

2023 Annual Report to the School Community

School Name: Lake Boga Primary School (3278)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 March 2024 at 12:24 PM by Martin Gray (Principal)

- This 2023 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 22 March 2024 at 08:27 AM by Felicity Robertson (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

MOTTO: Be the best that we can be

VALUES: Safe, Respectful, Responsible Learners

Lake Boga Primary is a small government school in Lake Boga; a town of about 1000 people, 14 kms from the regional centre of Swan Hill and nestled around the lake. We are approximately 320km from Melbourne. Broad acre and irrigation farming surrounds the town. In 2023, Lake Boga Primary School had an enrolment of 62 students, 20 female and 42 male. In 2023, the Student Family Occupation and Education (SFOE) was band value remained at 'medium'. The school is characterised by having 9% Aboriginal or Torres Strait Islander students. The school has 8.6 equivalent full time staff, including 1.0 principal, 5.0 teaching staff and 2.6 Education Support. We also have a chaplain supporting two days per week.

As the Service Provider for Lake Boga Preschool, we are an educational precinct, running Three Year Old and Four Year Old Kindergarten programs and primary education for students in Foundation to Grade 6. Lake Boga Primary School run a bus to service the surrounding areas. In 2023, this bus route was extended to service the areas of Mystic Park and Kangaroo Lake. Lake Boga Primary School has embedded the values of Safe, Respectful, Responsible Learners through the School Wide Positive Behaviour Support Program (SWPBS). The rural atmosphere, smaller student numbers and community involvement contribute to a relaxed and friendly learning environment in which students at all levels can receive individual attention and in which cross age interaction and leadership qualities are facilitated and develop freely. In recent times we have worked to develop more collaboration and consistency of teaching practices. This continues to be a focus with assessment and data, along with curriculum planning and documentation being an important part of our improvement agenda.

The School Review in 2023 provided an excellent opportunity to reflect and celebrate the achievements of the previous 4 years and identify focus for the next School Strategic Plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Actions aligned to the Key Improvement Strategies for learning were: -

Strengthening PLC structures that build staff capacity to use assessment/curriculum to identify and meet student individual learning needs.

Strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs and goals are being identified and supported.

Professional Learning Communities (PLC) strengthened significantly in 2023 following formal PLC training late in 2022. With the introduction of new staff members, formal curriculum and assessment documentation was further developed. PLC's were conducted at a whole school level where inquiry cycles were able to identify trends throughout the school and Unit PLC's allowed staff to work together to analyse data at a class and individual level. The Tutor Learning program continued in 2023 with our Learning Tutor collaborating closely with both staff and families to identify students requiring extra assistance with several students able to exit the tutoring program with only slight adjustments required in the classroom. Communication with families was an important aspect of the improvement agenda in 2023 with both formal and informal opportunities being provided to families to communicate individual learning needs. Surveys and discussions with parents identified that input into the focus of the formal meetings was appreciated. Parent Opinion Survey data showed huge improvement in both School Communication and Teacher Communication with 95% positive endorsement.

Performance Summary data showed that LBPS is slightly lower than the state average and similar schools (77.6%) in English for Years P-6, when measuring teacher judgement of students at or above expected standards. In Maths we are above (86.6%) both the state average and similar schools in measuring the percentage of student at or above expected standards. NAPLAN results in 2023 were very impressive with students in both Year Three and Year Five having a significant percentage of students identified as Strong or Exceeding in Reading and Numeracy. This was significantly above both State and Similar Schools average. Numeracy and Writing remain a focus in 2024 while consolidating some of the improvements that have been introduced with Reading, specifically the explicit teaching of phonics in the early years.

Wellbeing

The Actions aligned to the Key Improvement Strategies for learning were:

Develop a tiered response to supporting student Mental Health and Wellbeing by:

-Building staff capacity in the collection, analysis and ability to respond to wellbeing data (Sentral, Wellbeing survey, AToSS, The Resilience Project, PIVOT).

