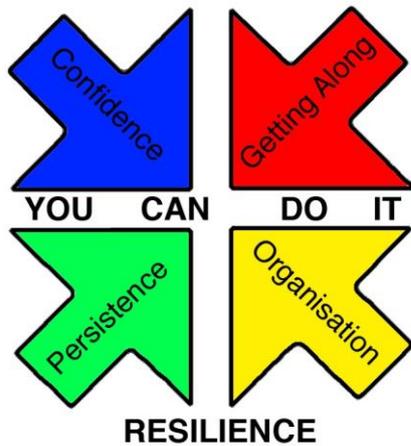


## 2015 Annual Report to the School Community

Bolwarra Primary School

School Number: 1324

### Bolwarra Primary School



“Nothing is Impossible”

Academic Excellence

Name of School Principal:

Lee Gibbons

---

Name of School Council President:

Anna Impey

---

Date of Endorsement: 20/04/2016

---

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Bolwarra Primary School is a rural school located 8 kilometres north of the city of Portland in Victoria's south west. The school has a long history of community support and forms a focus for a close-knit community.

Bolwarra Primary is committed to providing a supportive school community which engages and challenges the students to strive for their personal best in order to become valued members of the local and global community. The school values respect for each other and our environment, integrity in all our actions, confidence to approach the new and the familiar, excellence in teaching and learning, and individual success. We endeavor to educate the whole child and value all areas of education.

Expansive grounds combined with classrooms resourced with current technology to support our commitment to 21st century skills. Specialist classes are provided in PE/Health, Art and Library. We use the Restorative Practices approach to welfare and discipline, along with 'You Can Do It!' and the Learning How to Learn program. These combine with a strong student leadership program to support student wellbeing and engagement.

With a school enrolment of 99 students, the school has 8.2 fulltime staff: 1 Principal class, 7 teachers and 3 Education Support staff

### Achievement

Student learning performance based on teacher assessment at Bolwarra Primary School is strong. Our school is performing at a similar or higher level compared to other schools after accounting for background characteristics known to make a difference to students' results. In 2015 we had a Priority Review which allowed us to reflect on our practices and we began to work towards having academic excellence as a cornerstone of our school approach and values.

In 2015 our NAPLAN results in Grade 3 reflected our VELS reporting more closely than in previous years. Our learning gain from Year 3 to Year 5 was better than in 2014. We had significant gains in reading but still would like to see stronger gains in the other learning areas.

In 2016 we intend to make the collection and analysis of data a priority as we establish what programs work in our school, which students are thriving and which are struggling.

### Engagement

Overall our results in student attendance is similar to other schools given our cohort. Our results in the Students Attitudes to School survey in 2015 was lower in comparison to other schools of our cohort. Our own surveys do show high student satisfaction amongst our Grade 3-6 students but we are still working on improving our results through more consultation with the students.

We continue to use the 'You Can Do It!' program extensively to engage our students throughout the school year. Our staff uses Restorative Practices and 'You Can Do It' on a daily basis. We have a one to one Ipad program in Grade 4, 5 and 6 with all other students having access to school ipads.

In 2016 we will be exploring student voice, academic excellence and learning platforms that will connect the home and school.

### Wellbeing

Our school year starts with every classroom running a 'Learning How to Learn' program which concludes with a parent information evening. Every term students complete a behaviour audit with the results being rigously followed up by the staff. Our School Chaplain continues to have a positive impact on our families. He was able to assist several families through high stress situations.

Our Prep students' transition to school is aided by the Orientation Day that occurs in December each year, as well as an informal day organised by our parents in January. New students entering our school throughout the year are taken through an induction process which involves meeting with the Principal once a week until they feel comfortable with their new school.

Exiting Grade 6 students are involved in numerous programs that assist them with transition into secondary school. Transition days are conducted throughout the year at the local secondary schools. Our Grade 6's also have the opportunity to participate in special days including 'Go Girls' and 'Go Boys' days, sporting events, small school activity days and special leadership days involving Grade 6's from other local schools.

