

2021 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2022 at 04:48 PM by Mandy Whitworth (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 May 2022 at 10:28 AM by Owen Goodwin (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Boneo Primary School is a vibrant, community school nestled in the heart of the market garden belt on the Mornington Peninsula approximately 82 km from the Melbourne CBD. The school was founded in 1873 and moved to the current location in 1921. A total of 358 students were enrolled at Boneo in 2021, 165 females and 193 males. 0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Students are driven to school each day with a small number of families who make use of the Cape Schanck bus shared with local secondary schools. There is a strong collaborative culture among staff, with a willingness to share reflections and participate in focused professional dialogue about effective learning and teaching. The workforce composition for 2021 was 20.2 teaching staff and ES at an 8.84 FTE.

Classroom teaching and learning is supported by the provision of two Learning Specialists and specialist teachers in Physical Education (PE), The Arts, Music and STEM. Languages other than English (LOTE), Indonesian, is taught by classroom teachers. Access to digital technologies includes laptops, tablets and desktop computers, and a Bring Your Own Device Program (BYOD) for Years 5–6 is a priority. A range of strategies and programs to assist students needing additional support or extension are provided by the school.

Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include; sporting opportunities, beach and ocean activities, visiting artists, a camping program including an optional annual Ski Camp, and an environmental program. Students have the opportunity to take on leadership roles including the roles of School Captains, House Captains, Environmental Leaders, Art and Music Captains, Student Wellbeing Leaders and Junior School Council leaders from Prep to Year 6.

A range of programs targeted at enhancing student wellbeing are in place, including Ready to Learn, House system and a designated Friday afternoon Wellbeing focus designed by the students. A strong focus on the Arts includes opportunities for students to participate in instrumental music, band, choir, and an annual Production.

Senior students also participate in elective style workshops known as TREC(Technology, Research, Exploration and Collaboration) such as, photography, dance, 3D printing, Human Powered Vehicle and coding.

There is a high level of community and parent/carer involvement, and a dedicated focus on using the school values to build a culture of high expectations. Parents are partners in learning and the school is a welcoming and inclusive community.

To expand the school's capacity to deliver stimulating, enriching, and future-focused STEM (Science, Technology, Engineering and Mathematics) learning, an Undergraduate/Postgraduate Engineer is employed. Teachers and the Monash Engineer co teach sessions which are designed collaboratively.

A strong emphasis was placed on innovation to improve:

*student engagement

*academic outcomes through consistent teaching and learning

*community connection

Framework for Improving Student Outcomes (FISO)

Boneo Primary School delivered on our key improvement strategies with a focus on excellence in teaching and learning and to further develop a positive climate for learning. The following actions were undertaken to progress student learning whether onsite or modified to suit remote learning:

Throughout the six-month lockdown period in 2021, all Specialist Teachers, ES staff and Tutors provided identified students with weekly one-on-one or small group additional sessions. Team leaders have worked with the AP to complete the Harvard Data Wise course as a way of becoming increasingly data literate and transferring this to the PLC process. Data is entered centrally on COMPASS as a way for the school to be able to track student growth.

Reading data and goals are sent to families on a six-weekly cycle. Professional learning has been delivered to focus on the Instructional Model and effective teaching practices which are aligned to the HITS.

All staff engaged in PD around the teaching of Vocabulary and implemented vocabulary teaching cycles within their classroom both online and in the classroom throughout the year.

- All staff conducted individual reading conferences with students on a cyclical basis to include at least 3 per semester.

Conference notes including student reading goals and strategies were recorded on Compass Learning Tasks and communicated to parents as ongoing assessment. A parent prompting guide was sent home to accompany the learning task feedback. Differentiated prompting guides were developed by staff for Years 3-6 and Prep to 2.

-Students in need of targeted academic support or intervention were identified and supported with teachers and leaders establishing intervention/small group tutoring.

-Teachers started to accurately identify student learning needs through use of the PLC structure to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.

-Teachers identified students and developed 'learning sprints' that were student centred and accelerated learning over a short period of time. Teachers shared their success and challenges at staff meetings to promote collaboration and discussion around best practice.

-Staff meetings were devoted to understanding the school's Instructional Model.

