**2021 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](https://www.vit.vic.edu.au/" \t "_blank)). * 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 2021 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 26 April 2022 at 01:32 PM by Sarah Crook (Principal) |  |  | | --- | | * This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | | Attested on 27 April 2022 at 08:03 PM by Felicity Robertson (School Council President) | |  |

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

**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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

‘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.

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 disabilities 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 |
| MOTTO: Be the best that we can be VALUES: Safe, Respectful, Responsible Learners 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. We are approximately 320km from Melbourne. Broad acre and irrigation farming surrounds the town.  In 2021, Lake Boga Primary School had a enrolment of 75 students, 28 female and 47 male. The school has 7.9 equivalent full time staff, including 1.0 principal, 4.4 teaching staff and 2.6 Education Support. We also have a chaplain supporting two days per week. As the Service Provider Lake Boga Preschool, we are an educational precinct, running Three Year Old Roster Playgroups, Kindergarten programs and primary education for students in Foundation to Grade 6. In 2021 the school was successful in obtaining a grant to provide Out of School Hours Care (OSHC). Lake Boga Primary School became the Service Provider from July 2021 and the service operates from 3:15-6:00pm Monday-Thursday. In 2021, the Student Family Occupation and Education (SFOE) when compared with other government schools was 0.45. The school is characterised by having 8% indigenous students, 5% Program for Students with Disabilities (PSD), 0% Refugee, and 0% EAL.  In line with the work we have done with School Wide Positive Behaviour Support (SWPBS), Lake Boga Primary School embedded the values of Safe, Respectful, Responsible, Learners.  The rural atmosphere, smaller student numbers and community involvement contribute to a relaxed and friendly learning environment in which students at all levels are able to receive individual attention and in which cross age interaction and leadership qualities are facilitated and develop freely. In recent times we have worked to develop more collaboration and consistency of teaching practices. This continues to be a focus with assessment and data, along with curriculum planning being an important part of our improvement agenda. |
| Framework for Improving Student Outcomes (FISO) |
| In 2021, Lake Boga Primary School focused on the following Department of Education 2021 Priorities: - Learning, catch-up and extension - Happy, active and healthy kids - Connected schools Despite significant periods of Remote and Flexible Learning throughout 2021, the school focused on maximising learning outcomes for all students in literacy and numeracy, improving students’ motivation to learn as well as their active involvement in learning, maintaining and improving an inclusive, safe, orderly and stimulating environment. The FISO Improvement initiative focused on 'building practice excellence'. The key improvement strategy that aligned with this was the development of teacher knowledge and capacity to use data, plan for and implement effective teaching practices in reading and writing. The Cold Write writing assessment, Fountas & Pinnel reading assessments and Essential Assessment Maths assessments were used to monitor student progress, inform point of need teaching for individuals and also to gauge the success of programs. The school utilised School Wide Positive Behaviour Support (SWPBS) and the Seesaw learning and communication platform to keep the school connected and maintain student, staff and family wellbeing. |
| Achievement |
| Students were making positive gains, as assessed by teacher judgement, with 83.6% of students at or above their expected level in English and 81.2% in Mathematics. Both of these are similar to the state average of 86.2% in English and 84.9% in Mathematics. Although the school's teaching programs were affected by the COVID-19 pandemic and were interrupted with remote learning blocks, the pre-established PLC structures supported teacher collaboration and strengthened teaching practice throughout the year. Our AIP goal in Writing was to have 80% of all students being at or above their prescribed level, our results for 2021 indicated that 76% of students achieved this benchmark; whilst we did not achieve our goal, this was very pleasing in such a tumultuous year. During 2021, the Tutor Learning Initiative was employed across the state to support students who had made limited progress due to COVID. This initiative will continue in 2022 with Lake Boga employing a Learning Tutor to work specifically with students whose learning has been disrupted as a result of COVID. The focus for Lake Boga PS is on developing reading skills. |
| Engagement |
| At Lake Boga Primary School we worked strategically to ensure students were engaged in a wide variety of contexts and settings. Students were connected through Webex Meetings and had an opportunity to be supported to step up and take more ownership over their learning. Building self-directed learners is something we will continue to promote in 2022. Our School Wide Positive Behaviour Support (SWPBS) Program continued to progress despite the challenges with remote and flexible learning. As we transitioned back to on-site learning we benefited from a well established matrix. We also refined practices across all school spaces to develop positive habits in student behaviour. Students played an active role in their acknowledgement system and continued to have input into expected behaviours at Lake Boga Primary School. This will continue to be a focus in 2022, as well as establishing clear processes in terms of how we respond to negative behaviours.  Through the Student Attitudes To School Survey (SATSS), our attitudes to attendance were above state average and absences decreased from previous years.  Similarly, our goal in relation to the Connected School Priority was to achieve 90% in 'School Connectedness' through the Attitudes to School Survey. Whilst we did not meet the goal, the 2021 results from the survey were at 88%, which is significantly above state average. School attendance data showed our school population had an average of 11.7 days absent in 2021 which is lower than the schools four-year average. The learning management program, Sentral, is used to efficiently track and identify attendance with explained attendances being followed up as per department guidelines. |
| Wellbeing |
| Our focus on continuing to build a positive school culture remained a priority in 2020. With a move to remote and flexible learning we focused on supporting student wellbeing in a proactive sense. Providing social connections, albeit through Webex in some cases, was something that supported student wellbeing. For the small number of students who struggled to transition back to on-site learning, we provided specialised supports and engaged with DET SSS team. We also created transition programs and activities to support all students in their wellbeing. Our School Wide Positive Behaviour Support (SWPBS) Program was fundamental in this transition back to onsite learning, providing targeted opportunities to teach and re-teach behaviours in-line with our school values of Safe-Respectful-Responsible-Learner.  The second key improvement strategy focused on the Happy Active Healthy Kids Priority. Our goal of 90% or above for students' 'Sense of Inclusion' from the Attitudes to School Survey was close to being achieved, at 88%, which is above state average. In 2022, Lake Boga Primary School will work with The Resilience Project to develop practical wellbeing strategies to build resilience as well as continuing to prioritise the SWPBS program to support the school community to develop a positive, safe and supporting learning culture. |
| Finance performance and position |
| Lake Boga Primary School maintained a strong financial position. The surplus in 2021 was significant and was comprised of both credit (staffing) and cash (school council funds). The credit surplus was a result of Principal replacement, with the Learning specialist going into this role and being replaced by a graduate teacher. There was also a staff member on long-term leave which came back into the budget, adding to the overall surplus. The Cash surplus was largely a result of the Out of School Hours Care (OSHC) grant being paid in 2021, with only six months of operation.  The financial commitments include an operating reserve, with other significant commitments being Lake Boga Preschool and OSHC, for which the school are the Service Provider for. |
| **For more detailed information regarding our school please visit our website at <http://www.lakeboga.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 75 students were enrolled at this school in 2021, 28 female and 47 male.

