

2022 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 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 21 March 2023 at 03:25 PM by Cara Brasier (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 30 March 2023 at 09:10 PM by Claire McAll (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

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 2022 there were 30 students enrolled as of the February census. The students were grouped into 2 classrooms: Junior P-3 (14 students) and Senior 3-6 (16 Students).

In 2022 we had 3 classroom teachers (1 full time and 2 part time), a full time Principal and a business manager (0.4).

Staff recognise the importance of catering for every learner and offering a balanced, comprehensive curriculum. The daily curriculum included reading, writing and mathematics. Classroom teachers and specialists also provided specific weekly programs in Science, the Humanities, Visual Arts, Music, Drama, Auslan, Library, Physical Education, and Social Skills.

Student wellbeing 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. Bona Vista underwent whole school review during 2019, that highlighted the school's strength in nurturing and supporting student wellbeing.

Our Vision

- We have fun, take risks and explore.
- We can be ourselves and belong.
- We will become the best learners we can be.

Our Values - Care, Community, Curiosity and Courage

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 staff at BVPS focused on the FISO (Framework for Improving Student Outcomes) dimension of Building Practice Excellence to work towards achieving the KIS (Key Improvement Strategy) of Improving Student Outcomes in Literacy and Numeracy with a continued focus on Numeracy. Key strategies to support staff in achieving this included:

- investigating Department of Education and Training resources available in the Numeracy Toolkit
- building understanding of developmental learning in numeracy through professional reading and using numeracy progressions, in conjunction with data, to inform student groupings and teacher planning.
- consolidating consistent assessment practices through the continued implementation of Essential Assessment.
- implementing data discussions based on the inquiry improvement cycle during face to face learning times.

Focus for 2022 included:

- Professional reading to support staff knowledge of numeracy development and the use of learning intentions and success criteria in the classroom.
- Using data tools to: enhance teaching, provide evidence of student learning needs and growth through data discussions
- The use of teaching and learning resources to support teacher knowledge of student learning (used to inform planning and as part of the professional learning during staff scheduled meeting times).
- Engaged students in learning goals through specific feedback (particularly in Years 3-6).
- Continued to build capacity to use data tools to to effectively support teaching and learning.

Wellbeing

A consistent staffing profile in 2022 allowed us to maintain our strong community focus with community events able to take place including Glen Cromie Family BBQ, whole school disco, end of year graduation and celebration. Our inclusive collaboration and team approach to supporting all of our students was enhanced throughout 2022.

Strategies implemented in 2022 included:

- continuing the first item on our weekly staff meeting agenda being 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,
- a multi - sessions transition program for 2023 preps
- implemented inclusive education practices to ensure all students were supported,
- continued to support student needs by facilitating external support services to work on site at Bona Vista e.g. Speech Pathologist and Occupational Therapist.
- continued to support student needs by communicating and working with SSS staff to access programs and services offered through DET initiatives such as SPiS.

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 2022, the P-6 attendance rates were slightly lower than the state average (however years 2 and 4 were significantly higher). Discussions and plans were made with families for all students with significant absences. The average number of absences in 2022 was the highest average in the last 3 years.

Our students continue to have a strong sense of connectedness to school. We provide our students an opportunity to learn within a safe, caring and stimulating learning environment that values the uniqueness of each student.

Financial performance

Bona Vista Primary School continued to maintain a sound financial position throughout 2022. The 2022 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school priorities. The Financial Performance and Position report shows an operating surplus which puts the school in a good financial position for 2023, this surplus will assist in employing teachers at higher time fractions to support student learning. This surplus occurred through planning for maintaining staffing levels into 2023. Bona Vista was successful in receiving a grant in 2021 to establish an Out School Hours Care program in 2022. The school will receive \$75,000 in 2023 and 2024 to support the establishment of this program.

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 30 students were enrolled at this school in 2022, 19 female and 11 male.