In 2016 we are putting together a document that outlines every program that the school has that impacts on student wellbeing.

### Productivity

Bolwarra provides teaching staff for 6 class groups, specialist classes in health and physical education, Art and Library, plus support staff to assist with Programs for Students with Disabilities (PSD) and school administration. All teaching staff are provided with 3 hours per week administrative and planning time (APT) and time for structured professional learning teams activity is provided. Teachers use their teacher time productively. The small staff cohort effectively shares responsibilities.

The timetable ensures that there is 5 hours of numeracy, writing and reading every week. Individual plans are used for students who are considered 'at risk' academically or socially.

The school has a healthy Professional Development budget with all teachers accessing quality programs when needed. In 2015 staff organising PLT's were given time to prepare for these meetings.

The school is well resourced, well organised and strategically managed. Accessible facilities, are well utilised, well maintained and offer opportunities for contemporary teaching and learning across all areas of the curriculum.

For more detailed information regarding our school please contact our school at  
[bolwarra.ps@edumail.vic.gov.au](mailto:bolwarra.ps@edumail.vic.gov.au) or 0355 292374

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 99 students were enrolled at this school in 2015, 36 female and 63 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9%</td> <td>36%</td> <td>55%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>64%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>55%</td> <td>45%</td> <td>-</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>64%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	36%	55%	Numeracy	27%	64%	9%	Writing	30%	60%	10%	Spelling	55%	45%	-	Grammar and Punctuation	18%	64%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	9%	36%	55%																							
Numeracy	27%	64%	9%																							
Writing	30%	60%	10%																							
Spelling	55%	45%	-																							
Grammar and Punctuation	18%	64%	18%																							

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	95 %	94 %	93 %	91 %	95 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	95 %	94 %	93 %	91 %	95 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Lower</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

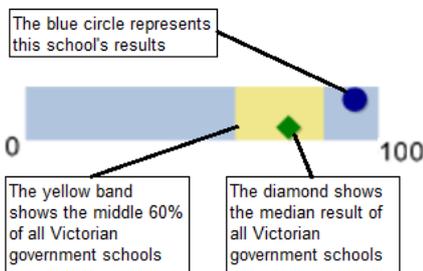
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

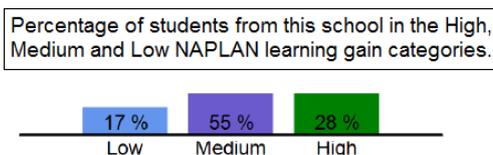
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

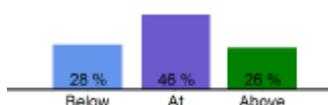
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$926,989	High Yield Investment Account	\$41,786
Government Provided DET Grants	\$124,473	Official Account	\$2,571
Revenue Other	\$16,000	<b>Total Funds Available</b>	<b>\$44,357</b>
Locally Raised Funds	\$78,969		
<b>Total Operating Revenue</b>	<b>\$1,146,431</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$943,067	Operating Reserve	\$25,934
Books & Publications	\$8,786	School Based Programs	\$12,423
Communication Costs	\$1,614	Capital - Buildings/Grounds incl SMS>12 months	\$6,000
Consumables	\$16,036	<b>Total Financial Commitments</b>	<b>\$44,357</b>
Miscellaneous Expense	\$50,492		
Professional Development	\$4,297		
Property and Equipment Services	\$42,974		
Salaries & Allowances	\$44,238		
Trading & Fundraising	\$19,608		
Travel & Subsistence	\$4,809		
Utilities	\$7,940		
<b>Total Operating Expenditure</b>	<b>\$1,143,861</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,569</b>		
<b>Asset Acquisitions</b>	<b>(\$23,000)</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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

### Financial performance and position commentary

Our Net Operating Surplus of \$2,569 is a result of our determination to spend as much of our available money on our school now, we also aware that our enrolment numbers will drop slightly in 2016. We are continuing to ensure that all areas of the school are appropriately funded each year