

# 2018 Annual Report to The School Community



School Name: **Boisdale Consolidated School (6207)**



- 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 2018 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 24 April 2019 at 02:47 PM by Caroline Fletcher  
(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 2018 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 26 April 2019 at 07:45 PM by Kate Mirams (School  
Council President)

## About Our School

### School context

Boisdale Consolidated School is a F-6 school of 226 students. The school is located just outside the township of Boisdale on the Newry Road 10 km from the Maffra township. The school caters for children from Boisdale and the surrounding districts of Llowalong, Coongulla, Maffra, Newry, Valencia Creek and Tinamba. Students travel mainly by bus. Many students come from a dairy farming background or industries associated with farming. The Student family Occupation index (SFO) of 0.5487 and the Student Family Occupation and Education Index (SFOE) of 0.4794 have remained stable over the past few years. 0.44% of students at the school are non-English speakers and 0.88% of students are at risk. 3.1% of students have a disability (hearing, vision, speech or physical). At the school, there are two Aboriginal students and one Torres Strait Islander.

The school philosophy is that all students should be given the opportunity to reach their full potential in a challenging, yet safe environment.

The School's Values of Show Respect, Bounce Back, Do your Best, Work as a Team, Be a Mate and Think Proud, Act Proud, Be Proud provide a unique philosophy that underpins all teaching and learning at the school.

The School Learning Attitudes of I learn from my mistakes, I never give up! I always try to do my best, I use challenges to help me learn and I have a positive attitude to my learning were developed in 2017 but now require a stronger focus at the classroom level.

The school offers fully equipped classrooms. The BER (Building the Educational Revolution) building offers a bright open plan building with a shared open learning space. The school has an onsite solar indoor heated swimming pool is used by students for swimming lessons. These lessons are taught by accredited instructors who are fully Austswim trained. We have a First Steps Foundation program and a Play Group which operates within the school grounds three days a week. The school has a fully equipped student kitchen garden and an outdoor classroom. Other programs at Boisdale Consolidated School include Visual Arts, Reading Recovery, Music, Boisdale Dance Group, Bike Brigade, Netball, Annual Production, Student Leadership, Camps and excursions and the Foundation/Grade 6 Buddy Program.

### Framework for Improving Student Outcomes (FISO)

In 2018 the school was focussed on building practice excellence, empowering students and building school pride. PLCs were established and grown, and meetings were established based on achievement, engagement and wellbeing.

Teaching and learning focussed on improving and embedding literacy practice specifically the workshop model. All staff are now confident that they have started to consolidate this model and will continue to embed the practice in 2019.

### Achievement

The AIP states that "A strong focus in literacy over the last 3 years has put numeracy on the "back burner" NAPLAN results indicate that measurement and statistics are areas for improvement. We have some inexperienced staff members who would benefit from a focus on sound pedagogy for the teaching of numeracy." The data shows that students achieving high growth from year 3 to year 5 is decreasing from 13% in 2017 to 9% in 2018) Low growth is increasing from 21% in 2017 to 45 % in 2018. Where numeracy has been on the "back burner" evidence of this appears in the 2018 NAPLAN data. The number of students in the top two bands for numeracy is 20% compared to the State which is 32%. There is variation between teacher judgements and standardised assessments.

The AIP states “The Area Reading Strategy has been a springboard for the improvement cycle for reading growth. As this initiative will continue next year we seek to embed good practice in all classrooms to continue the growth. NAPLAN results indicate lower growth than expected in writing. Our students are mechanically sound, but we have seen a reduction in the motivation to write at the older levels using the VCOP program. Writers Workshop will give us the tools to explore writers voice and lift the motivation of our students towards writing.” In 2018 BCS NAPLAN reading showed 28% of students in the top two bands for reading compared to 40% statewide. It also showed high growth in reading dropped from 30% to 5% while medium growth increased from 43% to 73%.

#### Engagement

The AIP states that “Challenging Learning and Growth mindset have been introduced across the school, but it is not yet an embedded practice. The use of goal setting and more importantly feedback for learning - student to student, teacher to student, teacher to teacher, all need to become embedded practice. Student's voice is partially evident in some learning areas, but not all, and student agency and leadership through the use of a student voice team need to be developed further.”

Staff identify academic emphasis as an area requiring improvement. In particular the use of feedback. Teacher communication and student voice and agency as areas to be developed.

### Engagement

Attendance for 2018 showed a decrease in children with more than 30 days absence and those with 20 – 29.5 days and less than 10 days. There has however been an increase in the number of students who have 10 – 19.5 days of absence. The school attendance is very good with absences at 7% compared to the state average of 24%.

As a school in 2019 We need to embed the practices that have already been established as we move into our review.

We need to:

Make a psychologically safe environment for all our learners.