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

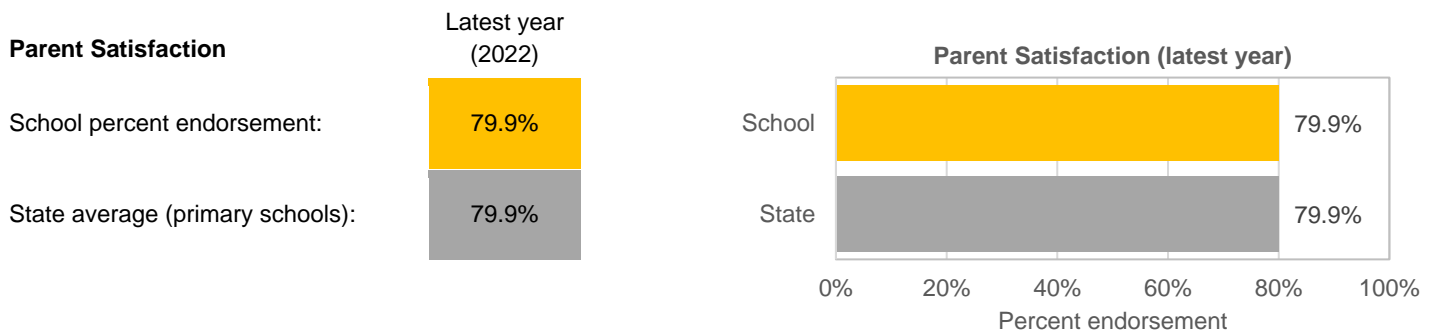
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

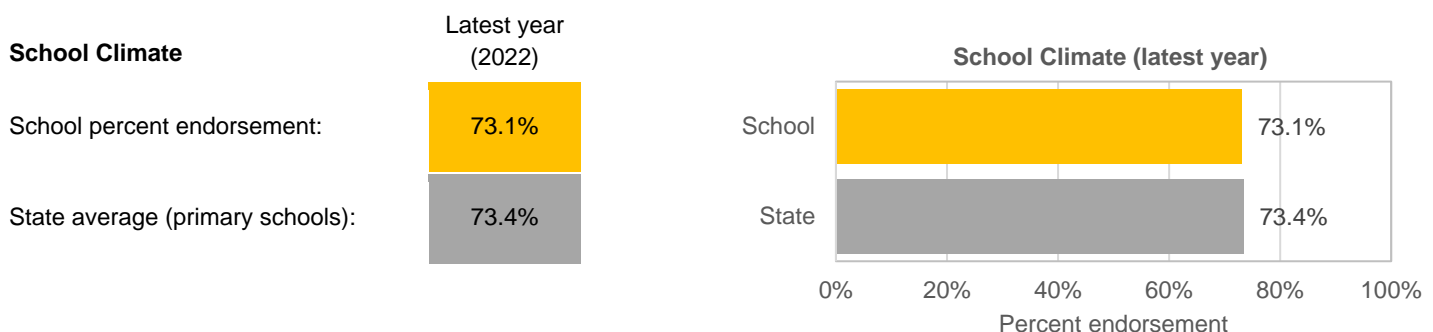


School Staff Survey

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:

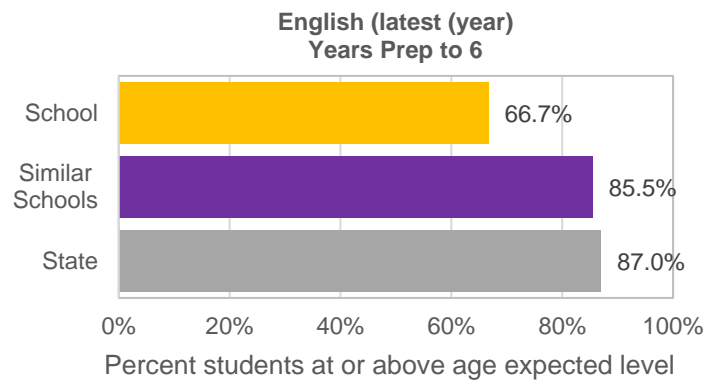
66.7%

Similar Schools average:

85.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

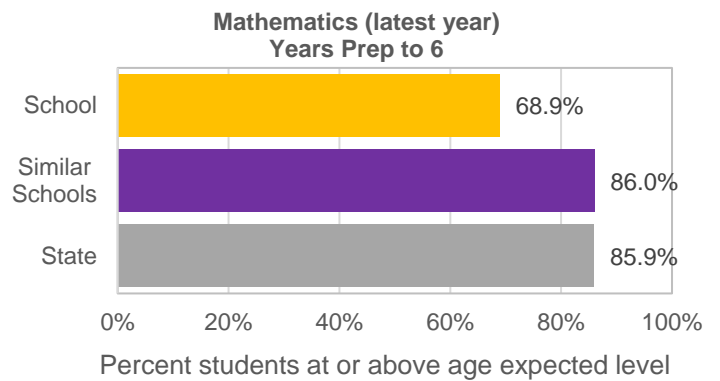
68.9%

Similar Schools average:

86.0%

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.

