

2014 Annual Report to the School Community

Lake Boga Primary School

School Number: 3278



School Principal:

Janine Barnes

School Council President:

Nicole Parsons

Date of Endorsement:

15th April 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 2014.

About Our School

School Context

Lake Boga Primary is a small government school in Lake Boga; a town of about 700 people, 14 kms from the regional centre of Swan Hill and nestled around the lake. Broad acre and irrigation farming surround the town. A relatively stable enrolment of 75 students occurs each year. We are an educational precinct from 3yr olds to Yr 6 including the preschool which ensures smooth transitions. Most of our students transition to Swan Hill College for Secondary education. We have a modern (May 2010), environmentally sustainable, open plan learning school with large outdoor areas including an oval, playgrounds, outdoor undercover assembly area, tennis courts, vegetable patch, orchard, Multipurpose room and outdoor courtyards. We have access to the local community centre and gymnasium. These resources support the provision of a comprehensive and engaging curriculum which aligns with our school vision. We have a strong focus on the integration of Information and Communication Technologies to provide current, engaging learning opportunities. We have one to one devices across the school and a shared class set of mini ipads. A Reading Recovery program is implemented each day.

Our school population is predominantly mono-cultural. We have access to a MARC Van service within the rural cluster of Swan Hill schools and a Mobile Regional Library van. Our camp program Prep to 6 includes a Year 6 international camp to New Zealand. Student led assemblies, Junior school council, participation in small schools extravaganza, eisteddfods, choir and visiting performances build valued leadership skills and provide performing arts opportunities.

Student responsibility in all areas is encouraged, acknowledging that learning occurs in a positive state of wellbeing. A school chaplain 0.4 EFT and a range of wellbeing programs and frameworks are in place including Kids Matter, Healthy Together Initiative, eSmart, You Can Do It and Tribes to ensure we cater for the development of healthy, happy, motivated and resilient children.

We inform parents of students' progress in a timely, regular manner. There is a strong partnership between the school and the wider community with direct involvement with Adopt a farmer, local CWA and Red Cross and Lions club. Parent participation is encouraged and highly valued.

There is a professional learning focus for all staff towards staff excellence that includes team planning and coaching, school visits and an ongoing partnership with *Real Schools* and Kerang and Piangil Primaries towards a positive school culture through restorative practices.

Achievement

Lake Boga Primary School has achieved student learning outcomes that are similar to other schools in English and Mathematics when comparing NAPLAN results and teacher assessments.

However, a small cohort of learning disabled students at Yr 3 who were included in the NAPLAN testing in 2013 skewed the 4 year average data and meant lower results compared to other schools for reading.

NAPLAN relative growth levels for Year 3 to Year 5 indicates student outcomes of 79% medium and high growth for reading, 78% medium and high growth for Numeracy, 62% medium and high growth for writing, 46% medium and high growth for spelling and 62% medium to high growth for grammar and punctuation.

We have continued to focus on all available data during the last 12 months, review the assessment schedule and refine the purpose and use of data collected. We use the data to identify each student's stage of learning to ensure targeted explicit teaching that accurately caters for individual learning needs. The analysis of this data contributes to Negotiated Individual Learning Plans of students significantly above or below expected levels and ensures collaboratively developed learning goals.

In 2015 we will continue to strengthen our focus on assessment, the effective use of data and quality instruction. The use of team planning, teaching and coaching ensures reflection of instructional practice in our quest for continuous improvement. The development of curriculum documents is expected to provide consistency and a framework for sequential development across the school.

Engagement

Student attendance percentage data for 2014 ranges from 90% to 96% across the year levels and is similar in the school comparison. Common reasons for non-attendance include illness and extended family holidays. Attendance awards and absences are regularly addressed.

Student Attitudes to School Survey results fall in the range of results for the middle 60% of Victorian Government schools and is comparably similar to the median of all Victorian Government Schools. 2014 results and 4 year average results(2011-2014) show the school's average scores up near 5, where 5 is the highest possible score.

Our student leadership program is an important factor in this. Policy driven, collaborative work with all stakeholders for a consistent, team approach to wellbeing contributes to our improvement. We continue to follow the restorative practice process and have partnered with Kerang and Piangil Primaries to continue this work in an ongoing partnership with *Real Schools* towards building a positive school culture. The Kids Matter framework, Healthy Together Initiative along with social, emotional, behavioral programs are embedded. Students are expected and supported to take responsibility for their own behaviour and learning. We have links to community and DET support services including psych and social services.

Our students are given ample opportunities to contribute to the wider community through their involvement in Junior School Council, Red Cross, the international camp and the School Choir.

Wellbeing

As a Kids Matter school we have a strong focus on the wellbeing of all, particularly students but including staff, parents and community. The employment of a Chaplain at 0.4 EFT is a strong commitment to this work as is training for staff, parents and community. Improvement in parent satisfaction summary results from the parent opinion survey indicate progress with the school results in the range of results for the middle 60% of Victorian Government schools with scores towards 7, where 7 is the highest possible score. Student wellbeing results on the Attitudes to school survey show results similar to state and region.

School staff survey results fall in the range of results for the middle 60% of Victorian government schools and trend towards positive responses of agree or strongly agree on school climate.

Significant increase in parent involvement in school events has shown progress towards a positive school culture and strong parent community ownership in the school. Training of staff within the school in the Primary Welfare roll and the development of a wellbeing team support and drive the wellbeing work within and beyond the school.

