

# 2020 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 2020 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 10 June 2021 at 12:51 PM by Daniel Clark (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested offline by School Council President and processed by Daniel Belic (SPOT Admin) on 10 June 2021 at 01:09 PM

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Boisdale Consolidated School is a P-6 school of 245 students and 12 classrooms. In 2020, there were 19.79 FTE staff members, non of which who identify as an Aboriginal or Torres Strait Islander. 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 school's Student Family Occupation and Education Index (SFOE) is sitting at 0.4367 which sits within the medium band. At the school, there are seven students who identify as either Aboriginal or Torres Strait Islander and no overseas students.

Our mission is, "As a community we are committed to inspire, support and educate inquisitive thinkers who value personal growth and collaboration in an ever changing world."

Our vision is, "Together we strive to develop an enthusiastic culture of learners, enabling them to grow in a safe and supportive 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 offers fully equipped classrooms. The BER (Building the Educational Revolution) building and our other permanent modular buildings offers opportunities for students to learn in a shared open learning space. The school has an onsite solar indoor heated swimming pool that is used by students for swimming lessons. These lessons are taught by accredited instructors who are fully Austswim trained. The school has a fully equipped student kitchen garden and an outdoor classroom. Other programs at Boisdale Consolidated School include Visual Arts, Indonesian, Music, Boisdale Dance Group, Bike Brigade, Student Leadership, Camps and excursions and the Prep/Grade 6 Buddy Program.

### Framework for Improving Student Outcomes (FISO)

2020 was the first year of our new School Strategic Plan (SSP) where we had selected the Key Improvement Strategy (KIS) of "embed a whole school evidence based instructional model in all teachers' practice" as our primary focus for the year. Despite the disruptions of COVID-19 and remote learning, led by our Literacy Learning Specialist and area Education Improvement Leader as a school we were able to make significant gains towards "embedding" this practice through the implementation of the Outer Gippsland Area Literacy Strategy, 'Reader's Workshop'. This work was accomplished through coaching and mentoring structures that were put in place in order to support individual teachers at their point of need with their implementation of the instructional model. In addition to this work, we were also able to make use of a curriculum day to develop and design our whole school essential learning documents (I Can Statements) for Reading and Writing. This KIS will remain a focus for our school in 2021 and beyond as a result of some of the disruptions caused from COVID-19.

"Embed the Professional Learning Communities (PLC) culture of collaborative practice and collective accountability for improving student learning outcomes across the school" was also selected as a KIS for 2020. This work was intended to coincide with our PLC Training, that was scheduled to commence during Semester 2 of 2020. This training was postponed due to the high workload demands brought on as a result of COVID-19. The school shall instead participate in this training during Semester 2 of 2021 and this KIS will become a key initiative in our school in 2022.

To align with our "Improve Student Engagement and Wellbeing" goal from our SSP, "Embed and document a cohesive and consistent whole school approach to building student engagement and positive behaviour" and "Evaluate current practice, develop and implement a whole school strategy for the teaching of social and emotional health" were also selected as KIS's for 2020. Disruptions caused from COVID-19 also meant that progress was hindered and

modifications were made. The Respectful Relationships curriculum resources were able to be implemented into weekly teaching and learning sequences. However, we remain at the beginning of embedding the Respectful Relationships whole school implementation cycle. In 2020 we had also planned to revisit our school values and School Wide Positive Behaviour Support (SWPBS) structures, mechanisms and practices. Again, this work was hindered by remote learning, however we were able to begin a new positive yard acknowledgement system associated with our school values. This has continued in 2021 and will be a key feature of our future SWPBS review, evaluations and refinements.

**Achievement**

Remote learning brought on many disruptions to teaching and learning in 2020, however our students and staff all adapted exceedingly well to the new challenges that were thrust upon us. Staff were able to utilise digital tools to ensure content delivery, explicit instruction and assessment remained ongoing throughout the various bouts of remote learning. Some students thrived during remote learning and capitalised on the autonomy that was created through the various self-directed and project-based learning tasks that were implemented.

In terms of teacher judgement data, our school was both above similar schools and state averages for the percentage of students at or above age expected standards in both English (90.2%) and Mathematics (92.8%).

Students on the Program for Students with Disabilities were supported through 1 to 1 aiding support in classrooms for the time fraction allocated for their funding. Moving forward into 2021, continuing to embed the Reader's Workshop instructional model will remain a primary focus for our school within the achievement realm. Learning Walks and continued coaching/mentoring structures will assist the leadership team with ascertaining the level to which teachers have been able to embed this instructional model and will also provide valuable information in regards to what further supports are required for individual teachers. In 2021, we will also complete a deep dive into guided reading/small group instruction as well as conferring, as this is the next layer of the Reader's Workshop implementation required at the whole school level.

