

2018 Annual Report to The School Community



School Name: Bona Vista Primary School (3612)



- 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 12 March 2019 at 03:10 PM by Cara Brasier
(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 09:57 PM by David Cann (School
Council President)

About Our School

School context

Bona Vista Primary School has been serving the needs of the local community since it was established in 1909 and is situated approximately 6 kms south east of Warragul. It is a small, rural school with a proud history of educational excellence. In 2018 there were 34 students enrolled as of the February census. The students were grouped in 2 classrooms: Junior P-2 and Senior 3-6.

We had 3 classroom teachers (3 expert teachers- 1.0, 0.8 and 0.5). We returned to having one full time Principal that assisted in the Junior room for English rotations Mon- Wed 9:30- 11am and Senior room for Maths rotations Mon- Wed 11:30- 12:30pm. There was 6.41 equivalent staff, which included 1 principal 1.0 EFT, 4 teachers 2.4 EFT, 5 education support staff 2.61 EFT (this increased from 3 in semester 1 to 5 in semester 2), and 1 business manager 0.4 EFT.

Staff recognise the importance of catering for every learner and offer a balanced, comprehensive curriculum that is supported by a variety of staffing expertise. The daily curriculum included English and Mathematics. Classroom teachers and specialists also provided specific weekly/fortnightly programs in the Humanities, ICT, Visual Arts, Music, Japanese, Library, Physical Education, Sustainability, Social Skills and Yoga.

Student welfare at Bona Vista is a high priority. Staff provide a safe, positive and nurturing environment for all students. Our students have a great sense of pride in our school. Parents and staff are proud of our achievements and continue to insist on the school maintaining high standards.

Framework for Improving Student Outcomes (FISO)

In 2018, our priority was once again to further develop our curriculum planning and assessment. Some of the key improvement initiatives included observational rounds in term 3 focusing on visible learning practices (2 staff: Drouin South, Drouin West and Neerim South) (1 staff: Darnum and Drouin), observational rounds in term 4 focusing on 'what makes an effective Maths lesson' (3 staff: Warragul North, Drouin, Lardner and District and Buln Buln), second teacher in Junior room for English 9:30- 11am 3 mornings a week, second teacher in Senior room for Maths 11:30- 12:30pm four sessions a week, a more consistent approach across the school in the English and Maths classroom structure, fortnightly PLCs with a focus on assessment, analysis of evidence and sharing of resources between the 4 schools, ongoing employment of a Speech Pathologist to work with identified students, full implementation of VCOP and the Big Write framework, further developing our curriculum scope and sequence, moderating student writing samples throughout the year and discussing and reviewing our student achievement data on a regular basis.

Achievement

At Bona Vista Primary we continue to place an emphasis on student achievement in the context of our holistic approach to education. The Victorian Curriculum Teacher Judgements and NAPLAN results from 2018 when compared with 'like schools' indicate that our students are functioning 'similar to' in the areas of English and Mathematics, with the exception of English teacher judgements- higher, Naplan grade 3 Mathematics- higher and Naplan grade 5 Mathematics both 2018 and 4 year average results- lower.

In 2018, professional learning both internally and externally had a strong focus on explicit instruction which included:

- VCOP training day 1, day 2 and classroom practice PD for 2 staff members,
- 100% of teaching staff attended the ACU Mathematics conference,
- PLCs with REBL (Ripplebrook, Ellinbank, Bona Vista and Lardner & District PS) were focused on assessment, analysis of evidence and sharing of resources,

We also implemented the following achievement strategies in 2018:

- second teacher in Junior room for English 9:30- 11am 3 mornings a week,
- second teacher in Senior room for Maths 11:30- 12:30pm four sessions a week,
- observational rounds in term 4 focusing on 'what makes an effective Maths lesson',
- teachers were given additional combined planning time each week throughout term 3 and 4 (some of this time was used for observational rounds),
- we developed a more consistent approach across the school with our classroom structures in English and Maths,
- continued to employ a Speech Pathologist,
- we continued to provide families with insight into our classroom programs through family Learning nights,
- new assessment tool implemented (Cams & Stams).

In 2019, we will continue to provide a learning environment for all students to experience success in their learning whilst also identifying those students who are achieving at both lower and higher levels of growth. We will continue to implement the Victorian Curriculum to a high standard and refine the collection of student learning evidence in order to deliver a teaching and learning program of excellence. Planning and classroom practice will reflect explicit teaching and learning by:

- embedding VCOP and the Big Write as a common and consistent approach to improve writing outcomes,
- implementing the Fountas & Pinnell system as an approach to reading instruction and assessment,
- fully engaging with the PLC initiative. This collective responsibility will support a change of practice in reading,
- continuing to develop our practices in Maths through engagement with high quality professional learning opportunities,
- developing explicit and agreed assessments to inform teaching and assist in assessing student learning.

Engagement

Students at Bona Vista Primary School are motivated and engaged in their learning as indicated in the Student Attitudes to School Survey results. In 2018, the P-6 Attendance rates are lower than the median of Victorian government primary year levels (largely due to extended family holidays and significant illnesses). Our students have a strong sense of connectedness to school. We provide our students an opportunity to learn within a safe, caring and stimulating learning environment.

