

# 2022 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 of the previous calendar year 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 22 March 2023 at 11:25 AM by Leanne Jennings (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2023 at 09:26 AM by Sharon Walker (School Council President)

# How to read the Annual Report

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## 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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

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### 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 enrolment in 2022 was 521 students, which demonstrates a slow decrease in numbers. There are 34 teaching staff including specialist teachers for Performing Arts, Visual Arts, Physical Education, STEAM, German, with 1 tutor. To support teaching and learning there are 16 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 2022 comprised of: • Principal class -3 • Learning Specialist – 2 • Classroom Teachers -27 • Business Manager – 1 • Ed Support (office) - 2.5 • Ed Support (integration) – 11. 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 technologies are available in all classrooms with televisions and chrome books/iPads available in classrooms and in specialist areas. We have a BYOD Program from Years 3-6 with iPads. The Junior classes all have iPads in their classrooms and access to chrome books. 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 3 large shade sails were installed this year to further enhance 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. Last year we have designed new school values with large contributions from our community, students and staff. These were embedded into our classrooms and school this year. The school is large enough to offer a full range of opportunities, whilst making every student and their family feel like they belong to our community.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2022, we planned a focus on Whole school assessment in Literacy and Numeracy tracking the data and having consistent planning. Also expanding the tutoring program, targeting specific groups of students below or just below the expected standard and gave support and guidance around IEP's. We also targeted classroom extension programs supporting specific groups of students operating above the expected levels. We continued with our main focus on Numeracy/Writing throughout the year embedding our instructional models. The plan in 2022 was to continue to refine and develop the School Improvement Team to lead whole school improvements in Literacy and Numeracy through their work as a PLC. Our Learning Specialists became an important part of whole school learning design and pedagogy. Both our Learning Specialists and Assistant Principals were involved in coaching and supporting the roles in the PLC process. Collaborative planning and coaching continued across the school delivered by Assistant Principals and Learning Specialists. The over arching goal of differentiated learning was the additional focus. We continued to focus on the collective responsibility of teachers to plan, design and deliver learning experiences in a consistent manner. There was definitely an increase in collaboration and an improved focus on student data last year. 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. My staff have now embedded the Continuous Reporting throughout the year and we still are drilling down on concise, specific and targeted information. 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.

### Wellbeing

Student Empowerment: Voice and Agency... 'Listen, Learn and Lead' was a strong focus in 2022. Student Voice in the classrooms, dialogic teaching- turn and talk and conversation protocols, questioning techniques, social group and formal talk were heavily concentrated on in the classroom. We continued with our Berry Street Well-Being program and the embedding of Respectful Relationship in regards to Student Agency in classrooms and personalised learning and metacognition. We focused on teacher feedback and collaborative goal setting for student self assessment and student self regulation. Student Agency school wide worked with students as leaders. Authentic student roles and leadership training, focused class meetings (circle time) were also targeted. We encouraged student feedback to teachers through surveys conducted. Further refining our Junior School Council were all a major focus. 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 BYOD Program was expanded. 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. Our teacher judgement data of student achievement highlights that in English, a higher percentage of students at BHPS, 92.7% achieved at or above the expected levels compared to that of 88.9 % similar schools and was higher than the state average of 87.0%. This was a similar trend for our Mathematics teacher judgement student achievement data, where 89.1% of our students achieved at or above the expected level compared to similar schools at 87.6% and the state average of 85.9%. Our teacher judgement data of student achievement in Reading in Year 3 highlights a higher percentage of students at BHPS, 85.4%, achieved at or above the expected levels compared to that of 79.7% similar schools and the state average of 76.6%. Our PSD students are supported in many ways during class, yard supervision, lunch time clubs to ensure their continual progress. We conduct termly SSG's to enhance the home-school partnership. The introduction of our new school values and the communities

contribution as well as students and staff was a very valuable process and we now have our new values and are embedding those values into our assembly celebrations and classroom work. Students contributions of illustrations to support the new values are now published around the school.