In addition to this work, in 2021, we will begin taking part in the Primary Mathematics Science Specialist (PMSS) initiative under the mathematics stream. This will involve one of our current teachers improving their capacity, skills, knowledge and practice in teaching mathematics. In turn, this will subsequently lead towards them leading whole school change and improvements in our mathematics instructional model and other practices associated with teaching mathematics across the school in 2022 and beyond.

**Engagement**

The school average number of absence days in 2020 sat at 20.9 which was both higher than the average for similar schools (14.7) and the state average (13.8). However, the four-year average is now sitting at 14.1 which is a marginal improvement on the average for similar schools (15.2) and the state average (15.3). COVID-19 would certainly be a factor in the high absence levels in 2020, however this will still be an area of focus and constant monitoring in 2021 and appropriate interventions will be put into place to support families of students who are chronically absent. The School worked closely with the area's Student Wellbeing and Engagement Officer to work with families where there was high levels of non-attendance. Student Support Groups meetings were also held with families where specific wellbeing support strategies were put into place in response to the specific circumstances that was causing high levels of absenteeism.

'Empowering students and building school pride' has once again been identified as a KIS in the 2021 AIP, as it had been in 2020. We are anticipating that the disruptions which led to progress within this KIS being mitigated will not occur again in 2021. As part of the work associated with this KIS as a school, we will look towards embedding and documenting a cohesive and consistent whole school approach to building student engagement and positive behaviour through evaluating and refining our SWPBS structures and practices. An evaluation of our school values will also occur and will sit alongside our SWPBS work. As part of this, we will also seek student and community input to ascertain whether our values remain contemporary for our current cohort of students across the school.

**Wellbeing**

2020 Parent Opinion Survey data improved significantly on the previous year. 'Student Connectedness' rose from 8% to 86%, 'Promoting Positive Behaviour' rose from 14% to 74% and 'General Satisfaction' rose from 35% to 74%. 2020 Students' Attitudes to School Survey data also improved on the 2019 survey. 'Sense of Connectedness' rose from 73% to 77%, 'Advocate at School' rose from 84% to 90% and 'Managing Bullying' rose from 72% to 77%.

In a year where much of our wellbeing 'work' and initiatives had to be significantly modified as a result of remote learning, it is very pleasing to see these positive survey results. As it was in 2020, Health and Wellbeing has been identified as a KIS where the school will evaluate current practices and look towards developing and implementing a whole school strategy for the teaching of social and emotional health. A re-evaluation and re-implementation of our SWPBS practices and Respectful Relationships initiative will become part of our Health and Wellbeing work in 2021.

In addition to this, late in 2020 we learnt that our school had been approved for Chaplaincy funding for 2021 and 2022. The chaplain will continue to play a key role in working one on one or in small groups with children who need additional supports within the wellbeing space. The chaplain will work closely alongside and be guided by our Assistant Principal (appointed in 2020) who will also be pivotal in our wellbeing and engagement work in the year ahead.

### **Financial performance and position**

The annual finances were in surplus this year due to careful budget management over the previous 24 months. An Assistant Principal was appointed in mid 2020. Their role will primarily encompass a wellbeing and engagement role and as a result the school's equity cash was transferred to credit in order to support the financing of this position. The school received two furniture grants in 2020, one for approximately \$19,000 with the arrival of our new permanent modular building that included two classrooms and an art room. Another \$8000 was received with a new portable building that includes two classrooms. These grants were used to purchase new classroom furniture items as anticipated with the growth from 10 to 12 classrooms in 2021. The grants also assisted with funding a portable whiteboard and 'intensive teaching table' for each classroom in the school. These items of furniture will support teaching and learning through whole group and small group instruction across the school.

Extraordinary revenue or expenditure items included fencing works that took place over the summer and into Term 1 of 2021 to provide safety and security within the school, in particular to separate the visitor car park with the rest of the school grounds. To assist in paying for the fence, the school utilised maintenance funding received as part of a 'Rolling Facilities Evaluation' audit that occurred in 2019. As part of the school maintenance plan, the school will receive different levels of funding over the course of the plan to assist with the on-going routine and condition-based maintenance costs associated with the plan as identified through the audit.

School Council entered into a new 3 year cleaning contract with CYO Cleaning at the end of 2020, with the previous contractor finishing up their business.

There were no major fundraising initiatives undertaken in 2020 as a consequence of COVID-19 and the financial strain already placed on many families.

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

# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 223 students were enrolled at this school in 2020, 108 female and 115 male.

