

# 2019 Annual Report to The School Community



School Name: Boneo Primary School (1184)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2019 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 April 2020 at 12:48 PM by Mandy Whitworth (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

## About Our School

### School context

At Boneo Primary School we recognise that dynamic and engaging teaching and learning sits at the heart of success for every student. We strive to challenge and nurture every individual, developing independence, curiosity and self-belief. We recognise that every student is different and every year presents new challenges and learning opportunities. At the heart of everything we do is a focus on developing happy, confident young people; in a school environment that is warm, accepting and dedicated to fostering passionate, determined learners.

Boneo Primary School is a vibrant, community school nestled in the heart of the market garden belt on the Mornington Peninsula. 354 students were enrolled at Boneo in 2019, 167 female and 187 male. 5 percent of students were ATSI (Aboriginal and Torres Strait Islander) students. Students were driven to school each day with a small number of families who made use of the Cape Schanck bus shared with local secondary schools. 16 classes operated – 3 - Prep, 2 - Year 1, 3 - Year 2, 2 - Year 3, 2 - Year 4, 2 - Year 5 and 2 - Year 6 classes. Specialist classes in 2019 included Art, Digital Technology, Physical Education, Music (including instrumental Music, a band and choir) and Indonesian. Students in Years 3 and 4 participated in the Stephanie Alexander Kitchen Garden. A new program was introduced for all students in Years 5 and 6, TREC Project -Technologies, Research, Exploration, and Collaboration. This program was introduced to engage students in interest driven project based learning.

The whole school approach to behaviour management and wellbeing was consolidated in 2019, with a focus on Restorative Practices. Each day began with Ready to Learn for 10 minutes designed to connect and engage learners. There was a decrease of over 70% in reports of physical or verbal abuse between students. Community involvement continues to be a strong focus with parents and community members taking an active interest in supporting the school.

### Framework for Improving Student Outcomes (FISO)

The focus in 2019 continued to be on Excellence in Teaching and Learning and developing a Positive Climate for Learning. The acceptance into the two year Primary Science and Mathematics Specialist initiative has seen the school focus on improving Mathematics through an emphasis on consistency of practice. The staff evaluated current documentation and practices to ascertain whether we had a guaranteed and viable curriculum in response to data analysis. A whole school approach to the teaching of Mathematics was decided and implemented. Raising the profile of Mathematics in our community was further enhanced with the Australian Mathematics Association awarding our Math leaders with the 2019 National Outstanding Mathematics teacher award.

The learning undertaken in Excellence of Teaching and Learning saw the Literacy Leader facilitate the development of a document that outlines a whole school approach to the teaching of reading. The Essential Elements of Reading is a guiding plan to ensure consistent teaching and learning of reading across the school. The implementation of this in Term 4 2018, was embraced by all staff and further embedded throughout 2019.

The ACER assessments to improve tracking of student growth was used as both summative and formative assessment by teachers. In particular, the ACER General Ability Test (AGAT) gives staff the ability to ascertain whether students are under or over performing. Additionally, these assessments were used to personalise learning for students and target teaching.

In Term 4, staff embarked on a review of our curriculum and embraced developing an inquiry framework for 2020. A professional development (PD) day in November was used to introduce staff to the inquiry framework and begin the planning of the Semester 1 foci for each year level. This will be further supported by the allocation of PD days to begin the 2020 year.

### Achievement

NAPLAN data at Year 3 shows that results were above in Reading and Mathematics than the Victorian average. The 4 year average is above in Reading and similar in Numeracy. NAPLAN data at Year 5 shows that results were slightly

lower in Reading and above in Numeracy compared to the Victorian average. NAPLAN Learning Gains data shows that in Grammar and Punctuation 31% of students made high growth and in Numeracy 37% had high learning growth between Year 3 to Year 5. This is a significant achievement. Reading and Writing gains were similar to State. Spelling gains were significantly low compared to State.