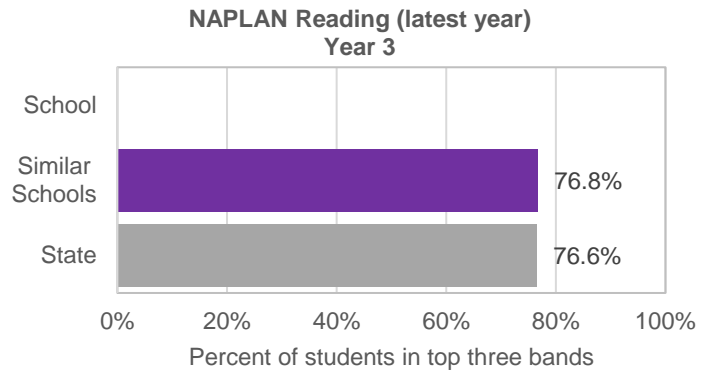
NAPLAN

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.

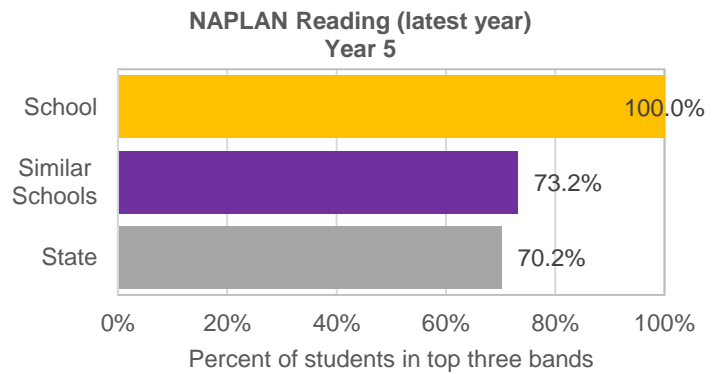
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	44.4%
Similar Schools average:	76.8%	75.0%
State average:	76.6%	76.6%



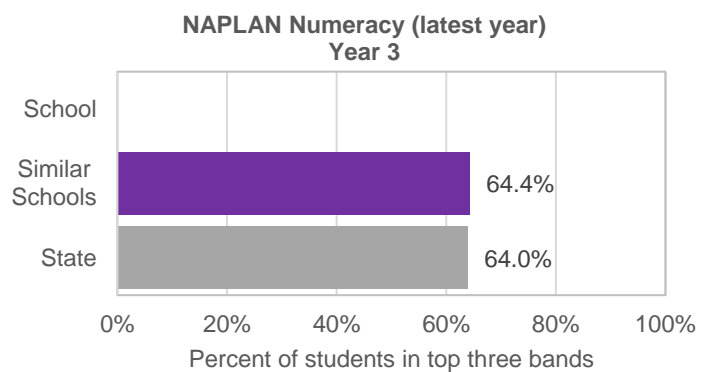
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	52.9%
Similar Schools average:	73.2%	68.0%
State average:	70.2%	69.5%



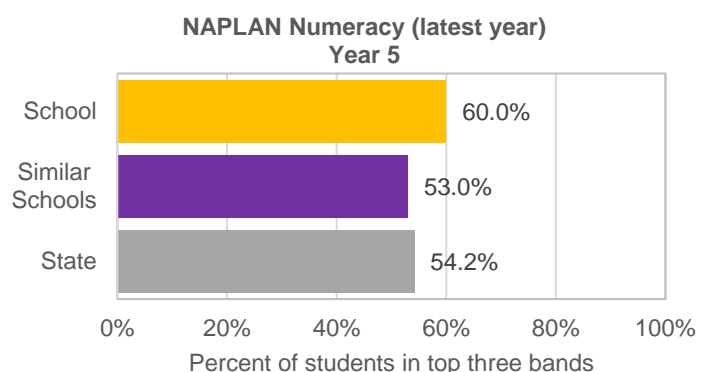
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	55.6%
Similar Schools average:	64.4%	65.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	41.2%
Similar Schools average:	53.0%	54.6%
State average:	54.2%	58.8%



