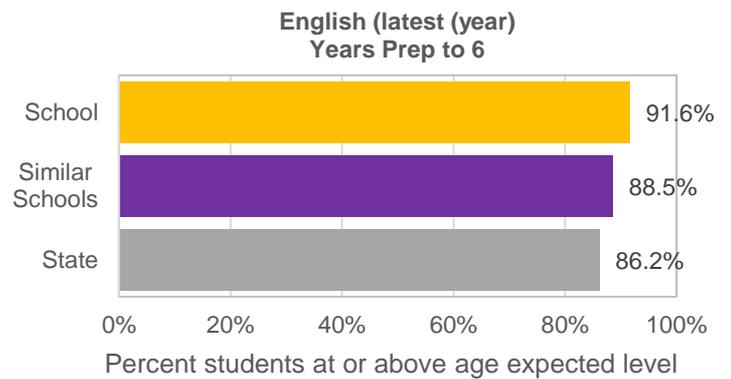
91.6%

Similar Schools average:

88.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

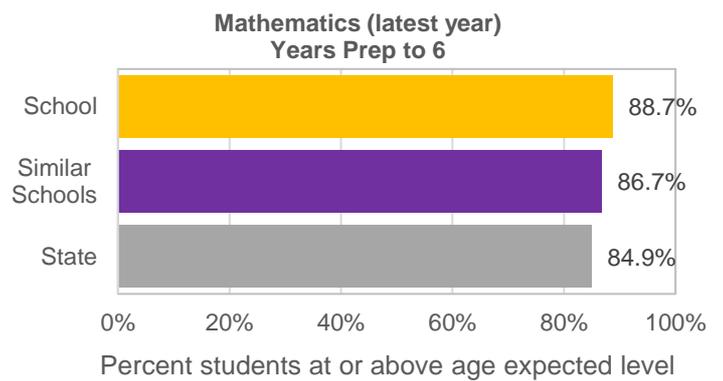
88.7%

Similar Schools average:

86.7%

State average:

84.9%



ACHIEVEMENT (continued)

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.

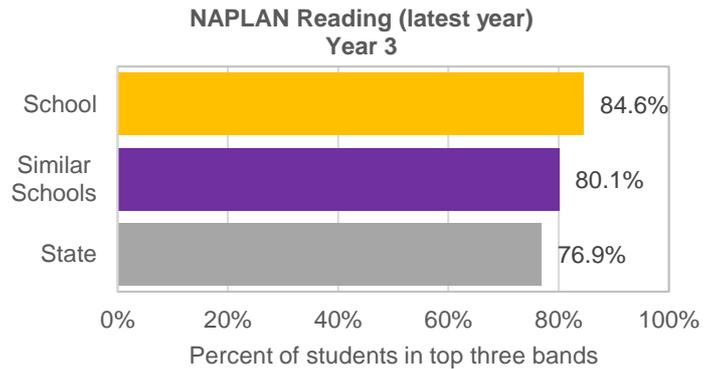
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

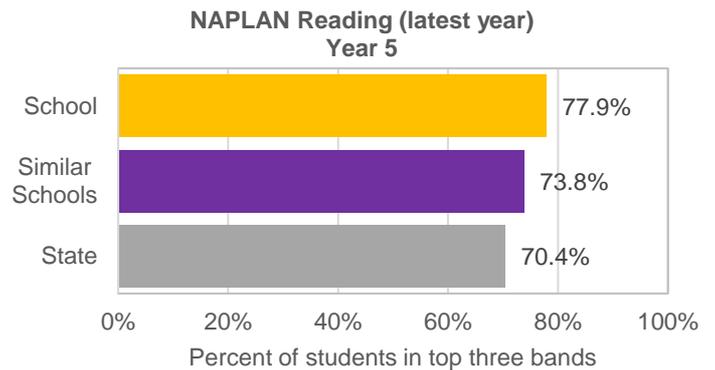
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	88.5%
Similar Schools average:	80.1%	80.1%
State average:	76.9%	76.5%