-Teachers consistently implement the agreed assessment schedule and regularly updated data on Compass.

-Teachers were supported to build a better understanding around goal setting and providing students with effective feedback. Students have started to articulate their learning goal which is evidenced in Learning Walks and data from the Attitudes to School Survey.

Achievement

Students responded well to the strategies and actions undertaken in 2021 with significant gains in learning and engagement evident in the Teacher Judgement of student achievement with the percentage of students working at or above age expected standards in English and Mathematics nearly 10% above similar or state schools. This was supported by the tracking of ACER assessments - AGAT and PAT undertaken in November.

When comparing student performance against AGAT and PAT Reading and Mathematics all year levels, except one, out performed their AGAT learning potential marker. This data has been used to identify any students underperforming to ensure these students receive point of need instruction in 2022.

Significant achievement was evident in the percentage of students in the top three bands in Mathematics above both like school and state school averages.

When reviewing the student Attitude to School data a significant improvement in student Sense of Connectedness and Management of Bullying was noted. With student endorsement exceeding similar and state schools.

Throughout remote learning, staff prioritised accelerating student learning in English and Mathematics through one on one or small group instruction each day. At least 50 students per day attended onsite including a large number of students who were deemed vulnerable. All students received at least 3 daily online sessions. All staff (ES, specialist teachers and Principal class) were involved in online one on one or small group instruction sessions. Additional staff allocation was assigned following detailed data analysis. All session notes/reflections were recorded in one-note to ensure future sessions addressed point of need. Teachers created flipped learning recordings to support students and families and promote mastery.

The PLC structure will continue to support shared tracking of student progress and point of need instruction for all students.

Engagement

Throughout the year, we further developed an assessment of the learners dispositions, referred to as the Learner Map. This incorporated the essential elements of the learner, their values, attitude and learner attributes. The map was developed to assess the student's capabilities and monitor their strengths and areas of which extra support is required. As staff members understanding developed in using the Learner Map, the document became part of the initial planning process of the unit and supported the development of learning intentions and success criteria during weekly lessons. Throughout the 6 months of Remote Learning Inquiry Units focused on core curriculum.

To engage parents, weekly previews to learning were sent out via Compass. These were highly successful in giving parents/guardians the confidence and wherewithal to support their childrens' At Home Learning, in line with and in the same language as their learning at school.

School Community Events such as Student Led Conferences where parents/guardians engage with the school and learning of their children in authentic ways, promoting and growing student/parent connectedness and engagement in school and learning.

Over the year, the meeting structure developed to incorporate a PLC approach, beginning with reflection of teaching goals from the previous fortnight and analysing the impact it has played on student learning and engagement. High Impact Teaching strategies have become a focus of future planning during meetings to ensure that metacognition strategies, goal setting and questioning has been a focus for planning of explicit teaching.

Wellbeing

Creating a Positive Climate for Learning - we took a whole school approach to wellbeing with our Positive Behaviours protocols and expectations, and through the implementation of the Berry Street Education Model across all year levels. Our approach is preventative and proactive, and is supported through the implementation of Restorative Practices.

"The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables our teachers to increase engagement of students with complex learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement."

Ready to Learn - The introduction of the 'Berry Street Education Model' has included the Ready to Learn approach as a daily positive starter in the classroom. It is an opportunity for teachers to gauge how students are feeling emotionally and to foster positive relationships.

-Leaders have prioritised time for staff to communicate and build relationships with parents/carers through parent/teacher interviews, student led conferences, previews to learning and learning tasks via COMPASS.

-The wider community was welcomed into the school prior to restrictions being put in place as a result of COVID. These included open mornings to share learning, House events and special assemblies. During remote and flexible learning whole school assemblies continued via Zoom. Family events such as a 'Trivia Night' were also hosted via Zoom as a way of maintaining a connection between families and school. Families were also provided with 'professional learning sessions' and information evenings online.

-All families received a 'wellbeing carebag' during lockdown delivered to their home.

-Teachers have become more confident in integrating digital learning pedagogy. This has been supported through the 'Adopt an Engineer' program.

-Students feel empowered to drive their own learning as evidenced by data from the Attitudes to School Survey.

