

# 2016 Annual Report to the School Community



School Name: Boisdale Consolidated School

School Number: 6207



Name of School Principal:	David Keil
Name of School Council President:	Kate Mirams
Date of Endorsement:	28 March 2017



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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Boisdale Consolidated School (BCS) is situated in the Shire of Wellington 8 Km North of Maffra in Gippsland. Enrolment at census 2016 was 122 students but by October the school grew to 141 students. The Student Family Occupation index (SFO) of 0.54 has remained relatively stable. There are five students funded under the Program for Students with a Disability (PSD). There are 5 students with English as an additional language (EAL). The school has three modern flexible learning spaces, currently with seven classrooms utilizing these learning areas. All three spaces are conducive to the implementation of contemporary pedagogical practices and collaborative learning. The school also has a well-equipped library, student kitchen, art, music and LOTE rooms and these specialist programs support learning at BCS. BCS also has shared space for the Boisdale Community Playgroup, in the original historic Boisdale School building, as well as a pool and multi-purpose room space for performances and community events.

The school fosters close links with parents and the broader school community, through its commitment to open and regular communications. The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. All students will receive instruction that is adapted to their individual needs and we aim for every student to make at least 12 months academic years growth over each school year.

### Framework for Improving Student Outcomes (FISO)

Boisdale Consolidated School (BCS) was identified by the Department (DET) as an exemplary school for the FISO strategy "Building Communities". This was showcased as an example of evidenced practice in 'Empowering students and building school pride; Developing vision values and culture' on the DET website in November, 2016.

Boisdale Consolidated School FISO priority of "Building Practice Excellence" in 2016 was achieved by developing an agreed approach to writing using "VCOP" and "The Big Write" strategies. This approach to writing utilizes a strong oral language emphasis, acknowledging that "If you can't say it then you can't write it!" which BCS believes is integral to the teaching of writing. Spelling and writing conventions data has been generally strong at BCS, therefore the aim was to develop more content depth in writing appropriate to each student's next step of learning. This whole school approach is now implemented in classrooms and writing criterions will be developed for each student to inform achievable goals and strategies for writing in 2017. The emphasis of the provision of valuable feedback for learning will be transferred to other areas, such as numeracy where student goals can be collaboratively set and achieved by using numeracy "rockets" in a growth mindset learning environment.

In 2017, the "Building Practice Excellence" focus will return to reading with a strong whole community approach to promote and develop reading with all students.

### Achievement

BCS continues to strive for excellent outcomes for its students. Evidence collected from standardised assessment and locally collected data indicates a high number of students are achieving the expected level of growth in both English and **Maths**, with the school's results in both areas, based on teacher judgement against AusVELs/Vic Curriculum, being greater than the state mean and close to 100%. The Year 3 NAPLAN results for 2016 also indicate results greater than the state mean for reading across a four-year average.

For Year 5, the results indicate similar results to state mean. The aim of the coming **year**, will be to continue to work towards positive outcomes while striving to increase the NAPLAN learning gain across Years 3 to 5 in all areas, a priority for the period of the School Strategic Plan (2016-2019) This has already **been** achieved with Spelling, **Grammar & Punctuation**, due to a strongly resourced whole school comprehensive approach to this area of the curriculum.

Achievement has been strengthened through comprehensive and collaborative planning, as well as a strong focus on moderation of student work samples & common assessment tasks. (CATS) The professional learning team focus on literacy and numeracy from Foundation to Year 6 has also impacted positively on student outcomes. The Teaching and Learning plan for BCS, is reviewed annually, with input from all teaching staff members. This is a highly valued document which has had a significant impact on achievement at the school.

During 2017, there will be a continued focus on the development of skills, strategies and thinking processes in English & Mathematics, including continuing to implement the agreed instructional model and observation and coaching approach for staff.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

BCS is committed to providing a safe, caring, stimulating, child centered and friendly environment. Our four year **results**, show **that** we have continued to be in the top 10% of schools in Victoria. Our student absence data is lower **to** than the state average which is an excellent achievement.

Aspects that have positively contributed to successful student engagement include (not exclusively):

- Core School Values & Expectations embedded at BCS
- Predictable and consistent programs, school planning and student management processes;
- Agreed and implemented instructional models for teaching and learning
- Individual learning plans for students working above or below expected levels of achievement
- Articulating learning intents and strengthening self, peer and teacher feedback processes



- Providing exceptional co- curricular activities and programs to enhance classroom learning and social development;
- Forging strong links with local secondary schools and kindergartens

In 2017, the aim will be to continue to strengthen and enhance these features and implement the garden component of the student kitchen garden program. We will also develop greater opportunities for challenging learning, student leadership and student voice which is a priority in our School Strategic Plan.