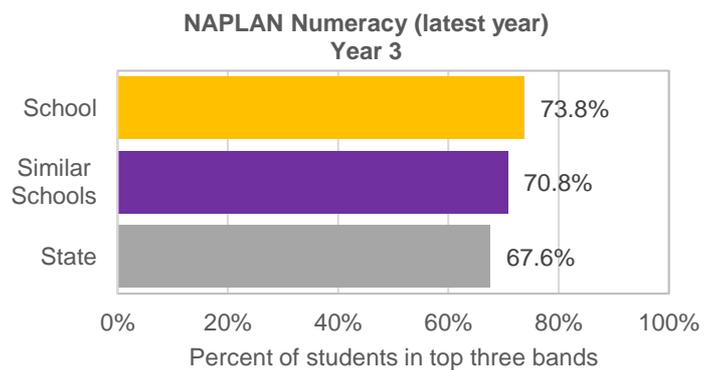
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.9%	74.2%
Similar Schools average:	73.8%	71.0%
State average:	70.4%	67.7%



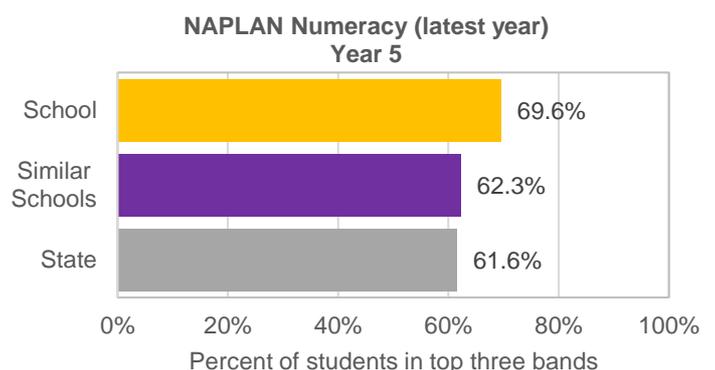
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.8%	80.2%
Similar Schools average:	70.8%	72.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.6%	65.8%
Similar Schools average:	62.3%	61.0%
State average:	61.6%	60.0%



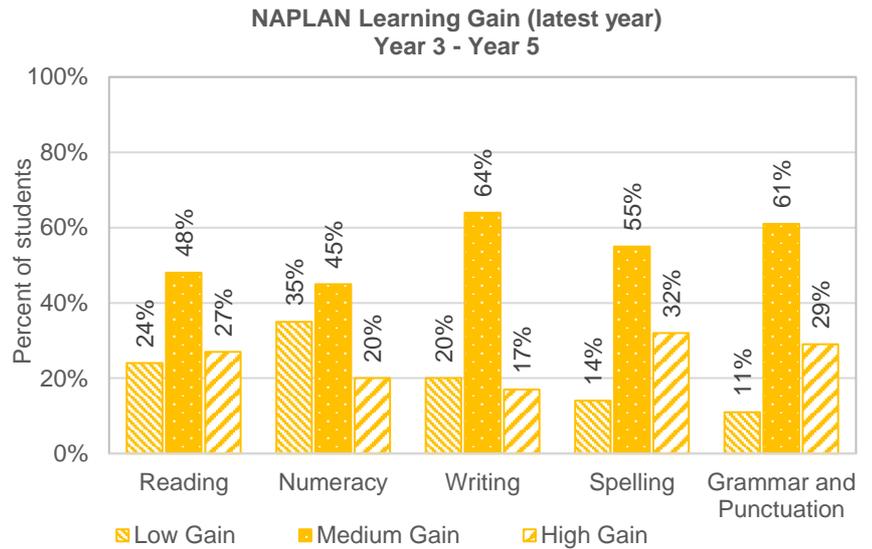
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	48%	27%	22%
Numeracy:	35%	45%	20%	20%
Writing:	20%	64%	17%	19%
Spelling:	14%	55%	32%	20%
Grammar and Punctuation:	11%	61%	29%	20%



