

# 2017 Annual Report to the School Community

School Name: Goornong Primary School

School Number: 1598



## About Our School

### School Context

The small community of Goornong sits 30km north of Bendigo on the Midland Highway. *Learning for the future in a caring rural setting* is our school's motto and is an accurate depiction of the positive culture that our school and the local community offers our students.

Our vision is to prepare our students to become active, engaged and responsible citizens of the local and broader community. We aim to prepare students for the dynamic 21<sup>st</sup> century by fostering creativity, teamwork, resilience and flexibility. The school aspires to provide a contemporary approach to teaching and learning in a modern, purposeful learning environment.

Our school's purpose is to provide 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, giving them the fundamental skills necessary to be successful throughout their educational journey. Our specialist subjects include the Garden Science Program, LOTE (Chinese), Art, Library, ICT, Physical Education, and Music & Drama.

In 2017, 43 students were enrolled at the school. The school's staffing composition included a Principal (1.0 EFT), two classroom teachers (2.0 EFT) and one education support staff - a Business Manager (0.5 EFT) and one Integration Aide (0.50 EFT). Three specialist teachers also worked at our school on a part-time basis to run our specialist programs.

2017 was the first year of operation under the *2017-2020 Strategic Plan* which outlines the goals, targets and improvement initiatives the school prioritises from the *Framework for Improving Student Outcomes*. Pleasingly, the school was able to make very good progress towards its goals related to the FISO priorities *evidence-based high impact teaching strategies, curriculum planning & assessment, building communities and parents & carers as partners*.

### Framework for Improving Student Outcomes (FISO)

In 2017 our school had the following FISO priorities on the Annual Implementation Plan:

#### Excellence in teaching and learning - Curriculum planning and assessment

Teachers strengthened their knowledge of the new Victorian Curriculum and developed assessment practices in Literacy and Numeracy to evaluate student achievement against the Victorian Curriculum standards. Teachers strengthened their capacity to interpret student assessment data, including NAPLAN; and to develop strong learning intentions and success criteria related to this data in order to direct planning, teaching and learning.

#### Excellence in teaching and learning – Evidence-based high impact teaching strategies

The school staff engaged in professional learning related to John Hattie's research into the variables that have the highest impact on student achievement. A consistent instructional model was adopted and implemented across the school, based on this research and including the elements that have a high effect on student achievement - learning intentions, success criteria, explicit teaching and feedback.

#### Community engagement in learning – Parents and carers as partners & building communities.

The school established a partnership with the local playgroup and hosted a playgroup session at the school during Term Four. This enabled families with young children in the Goornong community to have a positive experience in their local primary school; and enabled the school to establish a positive relationship with these families prior to their child beginning prep.

In 2018 our school will continue to enhance instructional practice as part of *excellence in teaching and learning* as a priority in the Annual Implementation Plan, with a particular focus on reading and feedback. Increasing the number of playgroup sessions held at the school as part of *community engagement in learning* will also be a focus.

## Achievement

Please note that the NAPLAN data contained in this Annual Report relates to small cohorts of students and this should be considered when making judgments. In 2017 five students in Year Three and five students in Year Five completed the NAPLAN Assessments (meaning one student accounted for 20% of the data).

NAPLAN student achievement data for 2017 generally indicates that students in Year Five are achieving results similar to or higher than those of students in *like* schools, whilst students in Year Three are achieving results similar to or lower than those of students in *like* schools.

Pleasingly, NAPLAN achievement data related to individual student learning gain is positive and continues to trend towards fewer students achieving *low* learning gain in both English and Mathematics – in 2017 there were no students that achieved *low* learning gain in any of the five NAPLAN assessed areas from Year Three to Year Five! Our school places a great deal of value in this data as it is not impacted by small cohort sizes.

Year Three NAPLAN data, although impacted by small student cohorts, is of some concern as our school's results over the four-year average for English and Mathematics are below the state median for all Victorian Government Primary Schools. As such, enhancing the quality of the instructional practice as outlined in the previous section of this Annual Report is a priority.

As we enter the second year of our four-year Strategic Plan, our school remains committed to enhancing the learning outcomes of all students through implementation of priority areas identified on the *Framework for Improving Student Outcomes*.

## Engagement

Student attendance data for 2017 is extremely pleasing and shows that our school is achieving lower absence rates than *like* schools. In 2017 our school had an average number of absence days per student of 11.02, an improvement from 12.09 in 2016 and a much lower absence rate than the median for all Victorian Government primary schools.

In 2017 our school moved from manual recording of student attendance to teachers using the electronic Cases system. This has further improved the accuracy of our school's record keeping and enabled more effective follow-up with parents of students who had an unexplained absence.

Our school promotes at every opportunity the *Every Day Counts* motto; and students who achieve 100% attendance for a Term receive a certificate of attendance at a special assembly. Attendance data for each year level is also published in the school newsletter at the end of each school Term, along with our school's ambitious attendance target of an average of 10 or less absence days per student, so everyone in our school community are able to see how we are tracking in relation to our target.

## Wellbeing

Our school is proud to be able to provide our students with a safe, supportive and happy environment in which to learn. Through a values-based approach our students generally have a greater sense of wellbeing than those at similar schools.

