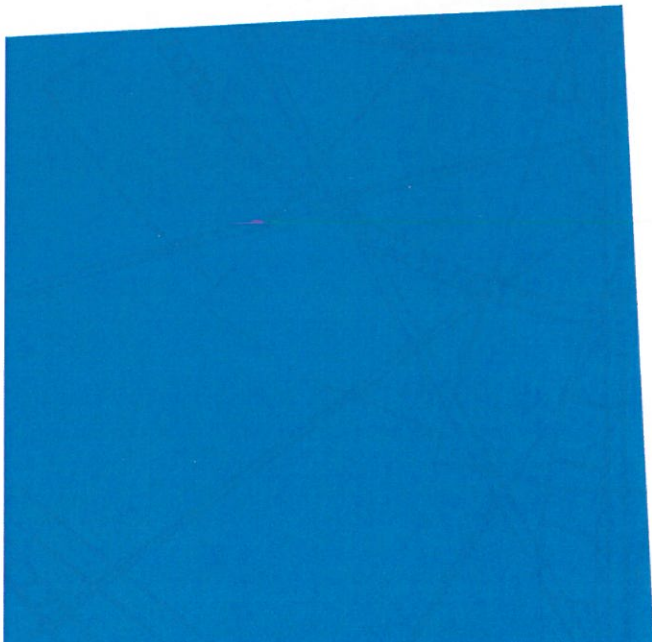
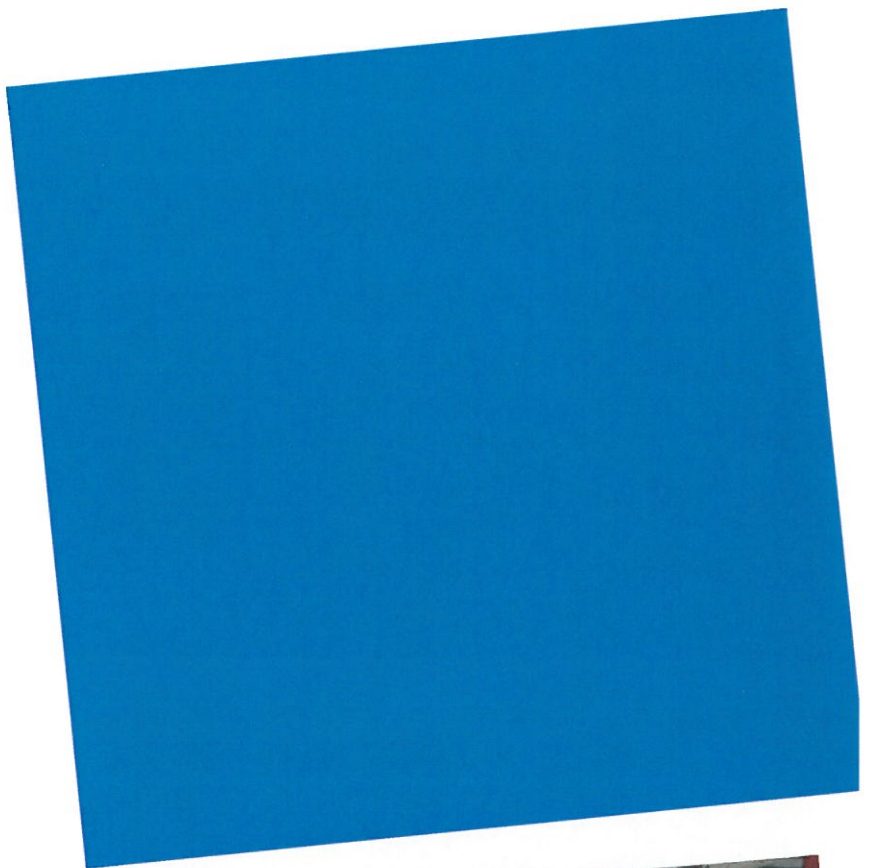
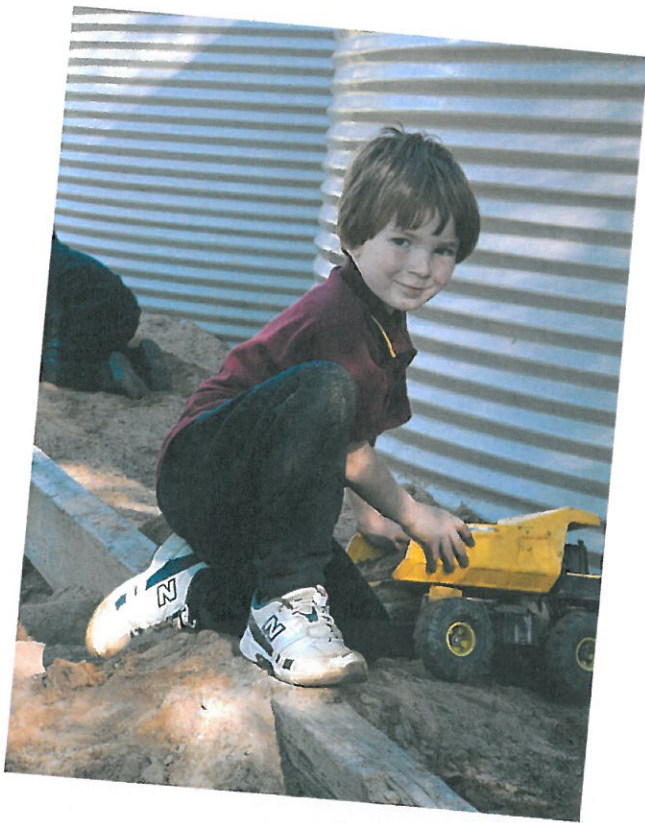
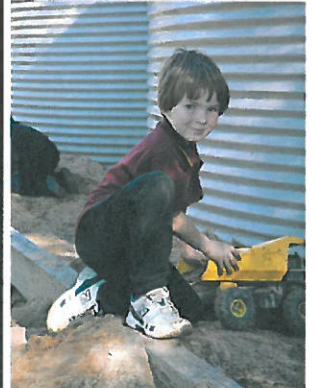
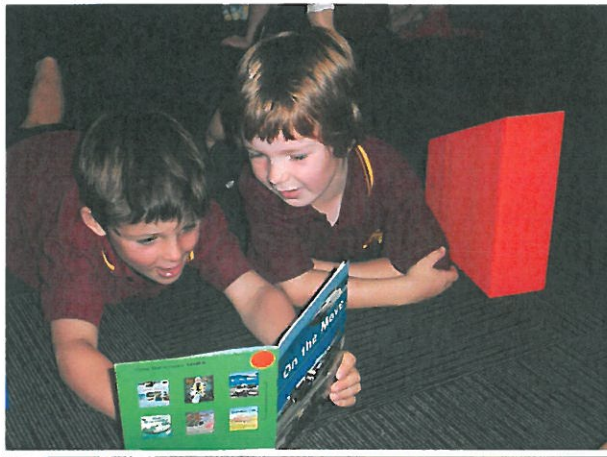