-Parents have access to their child's ongoing reading assessment and goals set for future learning through COMPASS learning tasks.

Finance performance and position

In 2021, Boneo Primary School received grants to fund:

- Students funded under the Program for Students with Disabilities
- Chaplaincy \$20,280
- Student Excellence Program \$8,175
- Equity Funding \$10,712
- Respectful Relationships \$10,000
- Tier 2 Disability Inclusion \$9,773

School based fundraising was significantly decreased due to Covid restrictions. Unfortunately, the annual Family Food and Fun night and Oaks day events were unable to occur.

The following 2021 events were able to occur and the funds included:

- Monthly Boneo Market \$5,000
- Golf Day \$4,450

- Fun Run \$9,440

At the end of 2021, the Net Operating Surplus was \$6,127 which was slightly higher than the budgeted surplus of \$3,850.

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

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 358 students were enrolled at this school in 2021, 165 female and 193 male.

0 percent of students had English as an additional language and 4 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).

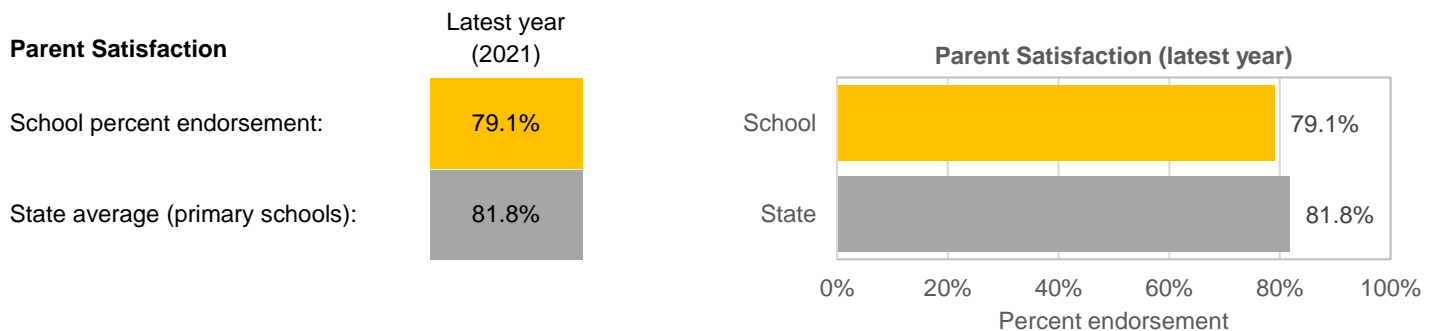
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