-Embedding SWPBS, Respectful Relationships and The Resilience Project across the school.

Strong collaboration between our Chaplain, Wellbeing & Disability Inclusion Leader, Teachers and School Support Staff has resulted in referrals for our most vulnerable students. Work around developing a tiered response to support Mental Health and Wellbeing continued throughout 2023. The employment of a Disability Inclusion Leader working alongside the Inclusion Outreach Coach has resulted in the streamlining and modification of the IEP/SSG process with all IEP's and SSGs recorded using Sentral. This, along with a successful Disability Inclusion Profile application has seen the adjustments and supports for students improving.

Students requiring Tier 2 levels of support have been identified with lego club and other social/emotional programs being introduced. School-wide Positive Behaviour Support (SWPBS), The Resilience Project (TRP) and Respectful Relationships have continued to be used to support the whole school with positive feedback from our SWPBS coach around behaviour data. Professional development with staff around the response to negative behaviours flowchart and the SWPBS Tiered Fidelity Inventory (TFI) assisted us to identify our next steps in our SWPBS journey. The creation of individual class expected behaviours matrix was identified as the next area to develop.

Student responses in the Attitude to School Survey for the area of 'Sense of Connectedness' was at 81.6% positive endorsement which was above both similar schools (78.8%) and the state average (77%). The 'Management of Bullying' area was positively endorsed at 82.7% which was above similar schools (80.3%) and the state average (75.1%).

Parent satisfaction was at 100% positive endorsement which was higher than the state average of 82.8% and 'School Climate' was 87.5% positive compared to the state average of 78.1% which was based on the staff opinion survey.

Engagement

Student attendance data showed our school student population had an average of 21.7 days absent throughout the 2023 school year which was an increase on the 4-year average of 15.7. Attendance support plans were created along with the engagement of external agencies for those students with chronic attendance issues. The state average for number of days absent was 20.5 and similar schools was 21.5. Attendance Awards were reintroduced in 2023 following a short break during COVID.

The School-wide Positive Behaviour Support (SWPBS) framework aims to increase student engagement and behaviour through a combination of clear expected behaviours and rewards for representing the school values. Weekly awards also provide students with recognition of positive behaviour. In 2024, improving attendance will be an activity in the Annual Implementation Plan.

Financial performance

The final school reconciliation showed that the school ended the year with a \$258,631 surplus. All funds received from the Department have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school consistent with Departmental policies, school council approvals and the intent/purposes for which the funding was provided or raised.

The school receives Equity Funding from the Department which was primarily spent on staffing to support our most vulnerable students. Termly grants were received through the Sporting Schools program allowing the school to add to its already comprehensive Physical Education program by employing specialist coaches and purchasing of sports equipment. Significant purchases included the update of student laptops and iPads.

For more detailed information regarding our school please visit our website at

<http://www.lakeboga.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 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 62 students were enrolled at this school in 2023, 20 female and 42 male.

0 percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

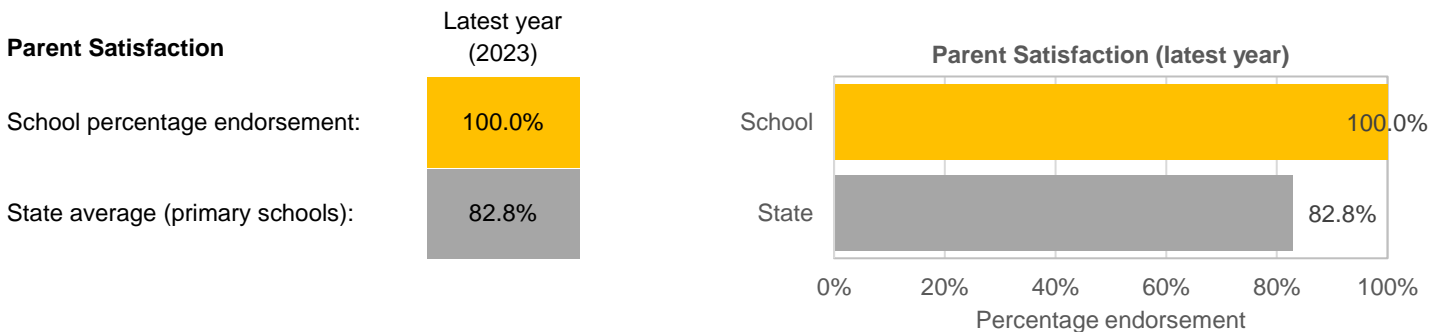
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