Transitions continue to be an area of strength with positive feedback from participants and their families. As the service provider for the preschool communication and collaboration is enhanced to ensure an extensive transition program, which gradually builds from one hour transitions in term 3 and finishes with full day transitions in term 4. We share a newsletter and committee of management lead by School Council. Our local all schools network protocol group define a consistent approach to Prep transition and collate and print an information booklet to support families to choose the school to suit their child's needs. Our 2014 exiting Year 6 students enrolled at Swan Hill College. Their transition was supported through a number of visits, information sessions and orientation days.

Transitions within the school occur both formally and informally with whole school integrated studies, assemblies, shared outdoor play spaces and the use of the interactive open learning design of the school.

Productivity

Effective allocation and use of resources is analysed annually and reflected on constantly through school council, leadership and administration meetings. The focus for this reflection is student centred towards improving literacy, numeracy and learning outcomes for all students. Our five anchors to support this learning and school improvement are: caring environment, engaged students, staff excellence, positive inclusive learning culture and quality curriculum. The development of a school calendar to plan, manage and buffer activities supports our core work and a productive working environment.

Open learning spaces enable staff to work closely together, collaborate and learn from each other to provide quality instruction and efficient management.

Employment of part time staff enables flexibility of program provision including reading recovery and classroom teaching. Our 4 Classes are composite grades and do not exceed 25 students, junior classes do not exceed 20. Community expertise is sought through Junior school council, Kids Matter events and the Yr 6 International camp.

Staffing includes 6 equivalent full-time staff: 1 principal class, 5 teachers, 2 early year's staff, 0.4 school chaplain and 3 part time Education Support staff- 2 administrative and 1 classroom.

Professional learning is a high expectation for all staff and evident in performance and development plans.

Our socio economic profile based on our student family occupation index is mid to high with the proportion of students with English as a second language in the mid-range.

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

<http://www.lakeboga.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 72 students were enrolled at this school in 2014, 35 female and 37 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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 schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</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"> English Mathematics <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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>

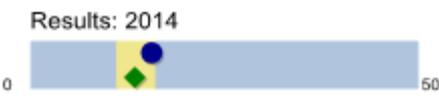
Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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%, 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>21%</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>57%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>54%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>54%</td> <td>38%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>54%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	43%	36%	Numeracy	21%	57%	21%	Writing	38%	54%	8%	Spelling	54%	38%	8%	Grammar and Punctuation	38%	54%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	21%	43%	36%																							
Numeracy	21%	57%	21%																							
Writing	38%	54%	8%																							
Spelling	54%	38%	8%																							
Grammar and Punctuation	38%	54%	8%																							

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 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>91 %</td> <td>92 %</td> <td>96 %</td> <td>91 %</td> <td>94 %</td> <td>90 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	96 %	91 %	94 %	90 %	94 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	96 %	91 %	94 %	90 %	94 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

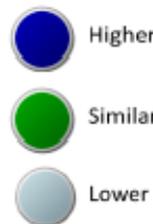
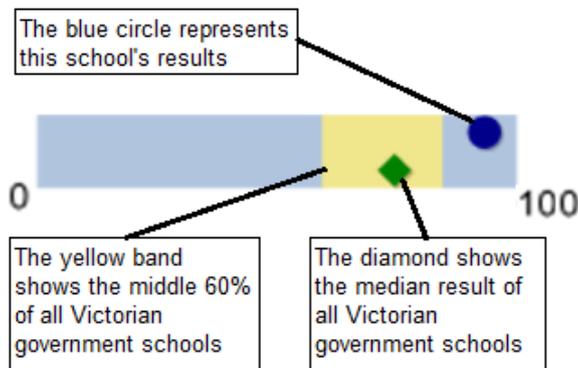
What are student outcomes?

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.

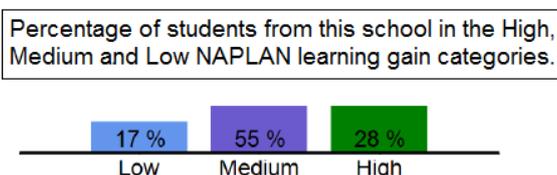
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$541,122
Government Provided DE&T Grants	\$183,302
Government Grants Commonwealth	\$8,533
Revenue Other	\$31,975
Locally Raised Funds	\$85,140
Total Operating Revenue	\$850,072

Funds Available	Actual
High Yield Investment Account	\$200,586
Official Account	\$7,403
Other Accounts	\$17,321
Total Funds Available	\$225,310

Expenditure	
Student Resource Package	\$544,154
Books & Publications	\$6,027
Communication Costs	\$5,976
Consumables	\$18,019
Miscellaneous Expense	\$62,780
Professional Development	\$4,461
Property and Equipment Services	\$78,456
Salaries & Allowances	\$98,024
Trading & Fundraising	\$11,841
Travel & Subsistence	\$62
Utilities	\$5,231
Total Operating Expenditure	\$835,032

Financial Commitments	
Operating Reserve	\$47,084
School Based Programs	\$178,226
Total Financial Commitments	\$225,310

Net Operating Surplus/-Deficit	\$15,040
Asset Acquisitions	\$0

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.

Financial performance and position commentary

Lake Boga Primary school is financially viable and operated with a net operating surplus of \$15,040. School based program funds of \$178,000, pre school funds, are held by the school as the service provider for the Lake Boga Preschool. Miscellaneous expenditure includes \$36,600 for camps (including a small NZ camp group), excursions and activities including additional funding for Active After School Community program. Operating funds for the school, while appearing robust due to Preschool funds held, remain tight, strict budget controls and fundraising play an important role to ensure the delivery of core programs. Community grant(yet to be finalized) and fundraising monies contributed to the operating surplus.