

2015 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:

18.04.2016

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 2015.

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 21st 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 2015, 45 students were enrolled at the school. The school's staffing composition included a Principal (1.0 EFT), two classroom teachers (2.0 EFT) and three education support staff - a Business Manager (0.4 EFT) and two Integration Aides (1.6 EFT). Three specialist teachers also worked at our school on a part-time basis to run our specialist programs.

Achievement

Student Achievement data for 2015 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. Pleasingly, both NAPLAN and school-based assessment data related to individual student learning gain show that our students are achieving *high* learning gain. 2015 achievement results are summarised below:

- 62.5% of Year Five students achieved *high* learning gain in Reading and no students achieved *low* learning gain from NAPLAN 2013-2015.
- 50% of Year Five students achieved *high* learning gain in Numeracy and no students achieved *low* learning gain from NAPLAN 2013-2015.
- 44.4% of Year Five students achieved *high* learning gain in Writing and no students achieved *low* learning gain from NAPLAN 2013-2015.
- The Year Three NAPLAN Writing mean is above the state mean.
- The Year Three NAPLAN Spelling mean is equivalent to the state mean.
- The Year Five NAPLAN Writing mean is equivalent to the state mean.
- 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.

In 2016 our school will continue to improve teaching and learning in an attempt to continue to decrease the number of students achieving only *low* learning gain and increase the number of students achieving *high* learning gain.

**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 2015 five students in Year Three and nine students in Year Five completed the NAPLAN Assessments.*

Engagement

Student attendance data for 2015 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.

Across the entire school the average number of days absent in 2015 was 17.21, a result which was heavily impacted by a high number of student illness during Terms Two and Three.

In 2016 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

Our school is proud of the achievement we have made with regards to student 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 2015.

In 2015 our school achieved a mean score over 4 on a 5 point scale for all eight variables on the Student Attitudes to School Survey. This included variables such as *classroom behavior*, *teacher effectiveness*, *student motivation* and student safety.

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

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 2016 our school will continue to implement programs which promote our values of teamwork, care, honesty and respect. We will continue to incorporate Play is the Way to educate our students about teamwork, getting along and resilience.

Productivity

Throughout 2015 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 45 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 classroom teacher and the principal. The Grade Prep-Two class was taught by an experienced classroom teacher.

The school also employed an integration aide to provide one-to-one and small group learning intervention to students identified as at risk of falling behind. Analysis shows that this was of great benefit to the academic outcomes of these students.

Money was allocated in the school's budget to support programs related to literacy and numeracy, including an allocation to support the implementation of a new spelling and vocabulary program – Words Their Way. Again, early reflection on the data shows that this program has had a positive impact on student learning outcomes.

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.




In 2016, our school will continue to pursue flexible ways to promote differentiated teaching programs that meet the needs of all learners.

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 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 48 students were enrolled at this school in 2015, 31 female and 17 male.
There were 0% of EAL (English as an Additional Language) students and 9% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



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.














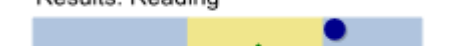
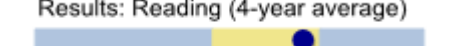

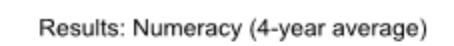




Performance Summary

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


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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</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> Similar</p>




Performance Summary


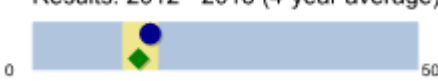


Key: Range of results for the middle 60 % of Victorian government primary year levels: 

Result for this school:  Median of all Victorian government primary year levels: 

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>	<div><p>Reading</p><p>38 % 63 %</p><p>Medium High</p></div> <div><p>Numeracy</p><p>50 % 50 %</p><p>Medium High</p></div> <div><p>Writing</p><p>56 % 44 %</p><p>Medium High</p></div> <div><p>Spelling</p><p>22 % 67 % 11 %</p><p>Low Medium High</p></div> <div><p>Grammar and Punctuation</p><p>22 % 44 % 33 %</p><p>Low Medium High</p></div>	<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 year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

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. 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 2015 attendance rate by year level:</p>	<div><p>Results: 2015</p></div> <div><p>Results: 2012 - 2015 (4-year average)</p></div> <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>93 %</td><td>92 %</td><td>91 %</td><td>94 %</td><td>92 %</td><td>88 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	91 %	94 %	92 %	88 %	92 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	91 %	94 %	92 %	88 %	92 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

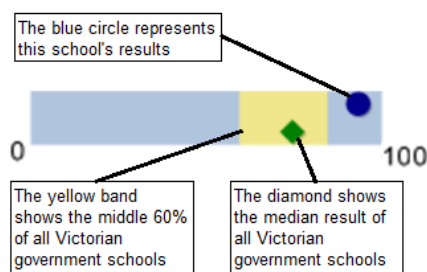
What are student outcomes?

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.

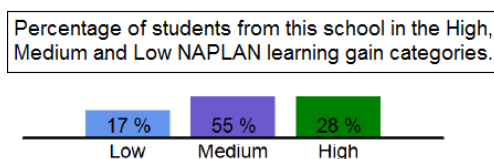
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

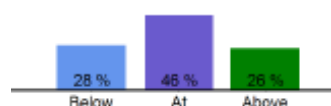


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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* 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.

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, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$477,071	High Yield Investment Account	\$26,405
Government Provided DET Grants	\$58,757	Official Account	\$1,827
Government Grants Commonwealth	\$7,392	Other Accounts	\$42,990
Revenue Other	\$1,884	Total Funds Available	\$71,223
Locally Raised Funds	\$30,172		
Total Operating Revenue	\$575,275		
Expenditure		Financial Commitments	
Student Resource Package	\$389,434	Operating Reserve	\$14,767
Books & Publications	\$1,154	Asset/Equipment Replacement < 12 months	\$38,411
Communication Costs	\$1,323	School Based Programs	\$11,118
Consumables	\$9,981	Other recurrent expenditure	\$2,927
Miscellaneous Expense	\$20,729	Asset/Equipment Replacement > 12 months	\$4,000
Professional Development	\$2,200	Total Financial Commitments	\$71,223
Property and Equipment Services	\$35,082		
Salaries & Allowances	\$21,039		
Trading & Fundraising	\$3,303		
Travel & Subsistence	\$673		
Utilities	\$8,320		
Total Operating Expenditure	\$493,236		
Net Operating Surplus/-Deficit	\$82,039		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

Goornong Primary School is able to offer excellent learning opportunities through the allocation of resources to a wide range of curriculum areas. In 2015, 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 to support the purchase of resources for the new Words Their Way spelling program; 3) support for the purchase of resources for Literacy and Numeracy. A net operating surplus of \$81,217 is recorded for 2015 as a result of an SRP surplus over the past two years (\$38,841 carried forward from 2014). Fundraising remains a vital component of the school's budget and in 2015 funds totaling over \$8,000 were raised through events such as the Christmas Raffle, Wood Raffle, Bunnings BBQ and Elmore Field Days catering. This money is committed to the purchase of a new playground for our students, a project which is anticipated to be completed in 2016.

