

2022 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 of the previous calendar year 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 23 March 2023 at 11:46 AM by Martin Gray (Principal)

- This 2022 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 23 March 2023 at 08:23 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 1000 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 2022, Lake Boga Primary School had an enrolment of 78 students, 28 female and 50 male. In 2022, the Student Family Occupation and Education (SFOE) was band value medium. The school is characterised by having 7% Aboriginal or Torres Strait Islander students and 5% of students funded under the Program for Students with Disabilities (PSD). The school has 8.6 equivalent full time staff, including 1.0 principal, 5.0 teaching staff and 2.6 Education Support. We also have a chaplain supporting two days per week.

As the Service Provider for Lake Boga Preschool, we are an educational precinct, running Three Year Old and Four Year Old Kindergarten programs and primary education for students in Foundation to Grade 6. In 2022 the school was successful in obtaining Child Care Subsidy (CCS) approval for our Out of School Hours Care (OSHC) program. The service operates from 3:15-6:00pm Monday-Thursday.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Key Improvement Strategies aligned to the learning priority goal were:

- Building teacher capacity to assess and plan targeted teaching at students' point of need
- Embedding Professional Learning Community (PLC) structures to support teacher collaboration and reflection, to strengthen teacher practice

Lake Boga Primary School continued to work on strengthening the collaboration between the Learning Tutor and Classroom Teacher. Teachers continued to further their understanding of the Essential Assessment platform and use the formative assessment data to accurately plan point of need teaching. LBPS' Learning Tutor collaborated strongly with classroom teachers to ensure that those with specific learning support needs were catered for. Regular inquiry cycles allowed staff to meet together to look at whole school data and trends throughout the school. From the inquiry cycle a focus was identified which then became the emphasis for peer observations where teachers spent time viewing each other teaching.

In the Performance Summary data it shows that LBPS is similar to other similar schools (81.6%) in English for Years P-6, when measuring teacher judgement of students at or above expected standards. In Maths we are at a similar percentage (81.2%) of similar schools in measuring the percentage of student at or above expected standards.

Year Three Reading NAPLAN results showed significant improvement and students were well above both similar schools and the state average and while Year Five Reading NAPLAN results were slightly below similar schools they were above the 4 year average. Year Three Maths NAPLAN results showed less students in the top 3 bands than similar schools however, the majority of students were in the top 4 bands. Extending students through differentiated teaching remains a focus. Year Five Maths NAPLAN results showed 40% of students in the top two bands which is over double that of similar schools (19%). NAPLAN benchmark growth data was not available due to Year Five students not completing NAPLAN in Year Three (2020) due to COVID.

Wellbeing

The Key Improvement Strategies aligned to the wellbeing priority goal were:

- Develop students' ability to understand emotional literacy and label their emotions
- Develop a tiered response to support student mental health and wellbeing

In 2022, Lake Boga Primary School established a partnership with The Resilience Project (TRP) and implemented TRP curriculum in Years 3-6. In 2023, this has been extended to the junior unit with F-2 students involved in TRP. The PIVOT wellbeing survey was introduced as a means to proactively monitor student wellbeing however, due to a range of factors (including staff turnover) this was not continued and is a focus in 2023. Staffing was another area of focus for wellbeing with our Chaplain engaging with students throughout the school along with the employment of a Disability Inclusion Coordinator.

Student responses in the Attitude to School Survey for the area of 'Sense of Connectedness' was at 85.8% positive endorsement which was above both similar schools (82.4%) and the state average (78.1%). The 'Management of Bullying' area was positively endorsed at 88.9% which was above similar schools (82.4%) and the state average (75.8%).

Parent satisfaction was at 78.8% positive endorsement which was slightly lower than the state average of 79.9% and 'School Climate' was 87.8% positive compared to the state average of 73.4% which was based on the staff opinion survey.

Engagement

Student attendance data showed our school student population had an average of 18.3 days absent throughout the 2022 school year. This is an increase on the 4-year average of 14.4 however with many families isolating due to COVID and other illnesses throughout the year, this was expected. The state average for number of days absent was 23.3 and similar schools was 25.4.

The School-wide Positive Behaviour Support (SWPBS) framework aims to increase student engagement and behaviour through a combination of clear expected behaviours and rewards for representing the school values. Weekly awards also provide students with recognition of positive behaviour. In 2022, we deliberately didn't present attendance awards as it seemed contradictory to the message we were sending that due to the high levels of illness, if students were unwell, they should stay home. Attendance awards will resume in 2023.

Financial performance

The final school reconciliation showed that the school ended the year with a \$119,262 surplus. All funds received from the Department have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school consistent with Departmental policies, school council approvals and the intent/purposes for which the funding was provided or raised.