## Engagement

Boronia Heights strong focus on lessons supporting our Berry Street Program continues to build resilience, confidence and skills for life. The introduction of our new values CARE (Community, Achievement, Respect, Engagement) continue to lay foundations and a framework enabling the whole school to focus and share consistent and meaningful development across the school. We support student well-being through leadership programs, buddy programs, Student Voice Council, student/parent conferences, support community events, whole school events and a house system, to name a few. We continue to ensure a smooth start to the year by using our Rigour and Routine program in the classrooms and specialist activities to the classroom expectations for the year and to encourage both staff and students to build strong relationships. In 2022 average attendance rate across the school has increased and has been consistent over the previous 2 years with the number of unapproved absences increasing slightly each year. We have addressed our absence data with quite a few changes and information to our community and students regarding school refusal, attending school everyday, regular pieces in the newsletter on what happens when students are away on a regular basis, working with the Knox Council on introducing specific programs to support students to help, guide and support their engagement in school, programs for students and families working with our student well-being officer (chaplain) in engaging with families and specific children to support them in attending school on a regular basis, phoning/email families when students are away more than 5 days or emailing to check in if consecutive days. We have developed a staged response to absences with all staff given PD around the importance of following through with families. We have continued the practice of home visits to support our families in getting students to school and also with the delivery of hampers. We continue to provide well-being strategies for students and their families using our School Chaplain, Psychologists, Occupational Therapist and Speech Therapist. Boronia Heights continues to implement rigorous and successful programs to support the various transition programs in which our students take part. Our school has a strong focus on transition across all grade levels. We will continue to give staff extra time for a formal handover process of student information between staff to allow for a smooth transition for every student. Our Prep Transition to School was again a highlight and very successful. Feedback will continue to be sought again to improve and refine this process.

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## Financial performance

Boronia Heights Primary is in a very strong financial position managing the funds received. Boronia Heights continues to work diligently and responsibly to ensure we maintain a positive financial status. Our financial position has ensured that the program budgets continue to be well catered for. 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 continue to upgrade and beautify our school facilities. In 2022 we were successful in gaining a \$200,000.000 grant to replace our Year 5/6 playground. Student Voice played a large part in the design and this will be completed by the end of 2023. In 2022 equity funding was used to support Literacy intervention and Math intervention programs. Our fundraising in 2022 started to gain momentum after COVID and in 2023 we will see two more playgrounds being replaced. We also received funding of \$7,341.00 for the Queen's Jubilee grant to re plant our oval surrounds with large trees for a canopy surrounding our top oval.

For more detailed information regarding our school please visit our website at  
[boroniahtsps.vic.edu.au](http://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 2.0 (FISO 2.0).

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 521 students were enrolled at this school in 2022, 265 female and 256 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).

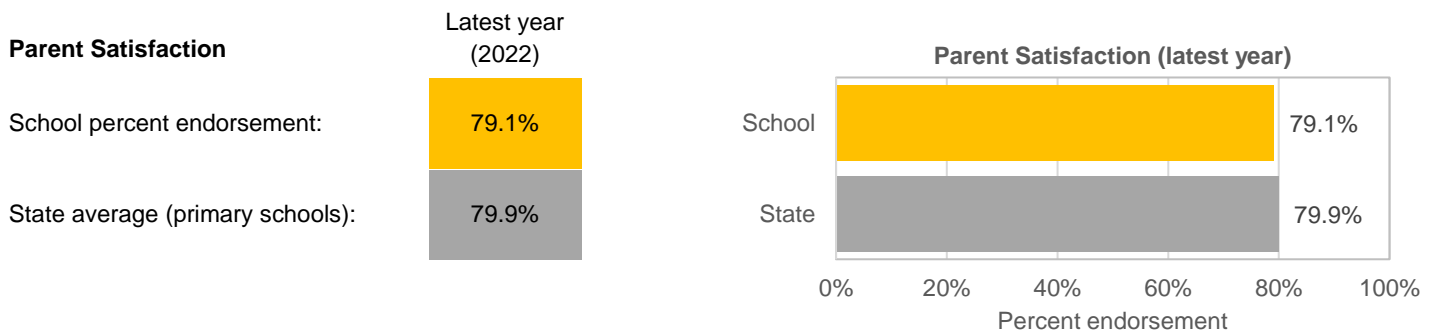
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