0 percent of students had English as an additional language and 8 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.

This school’s SFOE 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.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 88.8% |
| State average (primary schools): | 81.8% |

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.

|  |  |
| --- | --- |
| **School Climate** | Latest year (2021) |
| School percent endorsement: | 84.8% |
| State average (primary schools): | 75.8% |

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 (2021) |
| School percent of students at or above age expected standards: | 83.6% |
| Similar Schools average: | 85.4% |
| State average: | 86.2% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 81.2% |
| Similar Schools average: | 86.1% |
| State average: | 84.9% |

ACHIEVEMENT (continued)

***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.***

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 83.3% | 67.6% |
| Similar Schools average: | 74.5% | 73.6% |
| State average: | 76.9% | 76.5% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 53.8% | 59.5% |
| Similar Schools average: | 67.8% | 65.4% |
| State average: | 70.4% | 67.7% |

|  |  |  |
| --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 83.3% | 64.7% |
| Similar Schools average: | 65.7% | 66.1% |
| State average: | 67.6% | 69.1% |

|  |  |  |
| --- | --- | --- |
| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 53.8% | 51.4% |
| Similar Schools average: | 55.6% | 56.5% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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’.

**Learning Gain**

**Year 3 (2019) to Year 5 (2021)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 46% | 38% | 15% | 24% |
| Numeracy: | 38% | 38% | 23% | 24% |
| Writing: | 23% | 62% | 15% | 18% |
| Spelling: | 17% | 42% | 42% | 22% |
| Grammar and Punctuation: | 50% | 33% | 17% | 23% |

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 and 2021 may have been influenced by COVID-19.

|  |  |  |
| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 11.7 | 13.3 |
| Similar Schools average: | 17.0 | 16.4 |
| State average: | 14.7 | 15.0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 95% | 94% | 94% | 95% | 94% | 94% | 93% |

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).

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 87.7% | 88.0% |
| Similar Schools average: | 81.9% | 81.9% |
| State average: | 79.5% | 80.4% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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).

|  |  |  |
| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 84.6% | 85.6% |
| Similar Schools average: | 85.9% | 84.3% |
| State average: | 78.4% | 79.7% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $870,975 |
| Government Provided DET Grants | $391,051 |
| Government Grants Commonwealth | $79,700 |
| Government Grants State | $5,000 |
| Revenue Other | $11,932 |
| Locally Raised Funds | $54,748 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,413,405** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $54,511 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$54,511** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $770,264 |
| Adjustments | $0 |
| Books & Publications | $6,917 |
| Camps/Excursions/Activities | $30,680 |
| Communication Costs | $5,346 |
| Consumables | $19,812 |
| Miscellaneous Expense 3 | $16,372 |
| Professional Development | $17,452 |
| Equipment/Maintenance/Hire | $18,276 |
| Property Services | $99,529 |
| Salaries & Allowances 4 | $225,073 |
| Support Services | $27,795 |
| Trading & Fundraising | $18,295 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $4,328 |
| Utilities | $9,533 |
| Total Operating Expenditure | **$1,269,673** |
| Net Operating Surplus/-Deficit | **$143,732** |
| Asset Acquisitions | **$37,200** |

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 24 Feb 2022 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 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $331,460 |
| Official Account | $13,021 |
| Other Accounts | $0 |
| Total Funds Available | **$344,481** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $74,448 |
| Other Recurrent Expenditure | $15,560 |
| Provision Accounts | $22,705 |
| Funds Received in Advance | $8,893 |
| School Based Programs | $139,882 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $36,200 |
| Capital - Buildings/Grounds < 12 months | $23,000 |
| Maintenance - Buildings/Grounds < 12 months | $25,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$345,688** |

*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.*