We also implemented the following engagement strategies in 2018:

- staff participated in observational rounds in term 3 focusing on visible learning practices,
- participation of Senior students in student leadership roles continued in 2018 with a focus on student voice and active participation in school activities,
- we continued to implement the WeMatter sessions into our program,
- 3 way conferences were conducted in term 1 and term 3,
- any student that was absent for 2 or more days were provided with a 'catch up' pack to be completed at home. This was designed to reinforce the message that attendance is essential for continuous learning,
- School Council members were provided with data at each meeting identifying attendance rates,
- students continued to set learning goals with more purpose and explicit instruction,
- students were given lots of opportunities to monitor their learning and to articulate how they learn and why they are learning particular content,
- we continued to provide an extensive range of extra-curricula activities including bike education, hoop time, competitions, tournaments, camps and excursions all of which provide variety and interest for all students.

In 2019, we will continue to provide a stimulating and engaging learning environment for all students. Through visible learning approaches/ principles students will be aware of themselves as learners by:

- staff continuing to build their knowledge of Visible Learning practices through professional learning,
- students being engaged in feedback that involves two-way dialogue,
- students setting learning goals using the feedback from peers and staff,
- Learning Intentions and Success Criteria being developed to ensure students know what they are learning and

why,

- Staff teaching students tools for monitoring their own learning including the use of 'I can' statements, self and peer assessment and reflection.

Wellbeing

We believe based on feedback from our families and our broader community that we place great emphasis on student wellbeing. All staff understand that for a student to be successful in their learning they need to feel they belong, are safe, are respected and are treated fairly. We strive to create a strong feeling of community and our families contribute to every aspect of our school. In 2018, the strong community focus was maintained with our annual community events including the Glen Cromie Family BBQ, Warragul Show Display, Family Bonfire Night and the end of year Art Show and Graduation.

Strategies implemented in 2018 included:

- the first item on our weekly staff meeting agenda was to discuss students and families. Staff would then be aware of any situations and a staff member would be nominated to follow up with the student/ family as required,
- staff had access to professional learning in the areas of inclusion and disabilities (all staff completed Inclusion Online PD- staff members were given 5 hours each to complete this)
- a term 3 and 4 transition program for 2019 preps (1 full day every week),
- weekly Yoga lessons,
- an Occupational Therapist was employed to work with a targeted small group in term 3 and 4,
- Inclusion facilitator role was developed in term 4 to begin in 2019,
- the implementation of the Zone of Regulations into our programs.

In 2019, we will continue to provide a supportive and inclusive environment for all students. We will aim to have more inclusive collaboration and a team approach to supporting all of our students by:

- implementing inclusive education practices to ensure all students are supported,
- developing an 'Inclusive Facilitator' role to support the work of aides and teachers. A role description document will be created and adhered to. It will outline the responsibilities of the aide, inclusion facilitator, teacher and Principal,
- timetable a minimum of 1 hour per week for the Inclusive Facilitator to meet with each aide to review and maintain each PSD ILP,
- timetable a minimum of 1 hour per week for each Aide for each student they work with to develop/ make resources, research new practices/ ideas and/or conduct professional learning,
- ensuring all staff have access to inclusion training and professional development,
- changing our reporting template for PSD students to be aligned with ABLES,
- continuing to implement an approach to intervention targeting students with specific academic learning needs by employing a Speech Pathologist and Occupational Therapist as required.

Financial performance and position

Bona Vista Primary School continued to maintain a solid financial base, which enabled improvements in both our physical and human resources in 2018. An increase in Equity (Social Disadvantage) funding in 2018 allowed us to employ a range of intervention strategies across the school. In 2019 we will continue to fundraise for an undercover area to be erected over the basketball court (current balance for this project is \$3,912). The total funds available of \$27,477 (cash component) puts the school in a good financial position for 2019.

For more detailed information regarding our school please visit our website at
<http://www.bonavistaprimary.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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 34 students were enrolled at this school in 2018, 18 female and 16 male.

0 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.2	85.1	78.3	91.6

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	92.8	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.5	90.1	82.6	95.3	Higher
Mathematics	90.5	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	80.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	80.0	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	75.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	25.0	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	42.9	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	52.4	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	47.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	31.6	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	20.5	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	16.4	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	93	93	92	85	93	80

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	90.0	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	87.9	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.3	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	73.8	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$535,808
Government Provided DET Grants	\$102,630
Government Grants Commonwealth	\$4,346
Government Grants State	\$0
Revenue Other	\$12,929
Locally Raised Funds	\$17,538
Total Operating Revenue	\$673,251

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,354
Equity (Catch Up)	\$0
Transition Funding	\$750
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,104

Expenditure	Actual
Student Resource Package ²	\$518,056
Adjustments	\$0
Books & Publications	\$1,029
Communication Costs	\$1,112
Consumables	\$7,708
Miscellaneous Expense ³	\$36,989
Professional Development	\$4,087
Property and Equipment Services	\$36,356
Salaries & Allowances ⁴	\$28,531
Trading & Fundraising	\$5,539
Travel & Subsistence	\$181
Utilities	\$4,200
Total Operating Expenditure	\$643,788
Net Operating Surplus/-Deficit	\$29,462
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$8,131
Official Account	\$19,345
Other Accounts	\$0
Total Funds Available	\$27,477

Financial Commitments	Actual
Operating Reserve	\$19,586
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$3,979
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$3,912
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$27,477

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 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').