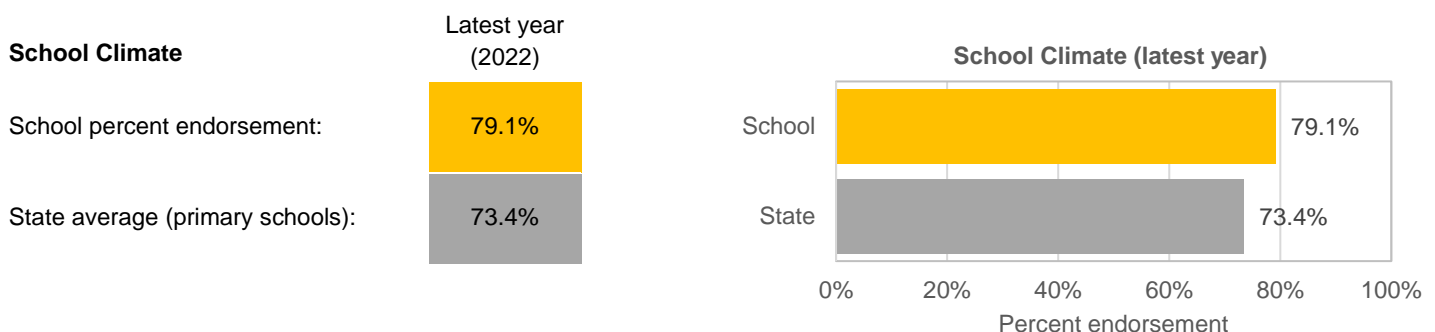


### School Staff Survey

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.





## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

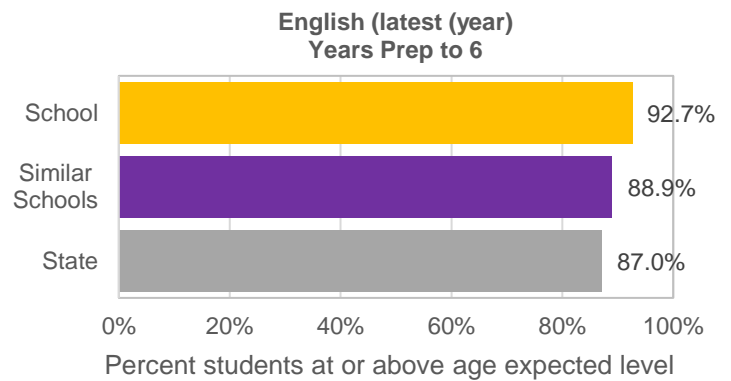
92.7%

Similar Schools average:

88.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

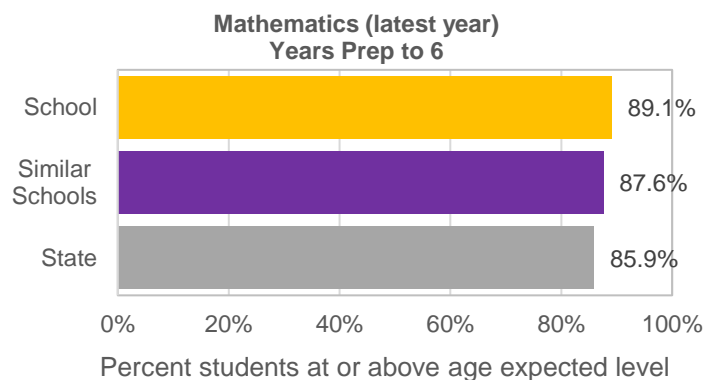
89.1%

Similar Schools average:

87.6%

State average:

85.9%



## LEARNING (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.

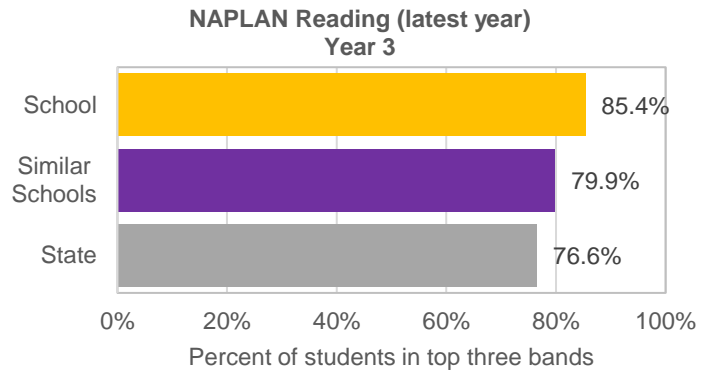
### NAPLAN

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 2019, 2021 and 2022 data.

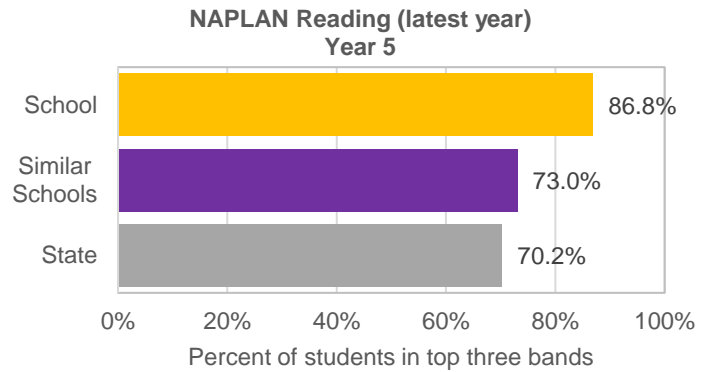
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.4%	87.1%
Similar Schools average:	79.9%	79.7%
State average:	76.6%	76.6%



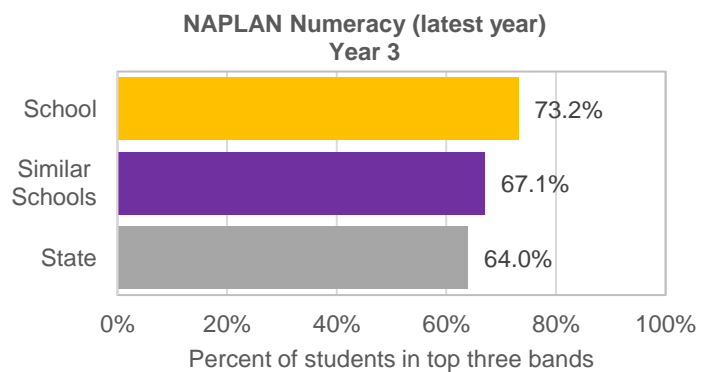
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.8%	79.4%
Similar Schools average:	73.0%	73.1%
State average:	70.2%	69.5%



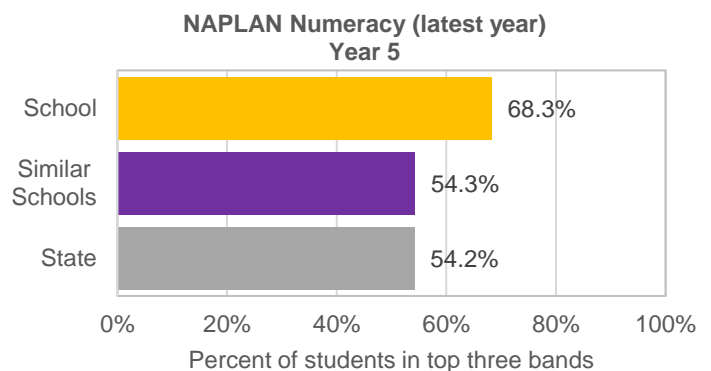
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.2%	76.2%
Similar Schools average:	67.1%	70.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.3%	65.4%
Similar Schools average:	54.3%	59.8%
State average:	54.2%	58.8%