Pleasingly, feedback from our students via the Student Attitudes to School Survey indicates that they perceive our school as a safe and supportive place to learn and play. 96% of Grade Four-Six students gave positive responses about the school's ability to effectively *manage bullying*; and 93% of students said they had *not experienced bullying* in the past year. 94% of Grade Four-Six students also gave positive responses for the *classroom behaviour* variable, indicating that classroom behaviour does not impact negatively on their learning.

Our students are also positive about their learning, with 94% of Grade Four-Six students giving positive responses with regards to *motivation and interest* in their learning.

In 2018 increasing students' positive perceptions of the *stimulating learning* and *school connectedness* domains on the Student Attitudes to School Survey are identified as priorities on the Annual Implementation Plan.




For more detailed information regarding our school please visit our website at [www.goornongps.vic.edu.au](http://www.goornongps.vic.edu.au)




## Performance Summary

The Government School Performance Summary 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.





Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 




School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 41 students were enrolled at this school in 2017, 20 female and 21 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

















## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>




## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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> Lower</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Higher</p>










## Performance Summary

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Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>100 %</p> <p>Medium</p> <p><b>Numeracy</b></p> <p>75 % 25 %</p> <p>Medium High</p> <p><b>Writing</b></p> <p>100 %</p> <p>Medium</p> <p><b>Spelling</b></p> <p>100 %</p> <p>Medium</p> <p><b>Grammar and Punctuation</b></p> <p>100 %</p> <p>Medium</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>




## Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>94 %</td><td>93 %</td><td>95 %</td><td>96 %</td><td>94 %</td><td>97 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	96 %	94 %	97 %	92 %	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	96 %	94 %	97 %	92 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p> 	 Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p> 	 Higher

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

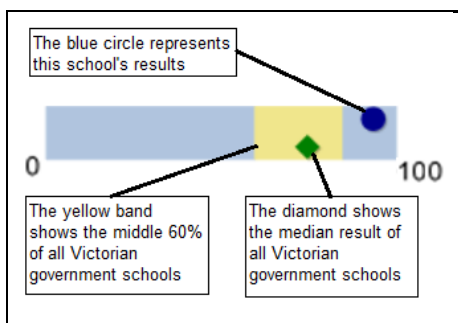
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

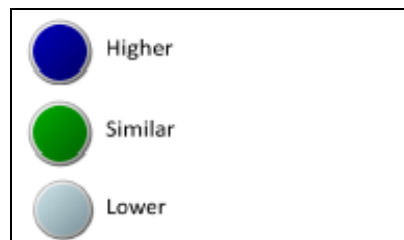


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

## Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$441,713	High Yield Investment Account	\$41,895
Government Provided DET Grants	\$78,728	Official Account	\$6,675
Government Grants Commonwealth	\$4,200	Other Accounts	\$14,359
Government Grants State	\$200	<b>Total Funds Available</b>	<b>\$62,929</b>
Revenue Other	\$1,311		
Locally Raised Funds	\$29,208		
<b>Total Operating Revenue</b>	<b>\$555,359</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$13,430		
<b>Equity Total</b>	<b>\$13,430</b>		
Expenditure		Financial Commitments	
Student Resource Package <sup>2</sup>	\$394,234	Operating Reserve	\$15,088
Communication Costs	\$1,139	Asset/Equipment Replacement < 12 months	\$7,500
Consumables	\$10,688	Capital - Buildings/Grounds incl SMS<12 months	\$11,250
Miscellaneous Expense <sup>3</sup>	\$22,018	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,308
Professional Development	\$1,840	Revenue Receipted in Advance	\$200
Property and Equipment Services	\$19,952	School Based Programs	\$9,024
Salaries & Allowances <sup>4</sup>	\$25,951	Provision Accounts	\$560
Trading & Fundraising	\$5,616	Asset/Equipment Replacement > 12 months	\$5,000
Utilities	\$8,532	Maintenance -Buildings/Grounds incl SMS>12 months	\$1,000
		<b>Total Financial Commitments</b>	<b>\$62,929</b>
<b>Total Operating Expenditure</b>	<b>\$489,970</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$65,390</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

### Financial performance and position commentary

A net operating surplus of \$65,390 is recorded for 2017 as a result of an SRP surplus of \$47,478 at the end of the year, \$41,788 of which was carried forward from 2016. These SRP surplus funds should enable the school to avoid a significant deficit in future years, a possibility with experienced ongoing classroom teachers and high numbers of departing Grade Six students potentially leading to a decrease in enrolments.

In 2017 our school received a grant of \$6,000 from DET for the Planned Maintenance Program, which was used to complete repairs on the septic system and also to improve stormwater drainage as identified in our school's *Condition Assessment Report*.

Funding totalling \$3,600 from the Commonwealth Government as part of the Sporting Schools Program enabled our school to deliver gymnastics and AFL programs to our students.

Our vibrant school community was able to fundraise \$7,899.87 in 2017 from activities such as volunteering at the Elmore Field Days, raffles and Bunnings BBQs. This money was put towards a new sandpit and further landscaping of the new playground area.

*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.*