The school receives Equity Funding from the Department which was primary spent on staffing to support our most vulnerable students. Termly grants were received through the Sporting Schools program allowing the school to add to its already comprehensive Physical Education program by employing specialist golf and tennis coaches.

Significant purchases included purchasing Promethean Boards for each classroom and a new shed was erected to house the BBQ trailer, lawn mower and school trailer.

For more detailed information regarding our school please visit our website at
<https://www.lakeboga.vic.gov.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 2.0 (FISO 2.0).

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 78 students were enrolled at this school in 2022, 28 female and 50 male.

0 percent of students had English as an additional language and 7 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).

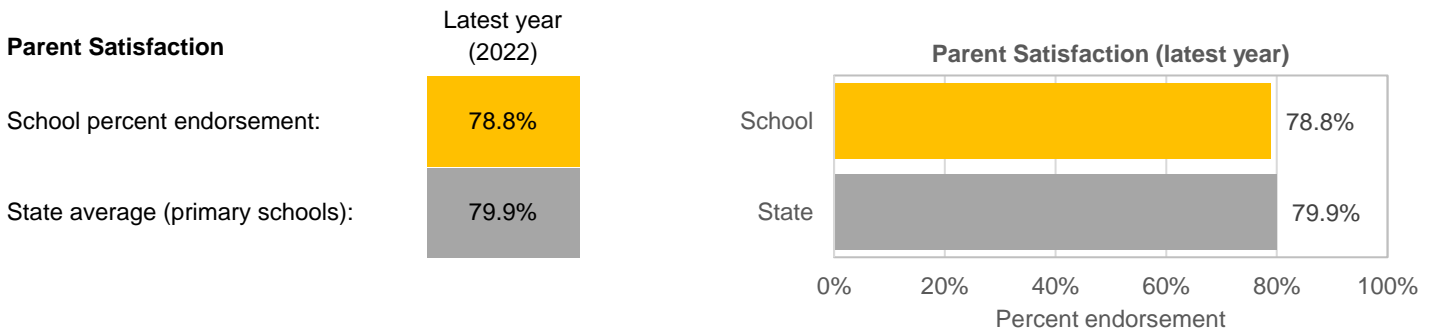
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

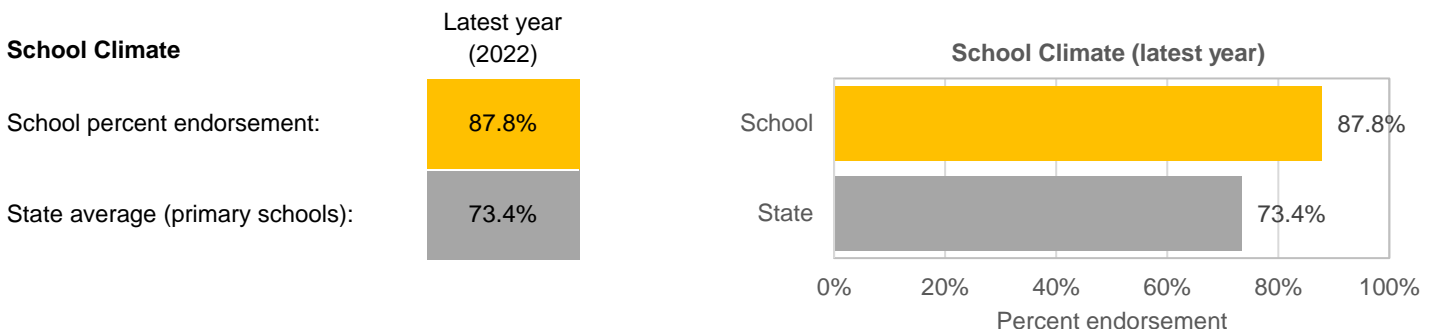


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

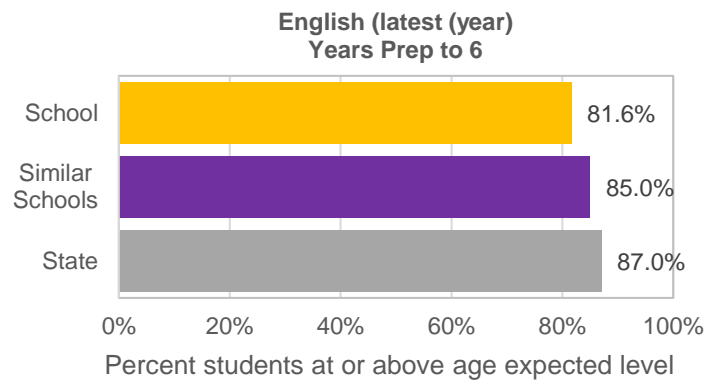
81.6%

Similar Schools average:

85.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

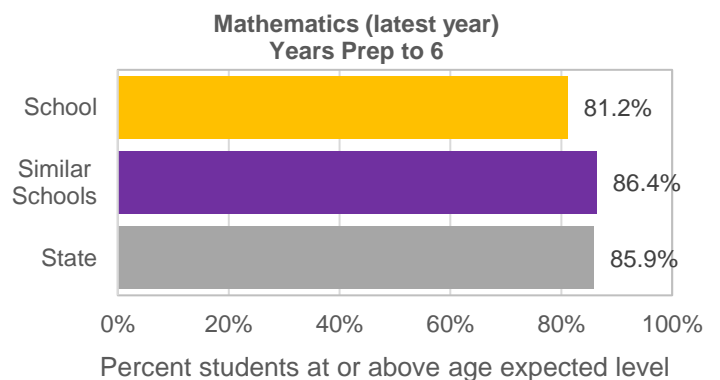
81.2%

Similar Schools average:

86.4%

State average:

85.9%



LEARNING (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.

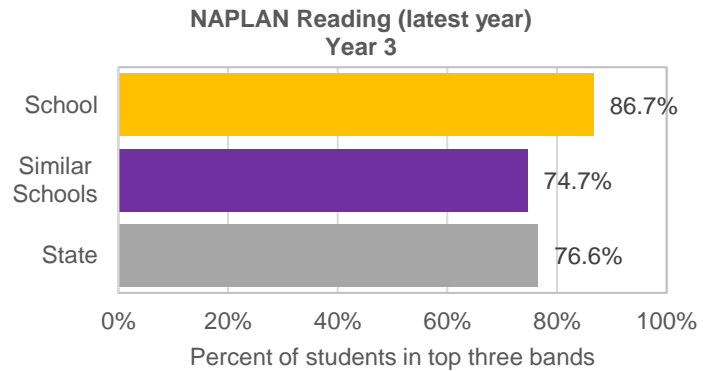
NAPLAN

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 2019, 2021 and 2022 data.

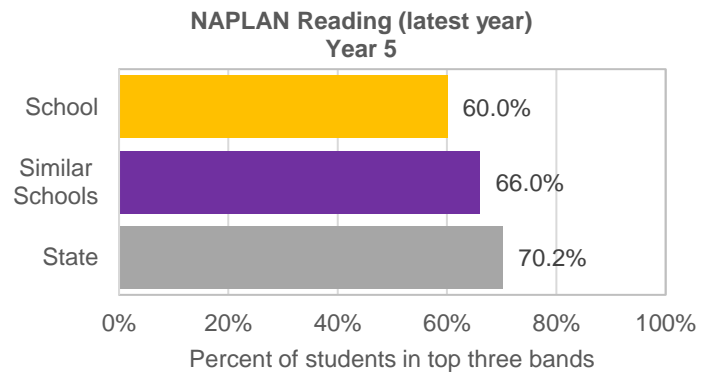
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	79.5%
Similar Schools average:	74.7%	74.0%
State average:	76.6%	76.6%



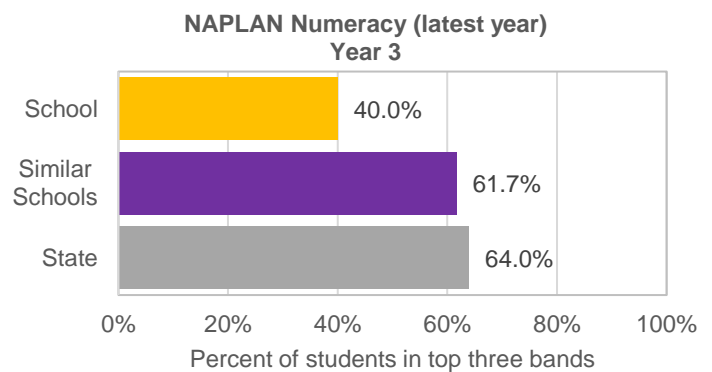
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	56.3%
Similar Schools average:	66.0%	64.2%
State average:	70.2%	69.5%



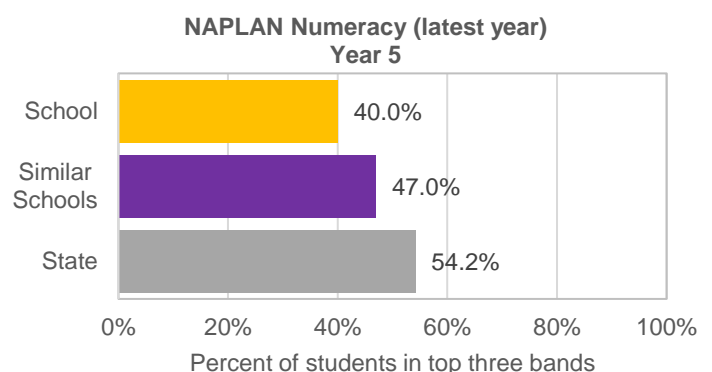
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	56.4%
Similar Schools average:	61.7%	62.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	50.0%
Similar Schools average:	47.0%	52.4%
State average:	54.2%	58.8%