NDP percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

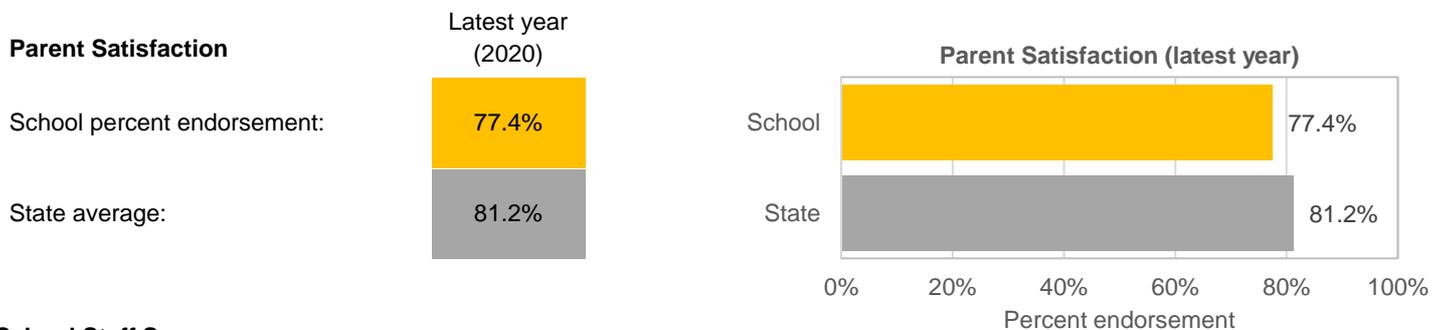
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

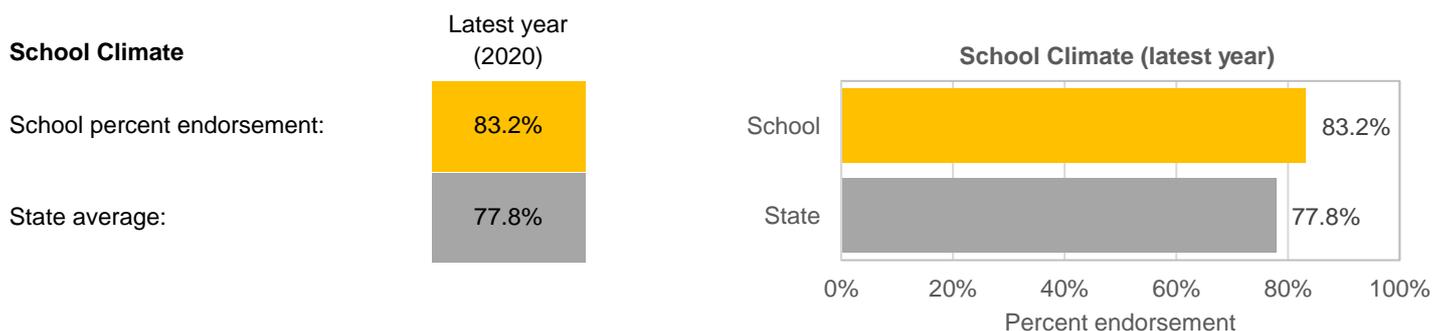


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

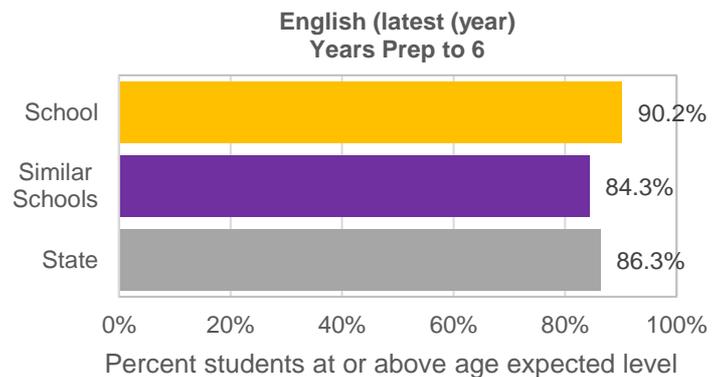
90.2%

Similar Schools average:

84.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

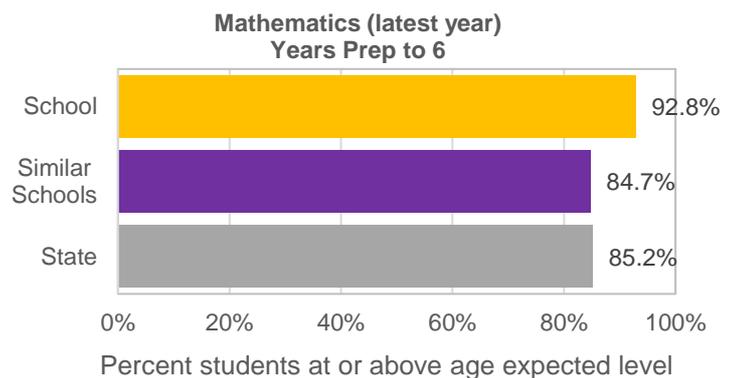
92.8%

Similar Schools average:

84.7%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

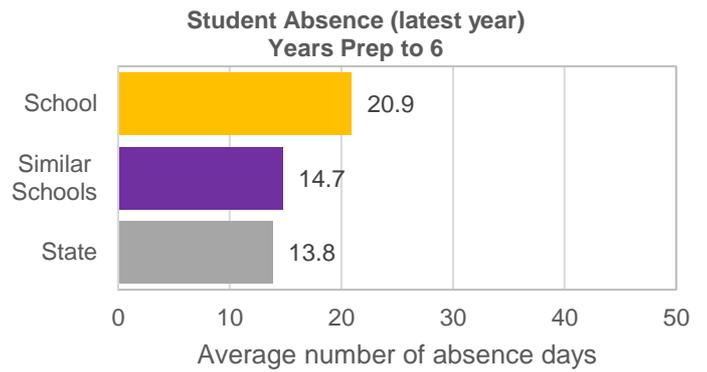
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	20.9	14.1
Similar Schools average:	14.7	15.2
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	88%	90%	88%	89%	93%	88%

## WELLBEING

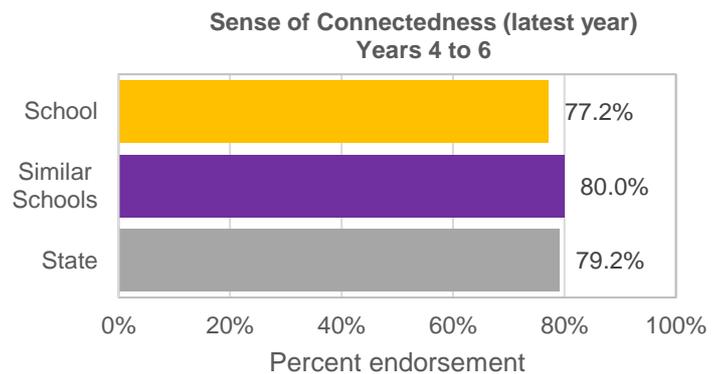
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	77.2%	79.7%
Similar Schools average:	80.0%	80.3%
State average:	79.2%	81.0%



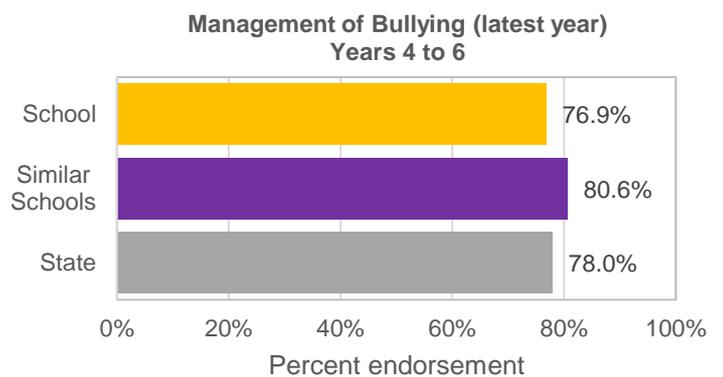
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	76.9%	81.5%
Similar Schools average:	80.6%	80.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,010,363
Government Provided DET Grants	\$397,737
Government Grants Commonwealth	\$6,250
Government Grants State	\$19,260
Revenue Other	\$25,765
Locally Raised Funds	\$117,220
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,576,595</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$97,037
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$97,037</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,898,776
Adjustments	NDA
Books & Publications	\$6,095
Camps/Excursions/Activities	\$27,301
Communication Costs	\$12,888
Consumables	\$35,827
Miscellaneous Expense <sup>3</sup>	\$10,383
Professional Development	\$2,625
Equipment/Maintenance/Hire	\$72,358
Property Services	\$81,531
Salaries & Allowances <sup>4</sup>	\$87,678
Support Services	\$30,236
Trading & Fundraising	\$22,977
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$22,770
Utilities	\$45,219
<b>Total Operating Expenditure</b>	<b>\$2,356,663</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$219,932</b>
<b>Asset Acquisitions</b>	<b>NDA</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 02 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$161,386
Official Account	\$22,501
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$183,887</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$70,761
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$41,293
School Based Programs	\$6,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$26,735
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$155,289</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.*