## WELLBEING

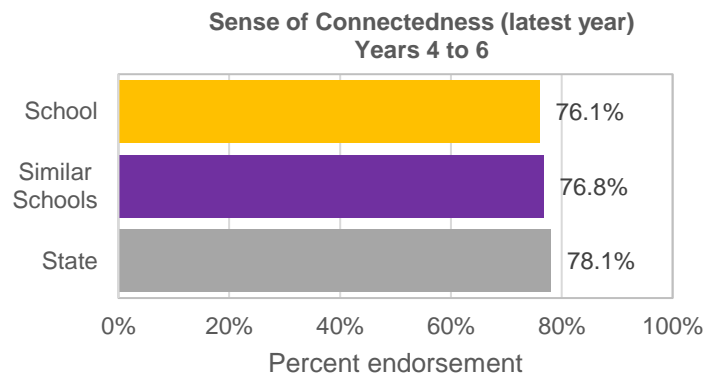
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	76.1%	81.6%
Similar Schools average:	76.8%	78.6%
State average:	78.1%	79.5%

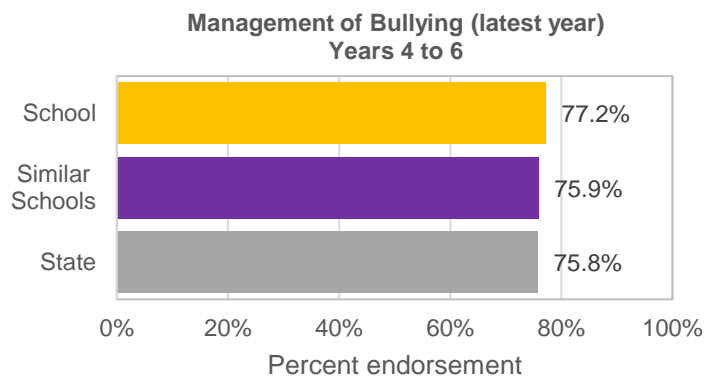


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	77.2%	81.8%
Similar Schools average:	75.9%	78.6%
State average:	75.8%	78.3%



## ENGAGEMENT

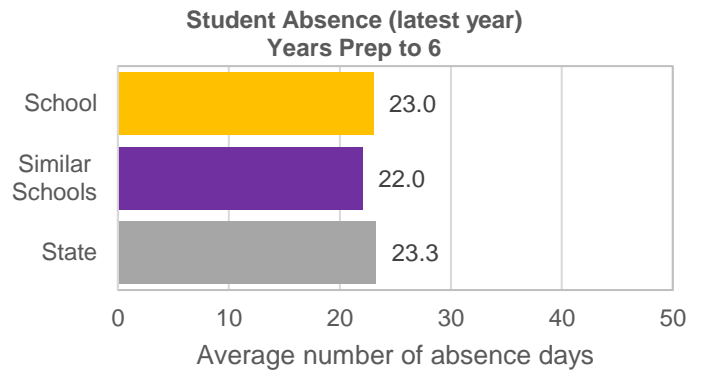
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.0	14.3
Similar Schools average:	22.0	15.8
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	89%	90%	89%	90%	85%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,711,850
Government Provided DET Grants	\$764,863
Government Grants Commonwealth	\$21,248
Government Grants State	\$31,791
Revenue Other	\$31,019
Locally Raised Funds	\$436,112
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,996,883</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$57,449
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$57,449</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,691,929
Adjustments	\$0
Books & Publications	\$3,086
Camps/Excursions/Activities	\$159,814
Communication Costs	\$7,788
Consumables	\$67,431
Miscellaneous Expense <sup>3</sup>	\$15,006
Professional Development	\$6,889
Equipment/Maintenance/Hire	\$76,445
Property Services	\$117,416
Salaries & Allowances <sup>4</sup>	\$274,879
Support Services	\$92,449
Trading & Fundraising	\$40,118
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,238
<b>Total Operating Expenditure</b>	<b>\$5,590,489</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$406,394</b>
<b>Asset Acquisitions</b>	<b>\$0</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 25 Feb 2023 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 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,513,971
Official Account	\$30,465
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,544,436</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$132,005
Other Recurrent Expenditure	\$14,658
Provision Accounts	\$0
Funds Received in Advance	\$26,428
School Based Programs	\$209,980
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,226
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$473,600
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$642,538
<b>Total Financial Commitments</b>	<b>\$1,544,436</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.*