WELLBEING

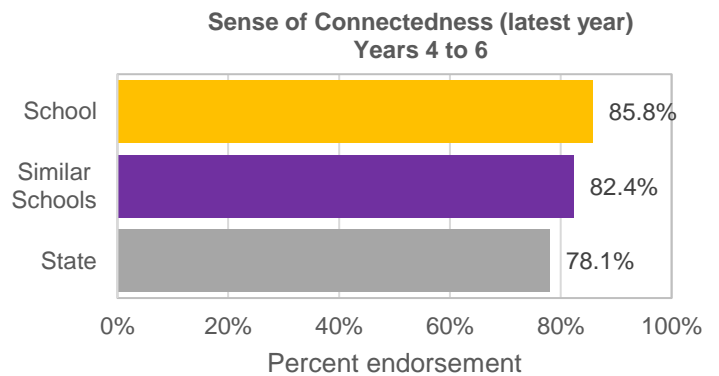
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	85.8%	87.3%
Similar Schools average:	82.4%	81.9%
State average:	78.1%	79.5%

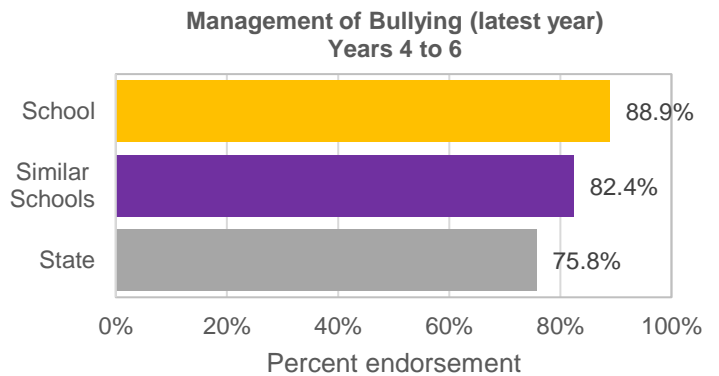


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	88.9%	84.9%
Similar Schools average:	82.4%	84.5%
State average:	75.8%	78.3%



ENGAGEMENT

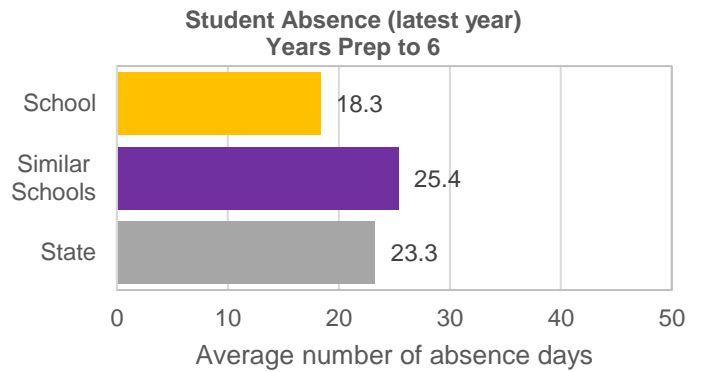
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.3	14.4
Similar Schools average:	25.4	19.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	93%	89%	93%	89%	94%	88%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$979,318
Government Provided DET Grants	\$371,907
Government Grants Commonwealth	\$81,700
Government Grants State	\$4,400
Revenue Other	\$29,701
Locally Raised Funds	\$75,794
Capital Grants	\$0
Total Operating Revenue	\$1,542,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,058
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,058

Expenditure	Actual
Student Resource Package ²	\$863,648
Adjustments	\$0
Books & Publications	\$124
Camps/Excursions/Activities	\$36,453
Communication Costs	\$5,321
Consumables	\$21,102
Miscellaneous Expense ³	\$17,276
Professional Development	\$13,711
Equipment/Maintenance/Hire	\$37,867
Property Services	\$18,255
Salaries & Allowances ⁴	\$340,009
Support Services	\$29,121
Trading & Fundraising	\$30,621
Motor Vehicle Expenses	\$131
Travel & Subsistence	(\$110)
Utilities	\$10,028
Total Operating Expenditure	\$1,423,557
Net Operating Surplus/-Deficit	\$119,262
Asset Acquisitions	\$13,182

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$289,795
Official Account	\$25,956
Other Accounts	\$0
Total Funds Available	\$315,752

Financial Commitments	Actual
Operating Reserve	\$92,420
Other Recurrent Expenditure	\$3,417
Provision Accounts	\$22,705
Funds Received in Advance	\$16,275
School Based Programs	\$134,567
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$15,641
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$315,024

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.