

# 2013 Annual Report to the School Community

Goornong Primary School

School Number: 1598



Name of School Principal:

Jason Cox

Name of School Council President:

Tim McCrohan

Date of Endorsement:

17<sup>th</sup> March, 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

Goornong Primary School is an energetic rural school 30km north of Bendigo. In 2012 a major upgrade to our facilities was completed with the opening of our new school. We are proud of our new facility, which offers three learning spaces and a project space in an open, modern and flexible learning environment. In 2013 48 students were enrolled at the school.

Our school's purpose is to offer a friendly and caring environment that encourages each student to achieve their full potential. We want each child's journey through primary school to be full of enjoyment, academic achievement and personal development. Honesty, teamwork, respect and care are our school's values and all students, parents and teachers are responsible for upholding these on each and every school day. Our purpose and values guide all decisions and actions with regards to teaching, learning and student wellbeing.

Improving student outcomes in Literacy and Numeracy is a strong focus at Goornong Primary School. In 2013 our school began a process of implementing explicit teaching techniques into reading, writing and mathematics lessons. This has included the introduction of clear learning intentions using the 'We are learning to...', 'This is because...' and 'What I'm looking for...' statements to focus the students on their learning objectives for each lesson. Embedding this practice into teaching and learning remains a priority for our school in 2014.

Achievement	Engagement	Wellbeing
<p>Student Achievement data for 2013 generally shows that Goornong Primary School students are achieving similar results to those of 'like' schools. This is indicated in the AUSVELS teacher-judgement data which shows that for English and Mathematics our students in Years Prep-Six are achieving above the state median for all Victorian government schools.</p> <p>Academic achievement highlights in 2013 include an increase in NAPLAN trend data for Year Five Reading from 28.6% of students in 2012 to 60% of students in 2013 achieving <i>high</i> relative growth - a very pleasing result!</p> <p>Also pleasing is the NAPLAN trend data increase for Year Five Numeracy from 14.3% of students in 2012 to 40% of students in 2013 achieving <i>high</i> relative growth.</p> <p>In 2014 our school will continue to improve teaching and learning in an attempt to decrease the number of students achieving <i>low</i> relative growth.</p>	<p>Student attendance data for 2013 shows that our school is achieving similar results to that of 'like' schools, with our median for student attendance falling in the middle 60% of all Victorian government schools.</p> <p>The target on our <i>School Strategic Plan</i> is to reduce the average number of days absent per student to fewer than 10.</p> <p>In 2013 the average number of days absent for students in Years Three-Six was 6.6 days – a terrific achievement!</p> <p>Across the entire school the average number of days absent was 11.5.</p> <p>In 2014 our school will continue to promote school attendance through the 'every day counts' motto. We will also implement the new DEECD guidelines with regards to school attendance and work with parents to promote regular and consistent attendance at school.</p>	<p>Our school has achieved strong growth in enhancing the engagement and wellbeing of our students and this is reflected in the <i>Student Attitudes to School</i> data. In 2013 our school's result was above that of the state median for all Victorian government primary schools – a very pleasing result.</p> <p>Importantly, growth has been achieved in all four variables identified as targets on our school's Strategic Plan – <i>school connectedness, teacher empathy, stimulating learning</i> and <i>teacher effectiveness</i>.</p> <p>Further, our school's mean scores for the <i>Student Relationships</i> and <i>Student Wellbeing</i> categories are equal to or above the state average.</p> <p>Following engaging the entire school community in the process of establishing our school's values, In 2013 we were able to embed these values into the language and actions of our school. We believe this process has had a positive impact on student engagement at our school.</p>

## Performance Summary

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.

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

### School Profile

#### School Enrolments

A total of 48 students were enrolled at this school in 2013, 29 female and 19 male.

#### 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.



#### Parent Satisfaction Summary

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.



Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>20%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>40%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>80%</td> <td>-</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>80%</td> <td>-</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	20%	60%	Numeracy	40%	20%	40%	Writing	60%	40%	-	Spelling	20%	80%	-	Grammar and Punctuation	20%	80%	-	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	20%	60%																							
Numeracy	40%	20%	40%																							
Writing	60%	40%	-																							
Spelling	20%	80%	-																							
Grammar and Punctuation	20%	80%	-																							

## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1042 891"> <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>89 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>98 %</td> <td>85 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	94 %	92 %	91 %	98 %	85 %	91 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	94 %	92 %	91 %	98 %	85 %	91 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary 2013

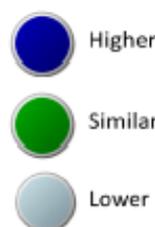
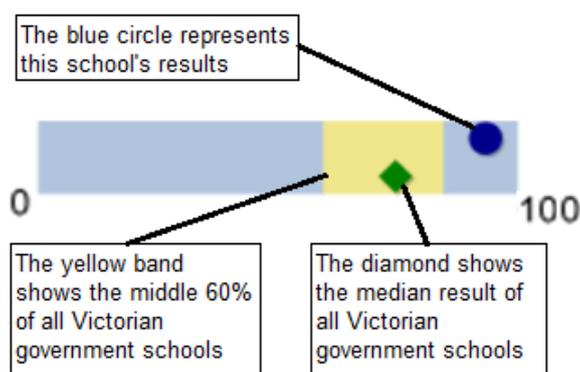
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. 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 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 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.

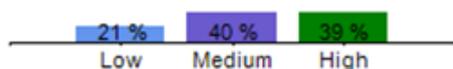
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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 '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$54,527	High Yield Investment Account	\$22,081
Government Grants Commonwealth	\$540	Official Account	\$8,657
Government Grants State	\$2,000	Other Accounts	\$40,746
Revenue Other	\$3,337	<b>Total Funds Available</b>	<b>\$71,484</b>
Locally Raised Funds	\$30,452		
<b>Total Operating Revenue</b>	<b>\$90,855</b>		

Expenditure		Financial Commitments	
Books & Publications	\$109	Operating Reserve	\$13,954
Communication Costs	\$1,553	Asset/Equipment Replacement < 12 months	\$5,203
Consumables	\$8,848	Capital - Buildings/Grounds incl SMS<12 months	\$22,122
Miscellaneous Expense	\$13,487	School Based Programs	\$26,206
Professional Development	\$613	Asset/Equipment Replacement > 12 months	\$4,000
Property Maintenance	\$46,793	<b>Total Financial Commitments</b>	<b>\$71,484</b>
Salaries & Allowances	\$18,241		
Trading & Fundraising	\$4,415		
Travel & Subsistence	\$872		
Utilities	\$7,664		
<b>Total Operating Expenditure</b>	<b>\$102,595</b>		

**Net Operating Surplus/-Deficit** (\$11,739)

**Asset Acquisitions** \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

The Goornong Primary School is able to offer excellent learning opportunities through the allocation of resources to a wide range of curriculum areas. In 2013, financial resources were allocated in the budget by school council to support a range of programs including; 1) an allocation to enable the school to run a Garden Science Program; 2) an allocation for specialist subjects such as Music, Drama, Library and Physical Education; 3) support for the purchase of resources for Literacy and Numeracy. Fundraising remains a valued component of the school's budget and in 2013 funds totalling over \$5,000 were raised through events such as the Market Day, Art Exhibition and Elmore Field Days catering.