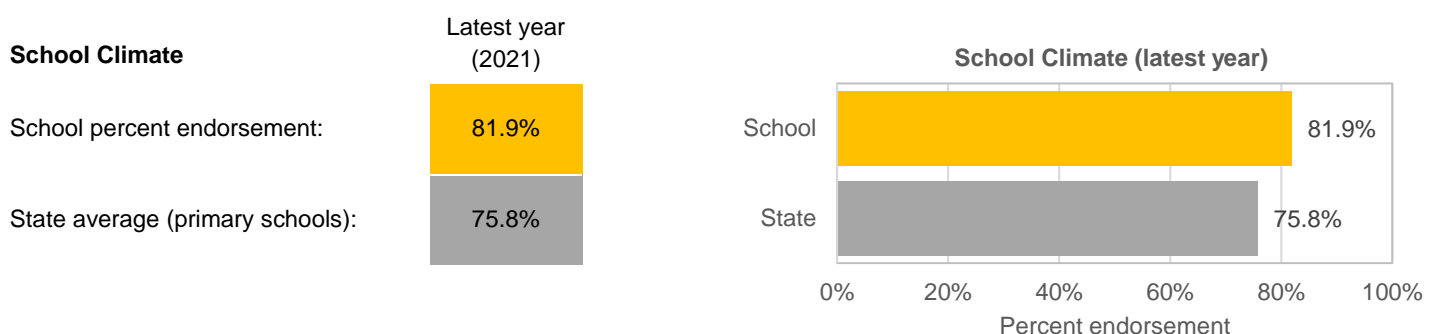


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

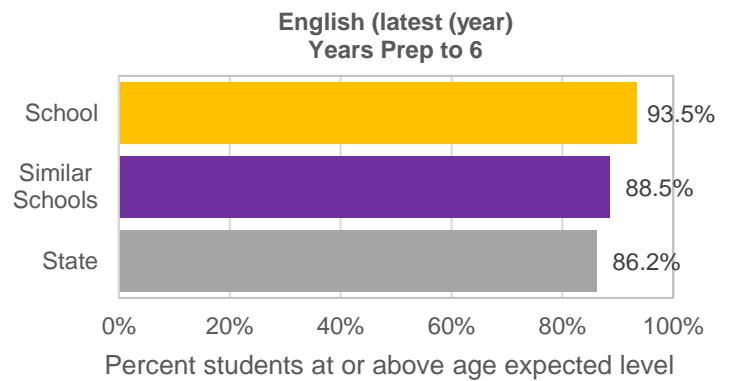
93.5%

Similar Schools average:

88.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

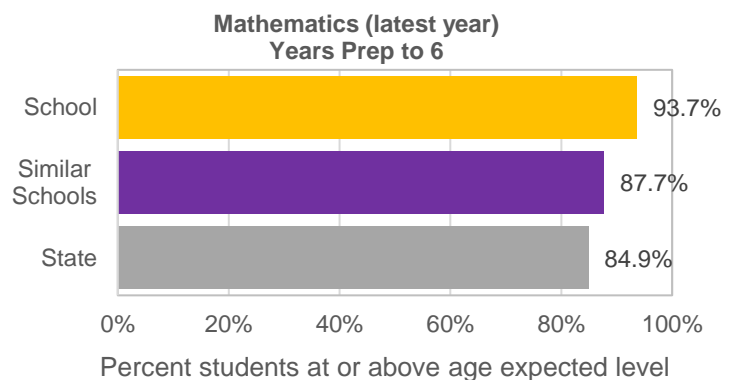
93.7%

Similar Schools average:

87.7%

State average:

84.9%



ACHIEVEMENT (continued)

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

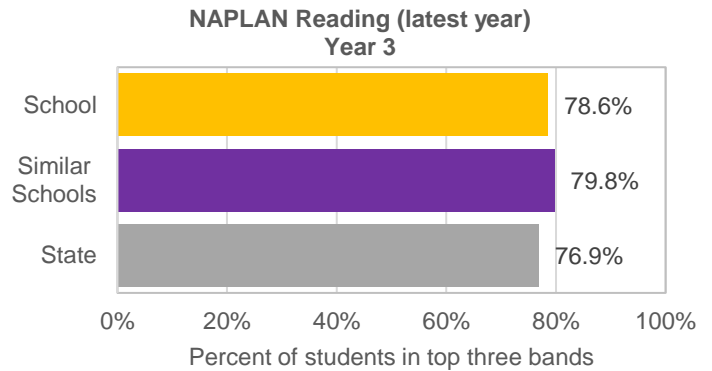
NAPLAN

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

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

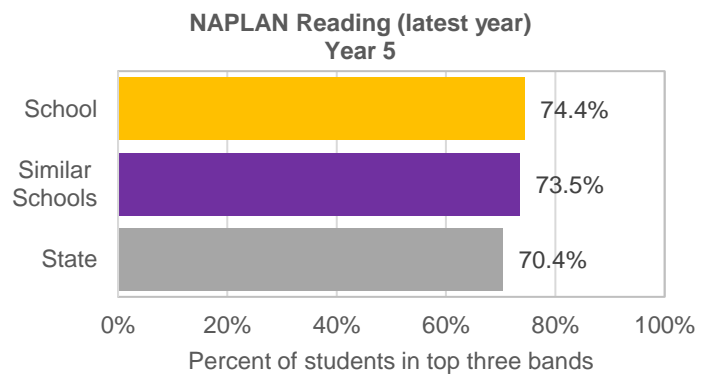
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.6%	76.7%
Similar Schools average:	79.8%	80.0%
State average:	76.9%	76.5%