In 2019 student learning was supported by:

- The implementation of the Boneo PS Essential Elements of Reading
- The creation of a guaranteed and viable curriculum in Mathematics through the PSMS initiative and allocation of two teachers with a .5 load to drive Math learning across the school
- Improve data tracking and time allocation to analyse student learning
- PLC teams collaboratively design lessons
- Use James Nottingham's, The Learning Pit, to support students to embrace challenge
- Coaching for teachers

In 2020 student learning will be supported by:

- Continuing to embed the Boneo PS Essential Elements of Reading and Mathematics
- All staff Professional Development Plans will focus on the High Impact Teaching Strategies with individual coaching by the Learning Specialists
- Implementation of a new Inquiry Curriculum developed by the staff, based on the E5 Model
- Implementation of SMART Spelling across the school
- Make learning visible for students using Learning Intentions and Success Criteria
- Develop student capacity to reflect and articulate their learning through the use of Thinking Routines

## Engagement

The Attendance data for 2019 shows that Boneo Primary School students in the junior years (Prep to Year 2) averaged 90% but on average absence grew in the senior years compared to State and like schools. One of the significant reasons for this is that families take holidays during term time.

In 2019 Student Engagement was supported by;

- Parents of students with attendance of less than 80% were contacted and provided support, where necessary, to increase attendance.
- Staff contacting parents for all absences
- Articles in the newsletter regarding the importance of school attendance
- A letter from the Principal attached to student reports, outlining the impact overtime of student absence each year equating to their lifetime at school.
- The introduction of a House System across the school
- The development of the Junior School Council and School Leaders; empowering students to make decisions around reward systems and selection of the 2019 Leaders
- Continue to focus on building relationships between parents, staff and students by using Compass to post Positive Chronicles.
- Implementation of the Year 5/6 Laptop Leasing Program in preference to iPads to ensure access where devices are a more challenging learning tool.
- Implementation of TREC for students in Years 5 and 6 to provide passion driven project options one day per week.
- Allocation of a .6 Specialist teacher to work alongside teachers in order to develop teacher capacity to embed the use of technology in class.
- Whole school training in Restorative Practices and Circle Time

In 2020 Student Engagement will be supported by:

- Employment of an Adopt an Engineer in the STEM Center
- Embed the Year 5/6 called 'TREC' – Technology, Research, Exploration and Collaboration - Igniting a passion for learning and innovation.
- Implement the COMPASS year level learning portal to share weekly learning

- Ensure consistent use of Positive Chronicles through COMPASS
- Further develop House events each term
- Student leaders will develop structures to acknowledge positive behaviours and attitude to learning
- Weekly Assembly will be designed and delivered by the students. Each year level will deliver an assembly to showcase learning.
- End of term award for students with 100% attendance
- Lunchtime Clubs Program everyday offering supported programs for students

## Wellbeing

The Attitudes to School Survey show that results are lower than State averages in the areas of Sense of Connectedness to School and Management of Bullying.

In 2019 Student Wellbeing will be further supported by:

- Implementation of a whole school Buddy Program
- The continuation of the provision of a Chaplain through the National Schools Chaplaincy Program
- Development of Induction materials for all staff
- Broadening of the JSC to include members from Prep to Year 6 with fortnightly lessons decided
- Implementation of a student selected Leadership Team. All Year 6 students formally acknowledged as leaders and attending the GRIP Conference
- Continued use of Compass to track wellbeing and incidents
- Continuation of transition Program
- Scheduled meetings for staff to discuss the wellbeing of students
- Weekly lessons to focus on teaching resilience around bullying.
- All students have a Resilience Project Diary to practice - mindfulness
- Student contributing to The Buzz
- Continue to build the House system to include a whole school House event each term
- Redesign and upgrades to all classrooms purchasing more flexible furniture for learning
- Create a SPARK Centre designed as a Makespace including 3D printers, engineering equipment and Green screen etc
- Assembly used to share learning around the RED values - Respect, Empathy and Determination. Weekly lessons taught in class
- Students acknowledged for displaying the school values. Acknowledgement plan designed by the students and organised weekly through the JSC.

In 2020 Student Wellbeing will be further supported by embedding the following initiatives;

- Whole school Buddy Program
- Chaplain through the National Schools Chaplaincy Program
- Induction materials for all staff
- Junior School Council that includes members from Prep to Year 6 with fortnightly meetings
- Implementation of a student selected Leadership Team. All Year 6 students formally acknowledged as leaders and attend the GRIP Conference
- Use of Compass to track wellbeing and incidents between students
- Scheduled meetings for staff to discuss the wellbeing of students
- Weekly lessons focusing on teaching resilience.
- Use of Resilience Project Diary to practice – mindfulness at home and school
- Student contributing to The Buzz
- Continue to build the House system to include a whole school House event each term that are selected by students
- Continue to grow the SPARK Centre designed as a Makespace including 3D printers, engineering equipment and Green screen etc
- Assembly used to share learning around the RED values - Respect, Empathy and Determination. Weekly lessons taught in class
- Students acknowledged for displaying the school values. Acknowledgement plan designed by the students and

organised weekly through the JSC.