2012 Annual Report to the School Community

Goornong Primary School
School Number: 1598





Goornong Primary School

Goornong Primary School is an energetic and friendly rural school 30km north of Bendigo. The school has a long and proud history, with the original school building dating back to 1875. Serving both farming and residential families, the school remains a central figure in the strength of the small Goornong community.

In 2012 all students and staff moved into an entirely new school. The new building offers three learning spaces and a project space in an open, modern and flexible learning environment. The original school building is now used for Art and Music lessons.

In 2012, 43 students were enrolled at the school working for 60% of the week in three classrooms (P 2, 3 4, 5-6); and 40% of the week in two classrooms (P-2 and 3 6). The school's staff consisted of 1 principal, 2 8 expert teachers, and 0.7 education support staff.

In 2012 our school established a new Strategic Plan for the period 2013-2016, which included our school's purpose - *to provide a friendly and caring learning environment that encourages each student to achieve their full academic and social potential. Students and parents are encouraged to be proud of their school and active members in the school community.*

The curriculum at Goornong Primary School has a strong focus on developing students' skills in literacy and numeracy. Each student has their own individual improvement learning plan in literacy and numeracy, ensuring our curriculum focusses on the specific needs of each student.

With specialist subjects including Art, Library, ICT, Physical Education, Sustainability & Environment and Music, students at Goornong Primary School are provided with skills across a variety of fields.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>In 2012 our curriculum maintained a strong focus on improving student learning outcomes in literacy and numeracy.</p> <p>Teacher-judgements against the <i>Victorian Essential Learning Standards (VELS)</i> show that 27% of the students in years prep-six are achieving results above the standard expected in Reading.</p> <p>In Numeracy, teacher-judgements against the <i>VELS</i> show that 31% of the students in years prep six are achieving results above the standard expected.</p> <p>Our NAPLAN results for both years three and five indicate that our students are achieving results similar to those of 'like schools' in literacy and numeracy. In 2012 our year five numeracy results were above that of the median for all Victorian government schools.</p> <p>In 2013 our school will continue to prioritise student learning in literacy and numeracy.</p>	<p>As part of the establishment of a new Strategic Plan, our school community established the following values for our school in 2012 – honesty, respect, care and teamwork.</p> <p>Our school's data related to student attendance is equivalent to that of the median for all Victorian government schools, with our students being absent an average of 11.16 days in 2012.</p> <p>In 2013 we will continue to promote high levels of student attendance within our school community.</p> <p>Data from our <i>Student Attitudes to School</i> survey improved in 2012 and shows that we are achieving results similar to that of 'like schools'.</p> <p>Further improving our students' feelings and attitudes towards school remains a focus, particularly in the variables of teacher effectiveness, school connectedness, stimulating learning and teacher empathy.</p>	<p>In 2012 our school continued to value a range of programs to support student transition.</p> <p>A prep parent information session was held in August and in 2013 we aim to hold this in May to give parents more time to prepare for their child to begin their primary schooling.</p> <p>Enrolling preps continued to take part in the 'Little Learners Program' during term four, participating in six classroom sessions throughout the term. This will continue in 2013.</p> <p>Students in Year Six participated in transition visits to our feeder secondary school and with other year six students. In 2013 the White Hills Cluster, which comprises feeder primary schools to Weeroona College, have developed a plan to ensure the year six-seven transition program begins earlier in the year, giving the students a more comprehensive transition into Secondary School.</p>