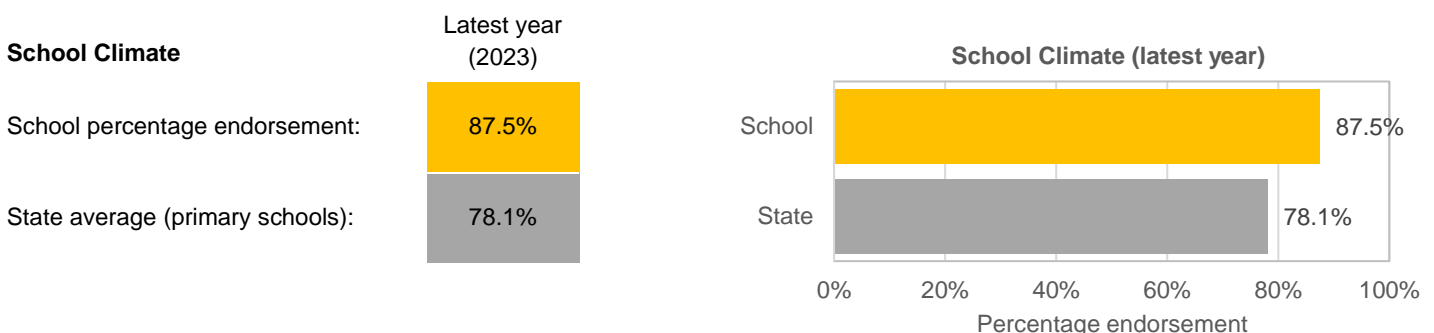


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

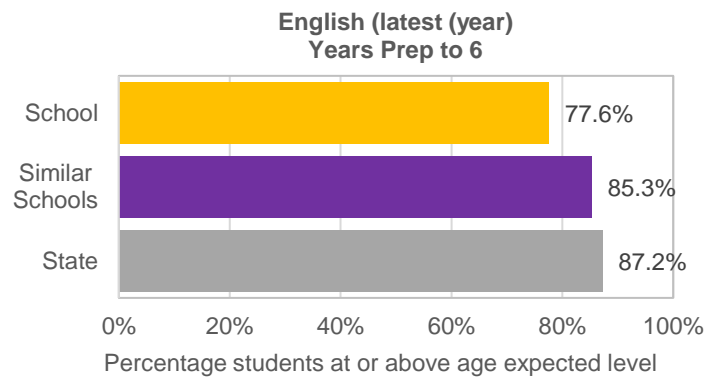
77.6%

Similar Schools average:

85.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

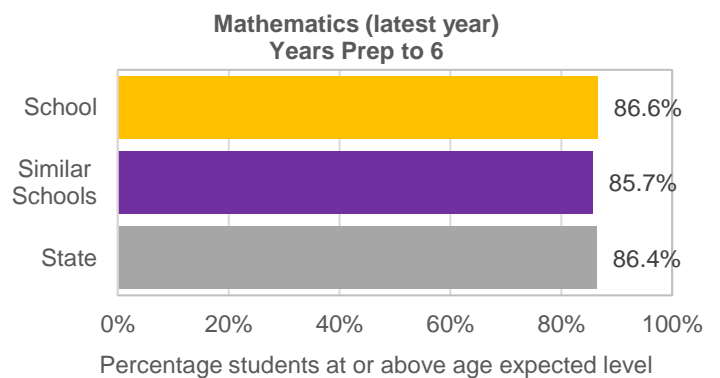
86.6%

Similar Schools average:

85.7%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.3%

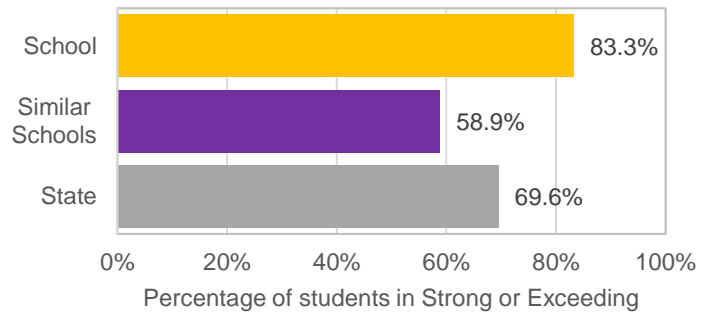
Similar Schools average:

58.9%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.0%

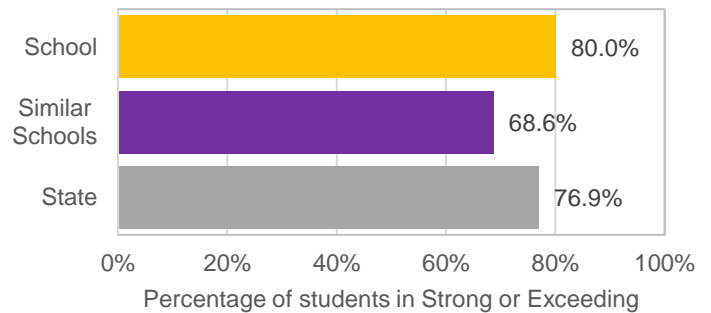
Similar Schools average:

68.6%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.3%

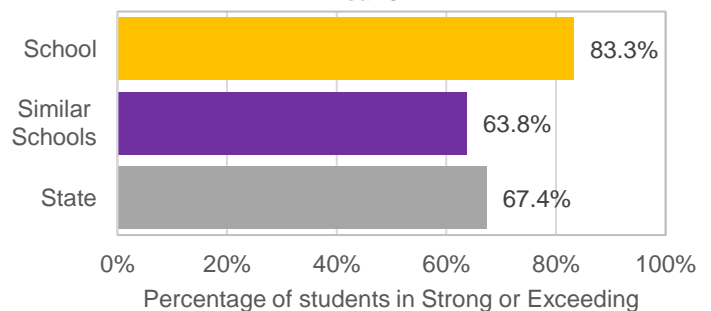
Similar Schools average:

63.8%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

90.0%

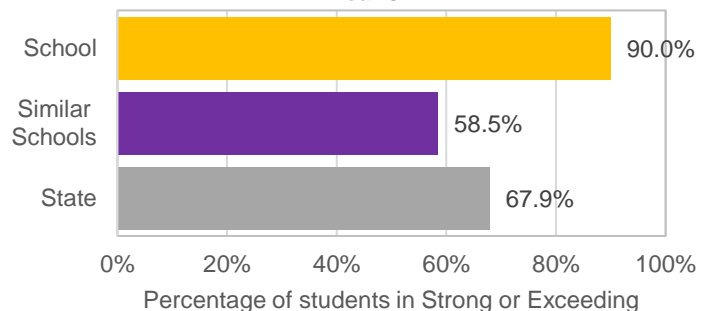
Similar Schools average:

58.5%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

86.7%

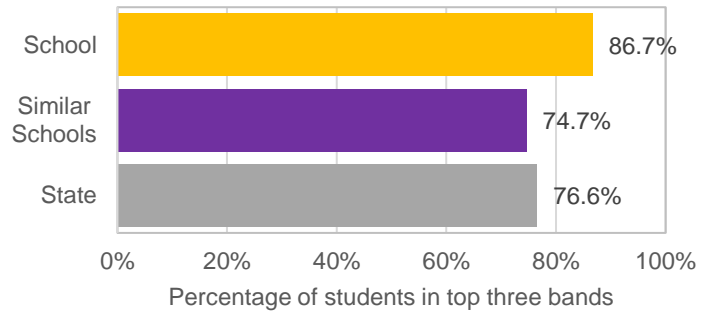
Similar Schools average:

74.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.0%

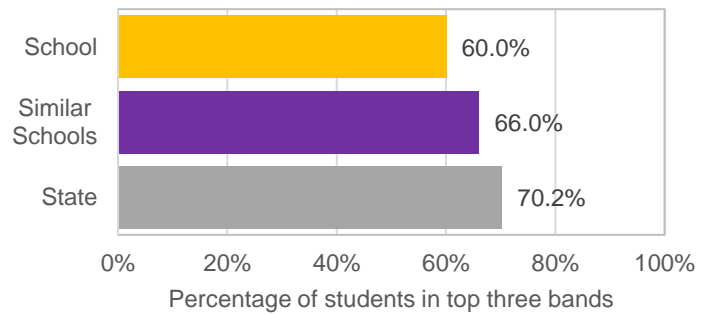
Similar Schools average:

66.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

40.0%

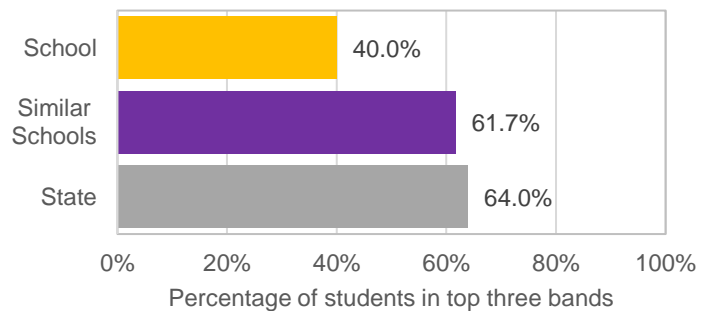
Similar Schools average:

61.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.0%

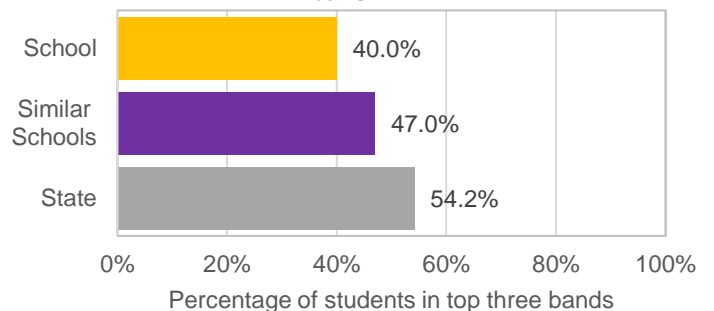
Similar Schools average:

47.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

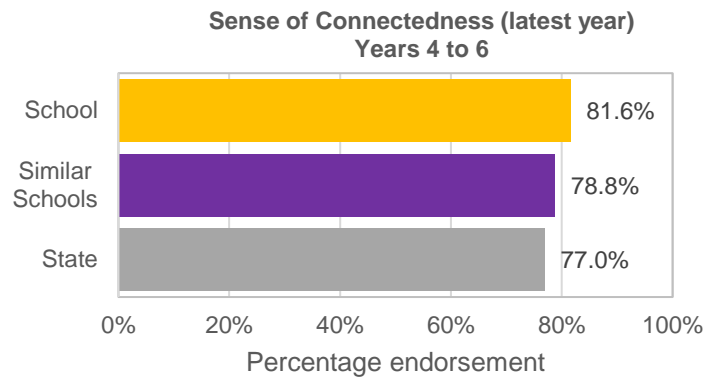
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.6%	84.4%
Similar Schools average:	78.8%	80.9%
State average:	77.0%	78.5%