## Wellbeing

In 2016, BCS continued to be part of the Wellington Network School Wide Positive Behaviour Program (SWPBS). BCS has worked closely with colleagues, students and parents to develop sets of agreed expectations and behaviours relating to the school's core values. These expectations permeate all aspects of school life for students, staff and parents. Components of the program include the balancing of positive responses with support for students to uphold high expectations of behavior, both in and out of the classroom. A significant development within the program, has been the Whole School Playground Acknowledgement system, which supports individual classroom incentives and positive behaviours programs. It will also be important to maintain links with families of students with high needs in both academic and social areas. The successful submission for the School Chaplaincy program (2015-2019) will continue the positive impact of what this role brings to students, staff and families.

Other areas for 2017 focus:

- Maintaining consistency of expectations and rigor across the school;
- Continuing to develop pride and sense of ownership amongst the key stakeholders of the school;
- Continuing to strongly encourage high attendance rates through positive acknowledgement and information to families
- Continuing to highlight and celebrate positive behaviours, high quality work and individual achievements on a regular basis.

For more detailed information regarding our school please visit our website at



## 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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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	
<p><b>Enrolment Profile</b></p> <p>A total of 122 students were enrolled at this school in 2016, 62 female and 60 male. There were 4% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Higher</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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>42%</td> <td>33%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>92%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>67%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>58%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>8%</td> <td>33%</td> <td>58%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	42%	33%	25%	Numeracy	8%	92%	0%	Writing	25%	67%	8%	Spelling	17%	58%	25%	Grammar and Punctuation	8%	33%	58%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	42%	33%	25%																							
Numeracy	8%	92%	0%																							
Writing	25%	67%	8%																							
Spelling	17%	58%	25%																							
Grammar and Punctuation	8%	33%	58%																							





## 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary

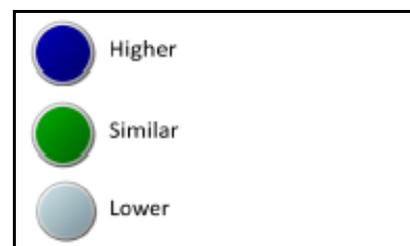
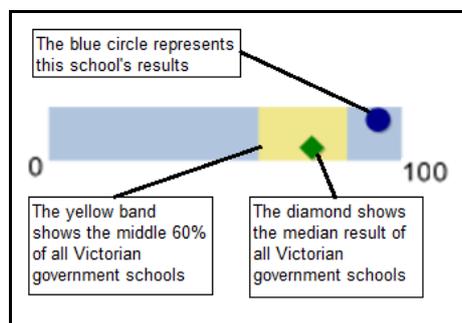
## What are student outcomes?

*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, P-12 and specialist schools, 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.

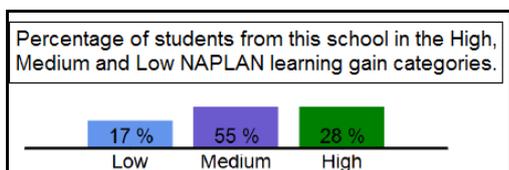
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,055,522
Government Provided DET Grants	\$265,820
Government Grants Commonwealth	\$3,000
Revenue Other	\$12,530
Locally Raised Funds	\$120,396
<b>Total Operating Revenue</b>	<b>\$1,457,267</b>

Expenditure	
Student Resource Package	\$999,961
Books & Publications	\$3,156
Communication Costs	\$3,353
Consumables	\$41,322
Miscellaneous Expense	\$79,226
Professional Development	\$13,973
Property and Equipment Services	\$78,042
Salaries & Allowances	\$109,285
Trading & Fundraising	\$47,864
Travel & Subsistence	\$22,519
Utilities	\$13,274

**Total Operating Expenditure** **\$1,411,973**

**Net Operating Surplus/-Deficit** **\$45,293**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$100,156
Official Account	\$12,580
<b>Total Funds Available</b>	<b>\$112,736</b>

Financial Commitments	
Operating Reserve	\$64,128
Asset/Equipment Replacement < 12 months	\$6,795
Capital - Buildings/Grounds incl SMS<12 months	\$12,000
Revenue Received in Advance	\$7,100
School Based Programs	\$18,460
School/Network/Cluster Coordination	\$1,416
Other recurrent expenditure	\$2,838
<b>Total Financial Commitments</b>	<b>\$112,736</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.*

Boisdale Consolidated School continues best practice to utilize resources available to maximize educational outcomes for students. Management of funds is closely monitored by School Council including the Finance Sub Committee. It is also pleasing that partnerships for learning have been strengthened through many local organizations increasing opportunities for the students of Boisdale Consolidated School.