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

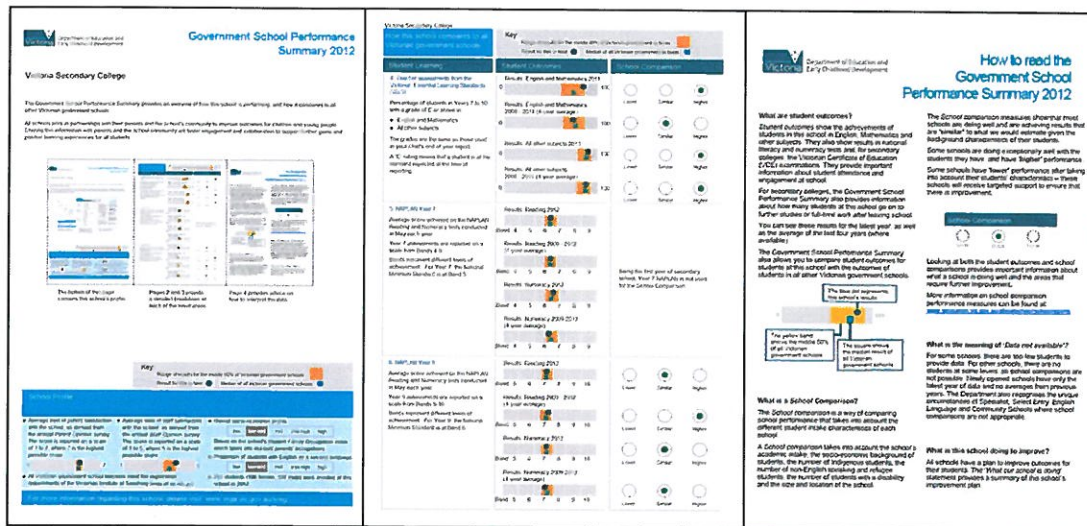
www.goornongps.vic.edu.au

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

Goornong Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:




- Range of results for the middle 60% of Victorian government schools:
- Result for this school:
- Median of all Victorian government schools:

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- Overall socio-economic profile:
- Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language:
- 37 students (17 female, 20 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/seg

How this school compares to all Victorian government schools

Key:
 Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

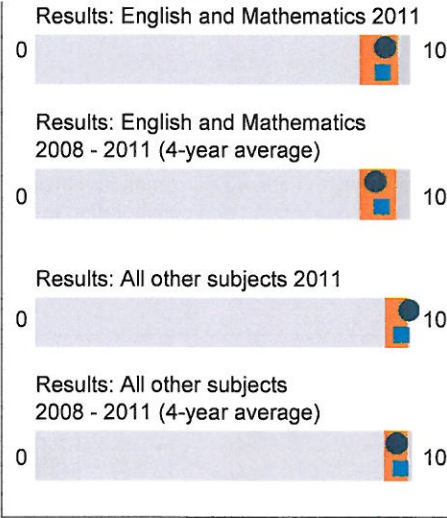
Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

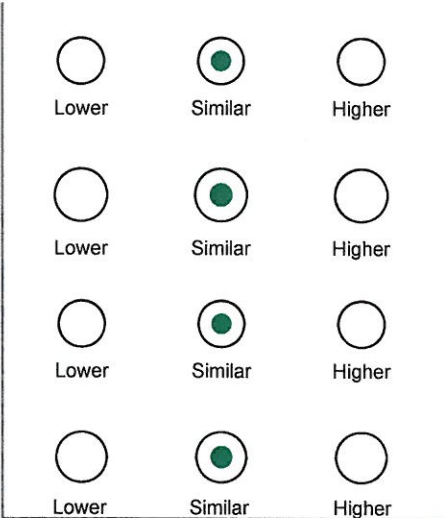
The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes



School Comparison

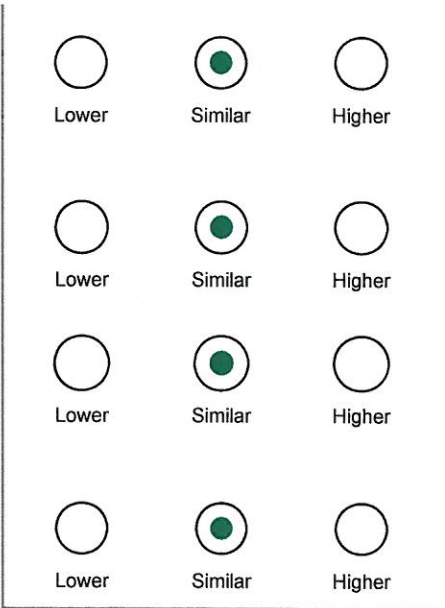
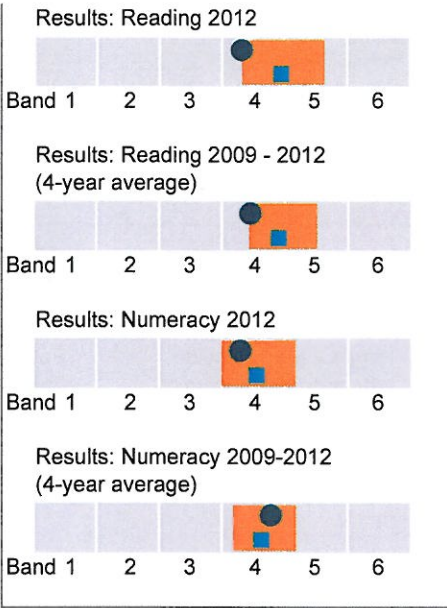


4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

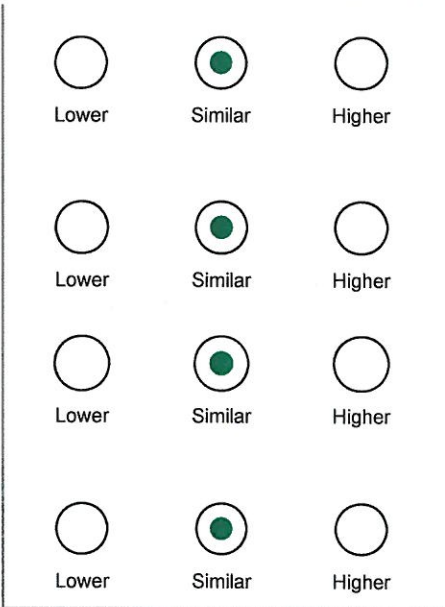
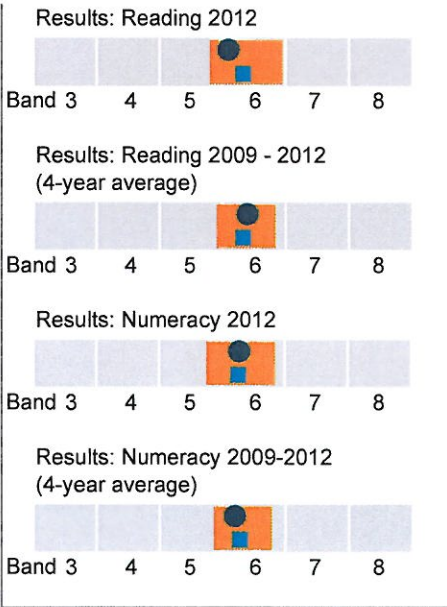


5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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



Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Engagement and Wellbeing

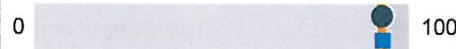
Student Outcomes

School Comparison

6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Results: 2011



Results: 2008 - 2011 (4-year average)



Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	91%	91%	94%	94%	93%	95%



7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2012



Results: 2009 - 2012 (4-year average)



How to read the Government School Performance Summary 2012

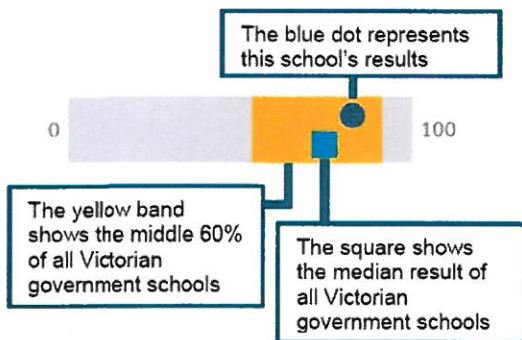
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

School Comparison



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

