

2018 Annual Report to The School Community



School Name: Lake Boga Primary School (3278)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 20 March 2019 at 02:43 PM by joseph
Summerhayes (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 01 April 2019 at 10:05 AM by Cameron Smits
(School Council President)

About Our School

School context

MISSION: Lake Boga Educational Hub believes in building an inclusive learning community where we strive to be the best that we can be. We work together to continuously improve and ensure that we achieve high quality educational outcomes through authentic learning opportunities.

VISION: To develop lifelong learners who strive for excellence in teaching and learning.

MOTTO: 'Lake Boga Educational Hub – Be the best that we can be'

VALUES: Respect, Collaboration and High Expectations

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 around 70-80 students occurs each year. We are an educational precinct for 3yr olds to Grade 6. In 2018, we had 16 enrolments in our 4 year old Preschool and 9 in our 3 year old rostered playgroup, with a number of students attending from Swan Hill. Most of our students transition to Swan Hill College for secondary education.

In 2018, Lake Boga Primary School undertook the third year of the current Strategic Plan after our 2015 Peer Review. The review allowed us to develop a vision of improvement, with a focus on 'Building Practice Excellence', this work was continued in 2018.

We have a modern, environmentally sustainable, open plan learning school with large outdoor areas including an oval, bike track, 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 also subscribe to a MARC Van service within the rural cluster of Swan Hill schools and a Mobile Regional Library van. We run a Kitchen/Garden and F-6 Indonesian Specialist program which also allows for teacher release and co-planning for our F-2 and 3-6 teams.

Our Foundation to 6 camp program includes sleepovers for the junior years, annual visits to 15 Mile Creek and the Year 6 International Camp to New Zealand where students are responsible for community engagement to raise funds. Student led assemblies, Junior School Council, participation in Small School Sport Days, choir and visiting performances build valued leadership skills and provide performing arts opportunities. Each year, our Year Six school leaders participate in a leadership development program, which is partly subsidised by the Lake Boga Lions Club. There is a strong partnership between the school and the wider community with direct involvement with the local CWA, Red Cross and Lions clubs.

We are a proud Kidsmatter school, utilising the Bounce Back Program to teach Social and Emotional Learning and using Restorative Practices to repair relationships. This is further enhanced with our focus on healthy minds and bodies to support the development of happy, motivated and resilient students.

Parent participation is encouraged and highly valued, with terrific support from families. Some of the opportunities for parent participation is through our School Council, Kidsmatter, Fundraising, Building and Grounds teams (including working bees). We inform parents of students' progress in a timely and regular manner through a Goal Sharing night, semester reports, ILP Meetings and Student-Led Conferences.

There is a professional learning focus for all staff towards staff excellence that includes team planning and coaching, school visits and an ongoing Professional Development Networks, which staff lead and participate in.

Framework for Improving Student Outcomes (FISO)

In 2018, we highlighted the following two areas of focus under the Framework for Improving Student Outcomes (FISO), with the Key Improvement Strategies in bullet points underneath:

Excellence in Teaching and Learning: Building Practice Excellence:

- Enhance whole school approach aligned to the school vision through building staff capacity to work collaboratively in teams both within and across schools
- Improve capacity to collect, store and analyse data to inform whole school planning for a differentiated approach to teaching that better meets the individual learning needs of students.

Positive Climate for Learning: Empowering Students and Building School Pride:

- Build capacity of stakeholders to empower students to have agency in their learning
- Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community.

This drove our work throughout the year with actions and milestones relating directly to Key Improvement Strategies. Progress towards goals and targets aligned with FISO was strong and we continue to build on this.

Achievement

2018 was an opportunity to embed a number of our teaching and learning focuses, as highlighted by our FISO Key Improvement Strategies. This led to some positive growth in student achievement in a number of areas as well as areas identified for future improvement. A major focus of our 2018 Annual Implementation Plan (AIP) has been Reading comprehension. Our NAPLAN Reading Growth is strong with 80 per cent of students making medium to high growth. Similarly, our Grade Five attainment as measured in NAPLAN is strong. Our Grade Three NAPLAN results did not achieve the expected level. Strategies, including the participation and facilitation of Leading Literacy for networks and Professional Learning Communities (PLC) have been put in place to build teacher capacity and support students at their point of need across our whole school.

We continued to work on consistent teacher judgments through the triangulation of students' assessment data. We introduced regular meeting times (PLC) to look at specific reading assessment data to support this work and set up a data wall to monitor growth in Reading. This was coupled with capacity building of staff around the most effective ways to teach reading.

Numeracy has been identified by Lake Boga Primary School as the key area of focus for 2019 and we plan on transferring our success with Reading to Numeracy. Data walls, a case management approach and teacher capacity building, along with intervention/extension programs, will be actions we put in place to support our school throughout 2019.

Engagement

Student engagement in 2018 was again a major focus and we reaped the rewards of a number of initiatives we started in 2017 and continued into 2018. Our focus on student voice and agency through staff bookclubs supported our school to set up student focus groups with students. This led to a number of key initiatives being implemented, including the creation of a bike track, setting up of student committees and the continuation of Passion Projects, this time selected by the students.