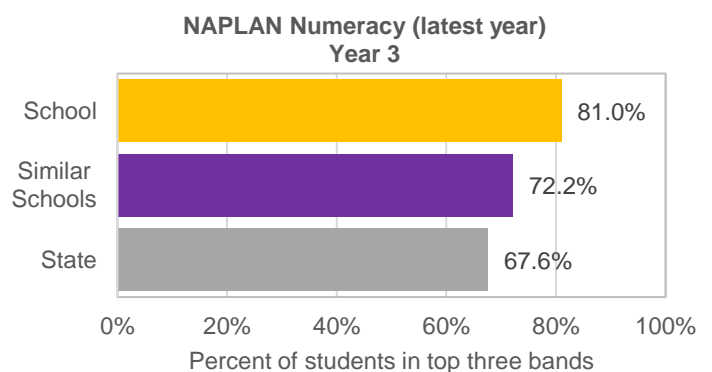
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.4%	64.7%
Similar Schools average:	73.5%	70.4%
State average:	70.4%	67.7%



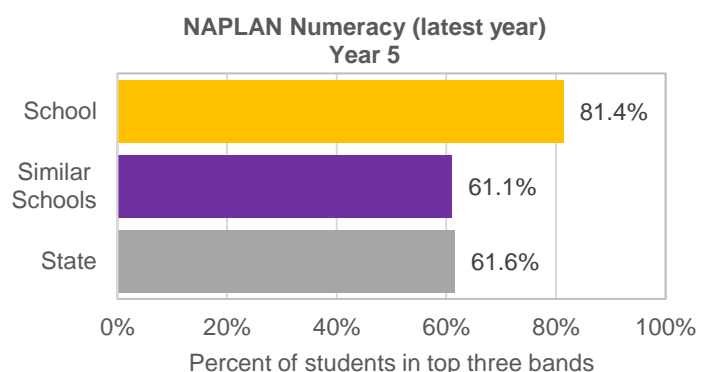
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.0%	83.5%
Similar Schools average:	72.2%	73.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.4%	63.4%
Similar Schools average:	61.1%	59.0%
State average:	61.6%	60.0%



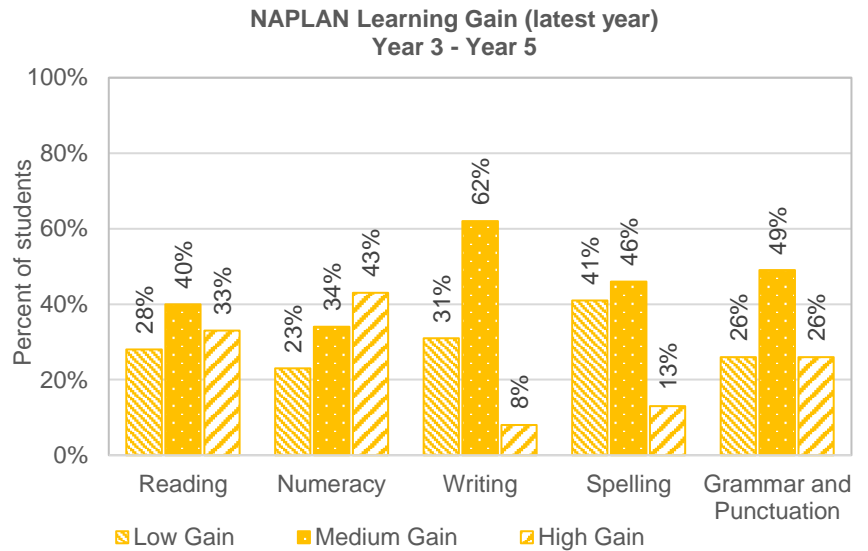
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	40%	33%	23%
Numeracy:	23%	34%	43%	19%
Writing:	31%	62%	8%	19%
Spelling:	41%	46%	13%	22%
Grammar and Punctuation:	26%	49%	26%	23%