ENGAGEMENT

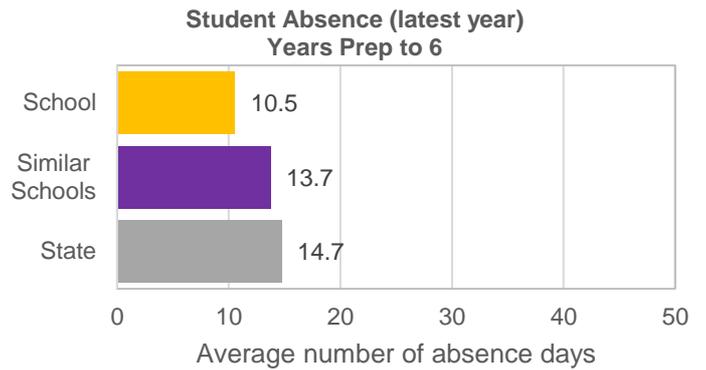
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	10.5	12.5
Similar Schools average:	13.7	14.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	95%	95%	96%	94%	95%	93%

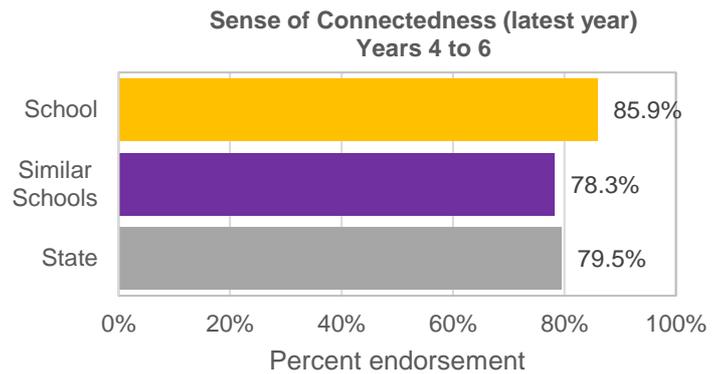
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	85.9%	81.6%
Similar Schools average:	78.3%	80.3%
State average:	79.5%	80.4%

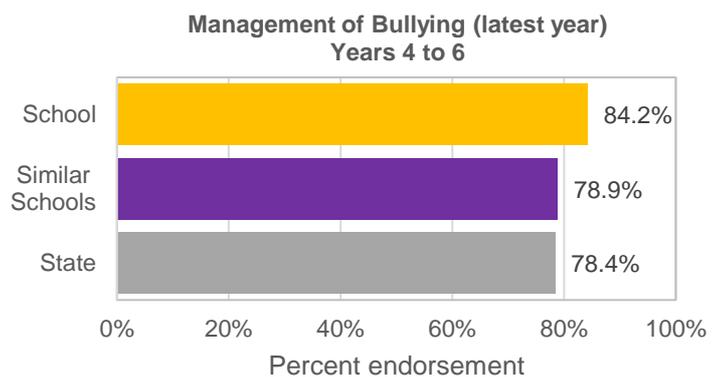


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.2%	83.4%
Similar Schools average:	78.9%	80.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,350,208
Government Provided DET Grants	\$643,283
Government Grants Commonwealth	\$23,310
Government Grants State	\$0
Revenue Other	\$37,972
Locally Raised Funds	\$378,581
Capital Grants	\$0
Total Operating Revenue	\$5,433,353

Equity ¹	Actual
Equity (Social Disadvantage)	\$54,692
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$54,692

Expenditure	Actual
Student Resource Package ²	\$4,290,001
Adjustments	\$0
Books & Publications	\$1,671
Camps/Excursions/Activities	\$148,119
Communication Costs	\$8,550
Consumables	\$118,334
Miscellaneous Expense ³	\$12,104
Professional Development	\$15,908
Equipment/Maintenance/Hire	\$64,130
Property Services	\$440,775
Salaries & Allowances ⁴	\$134,281
Support Services	\$70,786
Trading & Fundraising	\$15,337
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,677
Total Operating Expenditure	\$5,355,674
Net Operating Surplus/-Deficit	\$77,680
Asset Acquisitions	\$10,406

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,172,085
Official Account	\$52,399
Other Accounts	\$0
Total Funds Available	\$1,224,484

Financial Commitments	Actual
Operating Reserve	\$106,250
Other Recurrent Expenditure	\$19,377
Provision Accounts	\$0
Funds Received in Advance	\$47,479
School Based Programs	\$267,398
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,106
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$320,800
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$509,324
Total Financial Commitments	\$1,330,735

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.