

**2014 Annual Report to
the School Community**

Goornong Primary School

School Number: 1598



Name of School Principal:

Mr Jason Cox

Name of School Council President:

Mr Tim McCrohan

Date of Endorsement:

16th March, 2015

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

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 2014 43 students were enrolled at the school. The school's staffing composition included a Principal (1.0 EFT), Expert Teacher (1.0 EFT), Graduate Teacher (1.0 EFT) and two education support staff - a Business Manager (0.4 EFT) and an Integration Aide (0.6 EFT).

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, engagement, wellbeing and productivity.

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.

Our specialist subjects include the Garden Science Program, Art, Library, ICT, Physical Education, and Music & Drama. In 2015 we are excited to add LOTE (Chinese) to our specialist curriculum.

Achievement

Student Achievement data for 2014 shows that Goornong Primary School students are achieving similar results to those of 'like' schools. This is indicated in both AUSVELS teacher-judgement data and NAPLAN data for English and Mathematics.

Academic achievement highlights in 2014 include:

- The percentage of students (Prep-Six) achieving 'at' or 'above' the expected level of achievement for AUSVELS at Goornong PS is greater than the state median.
- The Year Three NAPLAN Writing mean score of 428.0 was above the state mean of 414.6.
- The Year Five NAPLAN mean scores for both Spelling (496.2) and Grammar & Punctuation (502.9) were equivalent to the state mean. Also of note was that 60% of Year Five students achieved *high* relative growth for NAPLAN Grammar & Punctuation.
- Over half of Year Three students achieved above the state mean score of 414.4 for NAPLAN Numeracy.
- Over half of Year Five students achieved above the state mean score of 495.3 for NAPLAN Numeracy.
- 0% of students achieved only *low* relative growth for NAPLAN Writing, compared to 60% in 2013 – a very pleasing shift!

In 2015 our school will continue to improve teaching and learning in an attempt to continue to decrease the number of students achieving only *low* relative growth and increase the number of students achieving *high* relative growth.

**Please note that the NAPLAN data contained in this Annual Report relates to very small cohorts of students and this should be considered when making judgments. In 2014 5 students in Year Three and 5 students in Year Five completed the NAPLAN Assessments.*

Engagement

Student attendance data for 2014 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 and just below the state median.

The target on our *School Strategic Plan* is to reduce the average number of days absent per student to fewer than 10.

Across the entire school the average number of days absent in 2014 was 9.89 – a great achievement and significant improvement on the 11.5 days achieved in 2013!

In 2015 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. This includes regular promotion of attendance in the school newsletter and contacting parents when a student has an unexplained absence from school.

Wellbeing

The students at Goornong Primary School generally have positive attitudes towards school. Our school continues to achieve strong growth in enhancing the engagement and wellbeing of our students and this is reflected in the *Student Attitudes to School* data for 2014.

In 2014 our school achieved a mean score over 4 on a 5 point scale for seven out of eight variables on the Student Attitudes to School Survey. This included variables such as *classroom behavior*, *teacher effectiveness* and *student motivation*.

Our school also achieved a result above the state mean on the Student Attitudes to School Survey for a range of variables including – *connectedness to peers*, *classroom behaviour*, *learning confidence* and *teacher empathy*.

Importantly, our school has achieved improved results over the past three years in all four variables identified as targets on our school's Strategic Plan – *school connectedness*, *teacher empathy*, *stimulating learning* and *teacher effectiveness*.

Further enhancing the wellbeing of our students remains a focus for Goornong PS. In particular, in 2015 our school will continue to implement programs such as Girl Power and Play is the Way to educate our students about teamwork, getting along and resilience.

Productivity

Throughout 2014 our school was able to ensure the effective allocation of resources such as time, money and facilities to ensure an effective working environment for staff and productive learning environment for our students. The SRP budget for 43 students allowed for two teachers and the principal to fill teaching roles within the school. The students were split into two classes – Grades Prep-Two and Grades Three-Six. The Grade Three-Six class was taught by a graduate teacher and the school principal. This enabled the graduate teacher to receive valuable coaching and support whilst giving the principal time to complete the administrative duties necessary to effectively lead the school.