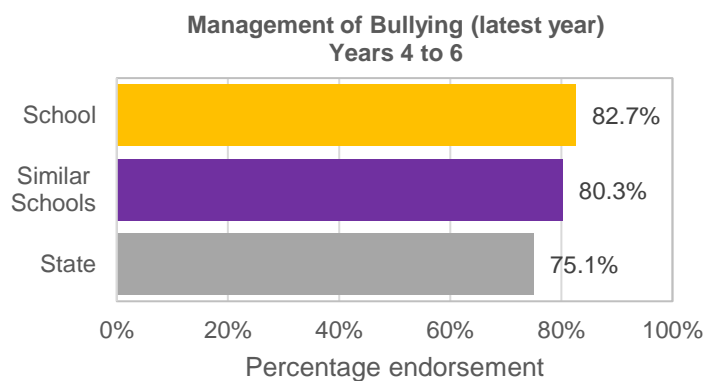


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	82.7%	82.7%
Similar Schools average:	80.3%	83.2%
State average:	75.1%	76.9%



ENGAGEMENT

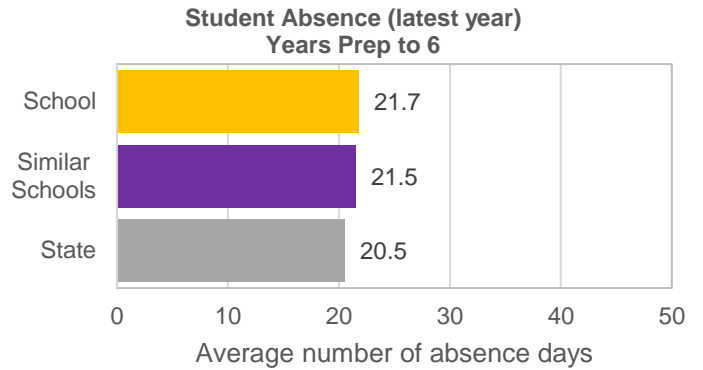
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.7	15.7
Similar Schools average:	21.5	19.9
State average:	20.5	18.1



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 (2023):	88%	90%	91%	91%	86%	88%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,039,351
Government Provided DET Grants	\$411,412
Government Grants Commonwealth	\$77,571
Government Grants State	\$2,200
Revenue Other	\$35,618
Locally Raised Funds	\$87,787
Capital Grants	\$0
Total Operating Revenue	\$1,653,939

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,452
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,452

Expenditure	Actual
Student Resource Package ²	\$946,851
Adjustments	\$0
Books & Publications	\$940
Camps/Excursions/Activities	\$39,015
Communication Costs	\$3,822
Consumables	\$21,764
Miscellaneous Expense ³	\$23,953
Professional Development	\$10,707
Equipment/Maintenance/Hire	\$17,695
Property Services	\$38,679
Salaries & Allowances ⁴	\$229,150
Support Services	\$31,911
Trading & Fundraising	\$19,751
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,015
Utilities	\$10,056
Total Operating Expenditure	\$1,395,309
Net Operating Surplus/-Deficit	\$258,631
Asset Acquisitions	\$11,727

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$441,613
Official Account	\$22,607
Other Accounts	\$0
Total Funds Available	\$464,220

Financial Commitments	Actual
Operating Reserve	\$71,874
Other Recurrent Expenditure	\$3,210
Provision Accounts	\$5,000
Funds Received in Advance	\$22,363
School Based Programs	\$329,246
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,593
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$437,286

All funds received from the Department of Education, 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.