Model curiosity

Ask questions about our data

Find out the needs and wants of our current community

Consider what else there could be that impacts on us now

Create dialogue around the data and how we can improve

Improve performance by improving growth

Put faces on the data and moderate

Consider our trends over time, our absolute performance is high, but growth is not.

Compare our data and triangulate it to form a wondering

Use data to dig deeper and ask questions about where we are and where we need to go

### Wellbeing

From the AIP “The Ready to Learn approach was introduced during 2018 and now needs to become a consolidated and refined practice. The Calmer Classrooms Action Plan developed in term 3 highlights many initiatives that will tailor with Ready to Learn, to foster strong relationships and behaviour management practices that assist the wellbeing of all students.”

The student attitudes to school data shows that students need clarification around bullying with 39% of students providing a negative response. With 61% not experiencing bullying compared to the state 55%. The school must clarify perceptions and around bullying and conflict and use the school values to reinforce “bounce back”.

Students are happy at this school with many of the criteria scoring highly. In most cases, very few children sit on the fence (neutral response). The stand out areas are connectedness to school which is 8% negative, 14% neutral 76% positive, and voice and agency with 8% negative response, 19% neutral and 73% positive. Other

areas which stand out as negatively as identified by students are teachers concern, resilience, stimulated learning and motivation and interest.

Staff identify shielding and buffering which means staff are protected from intrusions that distract from learning and teaching as an area for improvement.

Parents identify the physical environment and voice and agency as areas that can be improved.

### **Financial performance and position**

The annual finances were in surplus this year due to careful management by both the principal and the business manager.

Extraordinary revenue or expenditure items were the pool resurfacing (\$23,760) painting of a room (\$10,000) and extra furniture (\$5889)

Sources of funding the school received from a fundraising initiative was the Maffra Makers Market which was used for funds for the new air con unit in the 5/6 area (the multipurpose room). The school received an Early Years Koorie education grant (\$1700) which was used to purchase reader and indigenous books which are regularly used in the classroom. As well as this the school received an inclusive education grant (\$5000) this was used to purchase resources for classroom redirection and a classroom microphone unit. Credit to cash was use to provide extra staffing to meet the needs of students within the classroom setting during and prior to funding applications.




**For more detailed information regarding our school please visit our website at**  
<http://www.boisdalecs.vic.edu.au/>

## 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 191 students were enrolled at this school in 2018, 92 female and 99 male.

3 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






















## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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 Annual Report</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 Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

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> Lower</p> <p> Similar</p>




## Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>27%</td> <td>59%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>45%</td> <td>45%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>73%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>50%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>50%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	59%	14%	Numeracy	45%	45%	9%	Writing	23%	73%	5%	Spelling	41%	50%	9%	Grammar and Punctuation	36%	50%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <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>95 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> <td>95 %</td> <td>97 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	95 %	96 %	95 %	97 %	95 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	95 %	96 %	95 %	97 %	95 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,565,427	High Yield Investment Account	\$32,117
Government Provided DET Grants	\$354,614	Official Account	\$8,311
Government Grants Commonwealth	\$6,337	<b>Total Funds Available</b>	<b>\$40,428</b>
Government Grants State	\$594		
Revenue Other	\$20,243		
Locally Raised Funds	\$176,142		
<b>Total Operating Revenue</b>	<b>\$2,123,358</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$88,810		
<b>Equity Total</b>	<b>\$88,810</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,492,518	Operating Reserve	\$40,428
Books & Publications	\$9,858	<b>Total Financial Commitments</b>	<b>\$40,428</b>
Communication Costs	\$4,226		
Consumables	\$41,717		
Miscellaneous Expense <sup>3</sup>	\$94,081		
Professional Development	\$7,054		
Property and Equipment Services	\$131,450		
Salaries & Allowances <sup>4</sup>	\$223,206		
Trading & Fundraising	\$47,672		
Travel & Subsistence	\$20,996		
Utilities	\$11,373		
<b>Total Operating Expenditure</b>	<b>\$2,084,152</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$39,207</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

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

(4) 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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

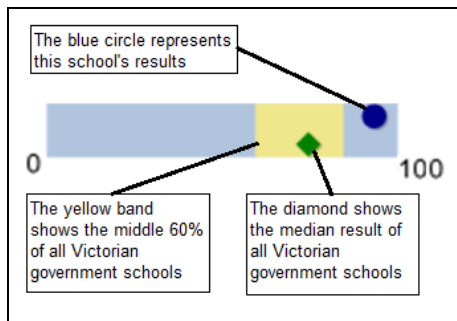
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

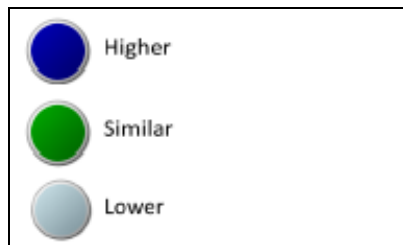


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').