We continued to utilise the PIVOT survey for our staff to receive direct feedback from the students. This coincided with our focus on student Goal Setting, with teaching staff using Pivot feedback to monitor and share their own goals with students.

We were very proud of the significant improvement in our Attitudes To School Survey (ATSS) results, with great improvement in all areas from 2017-2018. The majority of factors moved from the first quartile to the third quartile when compared to other primary schools. Sense of Connectedness for example, moved from 7.6 percentile to 78.5 percentile, while the percentile for stimulated learning went from 1.5 to 61.5. This demonstrates a strong shift in student attitudes.

Overall, there has been strong improvements in student engagement and we will look to embed this in 2019. Working closely with students, parents and staff will support us to develop a deeper connection with our school values.

Wellbeing

In 2018 we continued to be guided by our Lake Boga PS Wellbeing Graphic. This provided our school community with clarity around our Kidsmatter approach, focusing on Social/Emotional Learning, Restorative Practices and highlighting our School Values. In the second half of the year we also incorporated Respectful Relationships. Building staff knowledge of Respectful Relationships and aligning the Curriculum with our Bounce

Back program has been the focus for 2019.

Student Attitudes to School Survey indicated a huge increase in positive responses to wellbeing factors, including Connectedness to School and Management of Bullying. These factors went from below state average in 2017 to above state average in 2018.

Our Kidsmatter team, led by a number of parent volunteers, have continued to be influential in setting up several initiatives to support student wellbeing. Our Breakfast Club was supported through DET funding, allowing for regular access to Foodbank deliveries. Our Kidsmatter team also setup Kidsmatter lunches in 2018 which has been a huge success and highly valued by our school community. Chaplaincy has continued to play a key role in supporting wellbeing as it provides another opportunity for students, staff and parents to access support.

The Passion Projects implemented throughout the whole school also allowed students to work with local community groups and experts, with an expo to share this with our school community.

Developing relationships continues to be a focus for the future and the school will be engaging in professional learning to increase their ability to support student wellbeing.

Financial performance and position

Surplus was made up of School Fundraising that is being carried forward to be spent in 2019. A large portion of our High Yield account is Preschool funds for which Lake Boga Primary School is the Service Provider. In 2019 there will be a significant contribution of \$80,000 towards a Capital Works project at the Preschool. Government Grants were significantly higher than previous years as our School was engaged in a School Improvement Partnership with a neighbouring school.

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 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	
<p>Enrolment Profile</p> <p>A total of 79 students were enrolled at this school in 2018, 32 female and 47 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>NAPLAN Year 3</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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</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>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 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>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>30%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>70%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	40%	40%	Numeracy	40%	30%	30%	Writing	60%	30%	10%	Spelling	40%	50%	10%	Grammar and Punctuation	10%	70%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	40%	40%																							
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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: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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>School Comparison 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="528 907 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>93 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	94 %	95 %	91 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	94 %	95 %	91 %	94 %										

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>Students Attitudes to School - Sense of Connectedness</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>Students Attitudes to School - Management of Bullying</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

Revenue	Actual
Student Resource Package	\$767,980
Government Provided DET Grants	\$301,092
Government Grants Commonwealth	\$4,200
Revenue Other	\$32,842
Locally Raised Funds	\$94,315
Total Operating Revenue	\$1,200,430

Funds Available	Actual
High Yield Investment Account	\$310,445
Official Account	\$20,222
Other Accounts	\$0
Total Funds Available	\$330,667

Equity ¹	
Equity (Social Disadvantage)	\$31,670
Equity Total	\$31,670

Expenditure	
Student Resource Package ²	\$724,720
Books & Publications	\$1,369
Communication Costs	\$5,327
Consumables	\$18,924
Miscellaneous Expense ³	\$93,026
Professional Development	\$19,678
Property and Equipment Services	\$51,326
Salaries & Allowances ⁴	\$163,351
Trading & Fundraising	\$23,022
Travel & Subsistence	\$1,822
Utilities	\$6,681
Total Operating Expenditure	\$1,109,246

Financial Commitments	
Operating Reserve	\$63,334
Other Recurrent Expenditure	\$1,766
Funds Received in Advance	\$9,162
School Based Programs	\$135,238
Capital - Buildings/Grounds < 12 months	\$121,167
Total Financial Commitments	\$330,667

Net Operating Surplus/-Deficit	\$91,184
Asset Acquisitions	\$0

- (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)

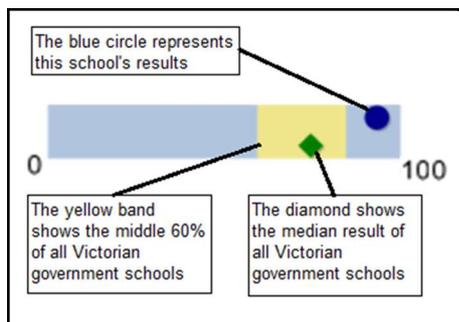
Engagement

- 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).

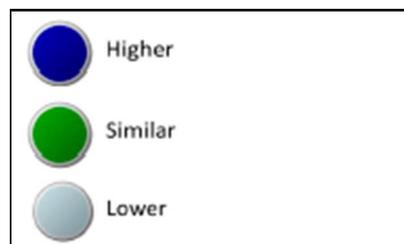


What does *School Comparison* refer to?

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').