WELLBEING

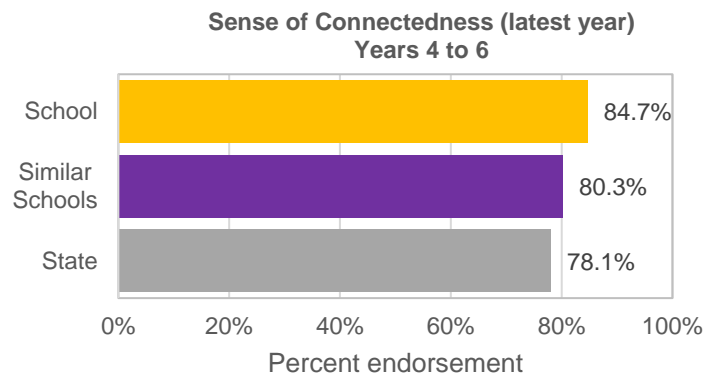
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.7%	87.1%
Similar Schools average:	80.3%	80.5%
State average:	78.1%	79.5%

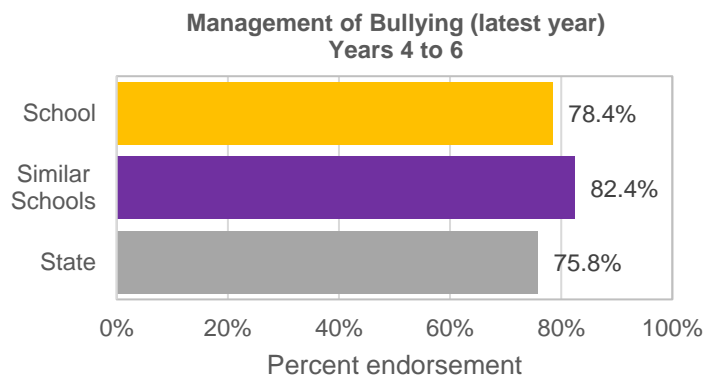


Student Attitudes to School – Management of Bullying

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:	78.4%	82.3%
Similar Schools average:	82.4%	82.7%
State average:	75.8%	78.3%



ENGAGEMENT

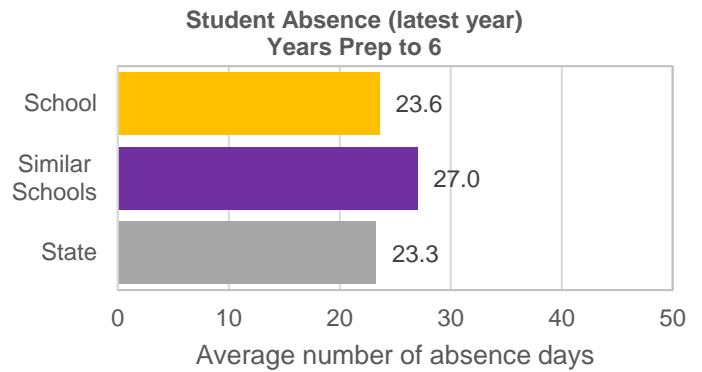
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	23.6	18.3
Similar Schools average:	27.0	18.6
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%	NDA	87%	NDP	83%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$484,578
Government Provided DET Grants	\$136,530
Government Grants Commonwealth	\$163,838
Government Grants State	\$0
Revenue Other	\$2,406
Locally Raised Funds	\$6,323
Capital Grants	\$24,655
Total Operating Revenue	\$818,329

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,113
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,113

Expenditure	Actual
Student Resource Package ²	\$448,847
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$5,008
Communication Costs	\$346
Consumables	\$11,353
Miscellaneous Expense ³	\$4,123
Professional Development	\$3,220
Equipment/Maintenance/Hire	\$8,133
Property Services	\$31,476
Salaries & Allowances ⁴	\$46,960
Support Services	\$3,573
Trading & Fundraising	\$72,717
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,163
Total Operating Expenditure	\$639,919
Net Operating Surplus/-Deficit	\$153,755
Asset Acquisitions	\$19,821

- (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	\$148,915
Official Account	\$8,206
Other Accounts	\$0
Total Funds Available	\$157,121

Financial Commitments	Actual
Operating Reserve	\$28,581
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$86,610
School Based Programs	\$13,810
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,120
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$19,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$157,121

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.