### **Financial performance and position**

In 2019, Boneo Primary School received grants to fund:

- Mathematics Specialist staff to complete the two year initiative. This allocation has ensured that the specialist teachers can coach and support staff to improve Math teaching and learning.
- Students funded under the Program for Students with Disabilities.
- Chaplaincy
- Equipment Boost
- Equity Funding
- Bendigo Bank funding for student computers

School based fundraising included:

- Monthly Boneo Market
- Oaks Day Fundraiser
- Family Food and Fun Night
- Colour Fun Run

At the end of 2019, the Net Operating Surplus was \$8572. To improve classrooms and facilities a significant investment of \$131 533 was allocated across the year. To support the staffing profile for 2020, a surplus of \$87 327 was maintained to carry forward.




**For more detailed information regarding our school please visit our website at**  
<http://boneops.vic.edu.au/>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 354 students were enrolled at this school in 2019, 167 female and 187 male.

0 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.







#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).














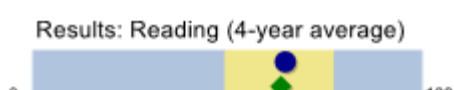




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## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar School Comparison</p> <p>● Above   ● Similar   ● Below</p> <p>Above </p> <p>Above </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Above </p>		



## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>40%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>5%</td> <td>59%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>69%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>50%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>45%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	40%	21%	Numeracy	5%	59%	37%	Writing	10%	69%	21%	Spelling	38%	50%	12%	Grammar and Punctuation	24%	45%	31%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p style="text-align: center;">Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>91 %</td> <td>89 %</td> <td>89 %</td> <td>89 %</td> <td>87 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	89 %	89 %	89 %	87 %	87 %	<p style="text-align: center;">Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	89 %	89 %	89 %	87 %	87 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆      Key: Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below <span style="color: blue; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,004,651	High Yield Investment Account	\$152,789
Government Provided DET Grants	\$312,787	Official Account	\$61,441
Government Grants Commonwealth	\$9,390	Other Accounts	\$0
Revenue Other	\$15,445	<b>Total Funds Available</b>	<b>\$214,230</b>
Locally Raised Funds	\$307,990		
<b>Total Operating Revenue</b>	<b>\$3,650,263</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$20,920		
<b>Equity Total</b>	<b>\$20,920</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,917,324	Operating Reserve	\$115,601
Books & Publications	\$1,984	Other Recurrent Expenditure	\$7,658
Communication Costs	\$3,297	Funds Received in Advance	\$102,168
Consumables	\$99,924	School Based Programs	\$13,657
Miscellaneous Expense <sup>3</sup>	\$185,082	Asset/Equipment Replacement < 12 months	\$7,500
Professional Development	\$8,583	Maintenance - Buildings/Grounds < 12 months	\$55,000
Property and Equipment Services	\$131,533	<b>Total Financial Commitments</b>	<b>\$301,583</b>
Salaries & Allowances <sup>4</sup>	\$191,184		
Trading & Fundraising	\$52,293		
Travel & Subsistence	\$27,389		
Utilities	\$23,098		
<b>Total Operating Expenditure</b>	<b>\$3,641,691</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$8,572</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

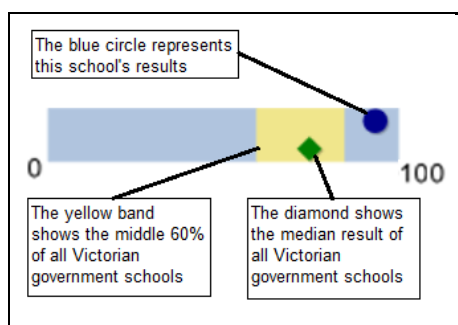
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

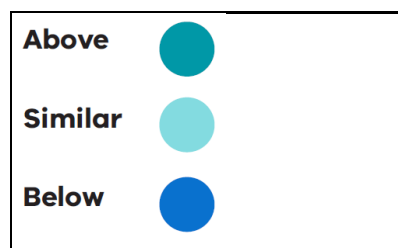


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').