Money was allocated in the school's budget to support programs related to literacy and numeracy, including an allocation to support the establishment of a one-to-one Mathematics assessment for students in Grades Prep-Two.

Although running two classrooms, the modern and flexible learning environment offered by the new BER building was maximized. All three learning spaces in the school's BER building were used for teaching and learning. Team teaching in the Grade Three-Six class enabled the group to be split into two groups for Numeracy, enabling the teaching to focus on the needs of the students in each group.

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

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 43 students were enrolled at this school in 2014, 25 female and 18 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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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>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"> English Mathematics <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>NAPLAN Year 3</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>60%</td></tr> <tr><td>Medium</td><td>40%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Medium</td><td>80%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>60%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>High</td><td>60%</td></tr> </table>	Category	Percentage	Low	25%	Medium	50%	High	25%	Category	Percentage	Low	60%	Medium	40%	Category	Percentage	Medium	80%	High	20%	Category	Percentage	Low	20%	Medium	60%	High	20%	Category	Percentage	Low	40%	High	60%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <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>91 %</td> <td>92 %</td> <td>96 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	96 %	93 %	93 %	95 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

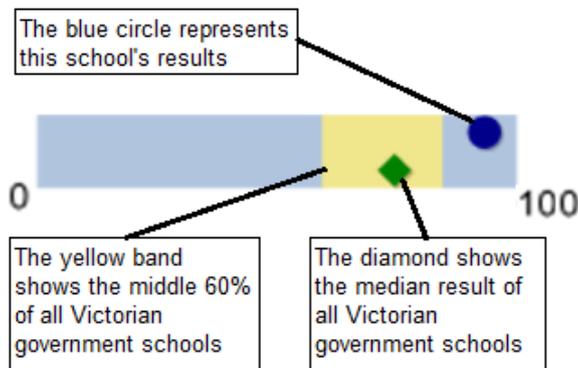
What are student outcomes?

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.

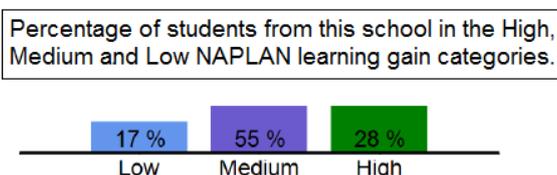
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$371,402
Government Provided DE&T Grants	\$67,310
Government Grants State	\$400
Revenue Other	\$2,895
Locally Raised Funds	\$42,010
Total Operating Revenue	\$484,017

Funds Available	Actual
High Yield Investment Account	\$23,702
Official Account	\$3,562
Other Accounts	\$42,091
Total Funds Available	\$69,355

Expenditure	
Student Resource Package	\$336,945
Books & Publications	\$1,245
Communication Costs	\$1,349
Consumables	\$6,816
Miscellaneous Expense	\$32,383
Professional Development	\$415
Property and Equipment Services	\$23,098
Salaries & Allowances	\$30,007
Trading & Fundraising	\$3,356
Utilities	\$9,561
Total Operating Expenditure	\$445,176

Financial Commitments	
Operating Reserve	\$16,506
Asset/Equipment Replacement < 12 months	\$7,025
Maintenance - Buildings/Grounds incl SMS<12 months	\$18,080
School Based Programs	\$23,744
Asset/Equipment Replacement > 12 months	\$4,000
Total Financial Commitments	\$69,355

Net Operating Surplus/-Deficit	\$38,841
Asset Acquisitions	\$0

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

Salaries and Allowances refers to school-level payroll.

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 2014, 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 Home Economics and 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. A net operating surplus of 38,841 is recorded for 2014 as a result of an SRP surplus. Fundraising remains a vital component of the school's budget and in 2014 funds totaling over \$6,553 were raised through events such as the Fun Run, Trivia Night, Mother's & Father's Day Stalls and Elmore Field Days catering. This money was allocated to the creation of an Authentic Kitchen Classroom which will be used to further enhance our school's Home Economics Program in 2015.