ENGAGEMENT

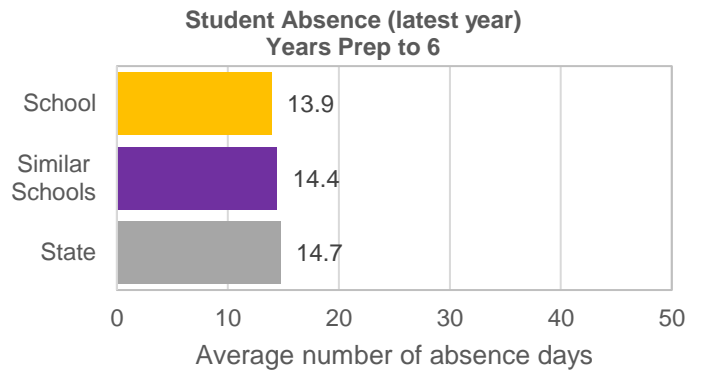
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.9	17.0
Similar Schools average:	14.4	14.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	93%	93%	94%	92%	92%	92%

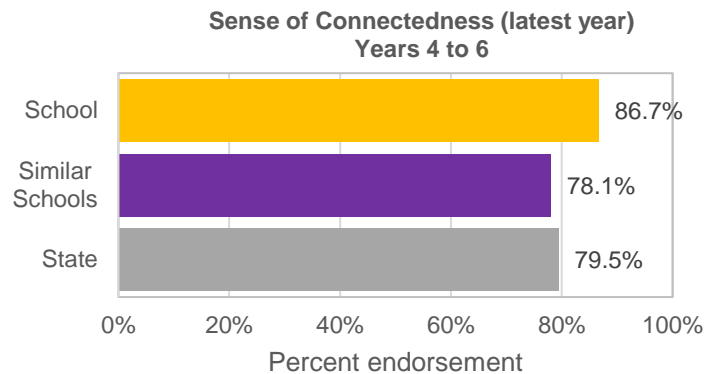
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.7%	75.7%
Similar Schools average:	78.1%	78.7%
State average:	79.5%	80.4%

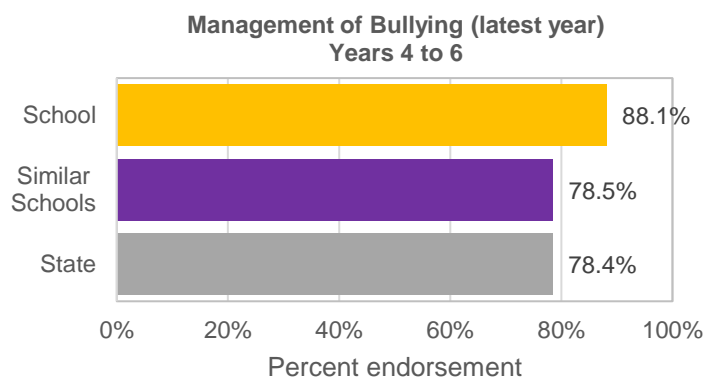


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.1%	76.3%
Similar Schools average:	78.5%	79.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,157,010
Government Provided DET Grants	\$416,808
Government Grants Commonwealth	\$2,045
Government Grants State	\$20,439
Revenue Other	\$3,017
Locally Raised Funds	\$192,048
Capital Grants	\$0
Total Operating Revenue	\$3,791,367

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,490
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,490

Expenditure	Actual
Student Resource Package ²	\$3,134,012
Adjustments	\$0
Books & Publications	\$1,088
Camps/Excursions/Activities	\$29,435
Communication Costs	\$3,565
Consumables	\$74,658
Miscellaneous Expense ³	\$12,738
Professional Development	\$2,552
Equipment/Maintenance/Hire	\$39,153
Property Services	\$97,587
Salaries & Allowances ⁴	\$105,411
Support Services	\$66,108
Trading & Fundraising	\$28,231
Motor Vehicle Expenses	\$3,698
Travel & Subsistence	\$0
Utilities	\$16,640
Total Operating Expenditure	\$3,614,875
Net Operating Surplus/-Deficit	\$176,492
Asset Acquisitions	\$147,366

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$328,638
Official Account	\$48,326
Other Accounts	\$0
Total Funds Available	\$376,964

Financial Commitments	Actual
Operating Reserve	\$65,771
Other Recurrent Expenditure	\$14,510
Provision Accounts	\$0
Funds Received in Advance	\$144,395
School Based Programs	\$19,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$42,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$320,876

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.