

2018 Annual Report to The School Community



School Name: **Goornong Primary School (1598)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 09:56 AM by Jason Cox
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 03:58 PM by Danielle Donnelly
(School Council President)



About Our School

School context

Goornong Primary School is situated on the Midland Highway, 30km north of Bendigo in central Victoria. In 2018, 43 students were enrolled at the school, learning across three classrooms - Grades Prep-Two, Grades Three-Four and Grades Fives-Six. The school's staffing composition included a Principal (1.0 EFT), four classroom teachers (2.24 EFT) and two education support staff - a Business Manager (0.5 EFT) and one Integration Aide (0.50 EFT). In addition, three specialist teachers also worked at our school on a part-time basis to run our specialist programs.

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.

Whilst the curriculum at Goornong Primary School has a strong focus on developing students' skills in literacy and numeracy, our school offers students a range of opportunities for learning and development, including specialist subjects such as Garden Science, LOTE (Chinese), Art, Library, ICT, Physical Education, and Music & Drama; as well as camping and sporting programs.

In 2018, improvement initiatives based on the Education Department's Framework for Improving Student Outcomes (FISO) included evidence-based high impact teaching strategies and building practice excellence. These were outlined in our School Strategic Plan 2017-2020 and our 2018 Annual Implementation Plan.

Framework for Improving Student Outcomes (FISO)

In 2018 our school had the following FISO priorities on the Annual Implementation Plan:

Excellence in teaching and learning - Building practice excellence.

The school strengthened its instructional practice with regards to the teaching of reading. Explicit teaching of the comprehension strategies via our Visible Learning Model enabled students to make significant progress with their reading. Through the support of the BASTOW Leading Literacy Course, which two staff completed, teachers have enhanced their knowledge and skills to be able to implement a comprehensive reading instructional program at Goornong PS.

Positive climate for learning - Empowering students & building school pride.

The school strengthened its assessment practices and the ability of teachers to interpret and respond to student assessment data. This included the development of differentiated success criteria for lessons based on assessment data, ensuring that all students are engaged and challenged in lessons. Teachers have not only enhanced their ability to develop differentiated success criteria, but also their knowledge of how to give feedback to students based on the success criteria of the lesson.

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 2018 eight students in Year Three and eight students in Year Five completed the NAPLAN Assessments (meaning one student accounted for 12.5% of the data).

NAPLAN student achievement data for 2018 generally indicates that Goornong PS students are achieving results similar to those of students in like schools. Our school is proud of the enhancements we have made to our instructional practice over the past two years and it appears that these initiatives are beginning to result in improved student outcomes. Some student achievement highlights in 2018 include:

*57% of Grade Five students made high relative growth for NAPLAN Reading and 0% of students made low relative growth.

*63% of Grade Three students achieved in the top two bands for NAPLAN Writing and 0% of students achieved in the bottom two bands.

*50% of Grade Three students achieved in the top two bands for NAPLAN Reading and 0% of students achieved in the bottom two bands.

*50% of Grade Three students achieved in the top two bands for NAPLAN Numeracy and 0% of students achieved in the bottom two bands.

*0% of Grade Five students made low relative growth for NAPLAN Numeracy.

As we enter the third 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. These include continuing to enhance learning intentions, success criteria and explicit teaching within our school's Visible Learning Model; and providing students with specific, timely and actionable feedback related to their progress towards achievement of the success criteria of the lesson being taught.

Engagement

Student attendance data for 2018 shows that our school is achieving lower absence rates than the median for all Victorian Government Primary Schools. In 2018 our school had an average number of absence days per student of 14.22, an increase from 11.02 in 2017. Pleasingly, 100% of Grade Four-Six students gave a positive response for the 'Attitude to Attendance' factor on the Student Attitudes to School Survey.

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.

In 2019 our school will implement the UEducateUs School Management System which enables an automatic notification to be sent to parents when their child is marked on the roll as an unexplained absence. Parents will also be able to notify the school of the reason for their child's absence via this system, which we expect will decrease the percentage of initial unexplained absences at Goornong PS.

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 positive feelings regarding their wellbeing at school. Highlights from the Student Attitudes to School Survey in 2018 include:

*91% of Grade Four-Six students gave positive responses for the 'Sense of Connectedness' factor, a result above the median of all Victorian Government Primary Schools.

*88% of Grade Four-Six students gave positive responses for the 'Managing Bullying' factor, a result above the median of all Victorian Government Primary Schools.

- *97% of Grade Four-Six students gave positive responses for the 'Classroom Behaviour' factor.
- *91% of Grade Four-Six students gave positive responses for the 'Stimulated Learning' factor.
- *100% of Grade Four-Six students gave positive responses for the 'High Expectations for Success' factor.

In 2019, the following targets related to student wellbeing are outlined on our school's Annual Implementation Plan:

- *To increase the 'student motivation & interest' variable to 95% positive in 2019.
- *To increase the 'stimulating learning' variable to 95% positive in 2019.
- *To achieve 95% positive for the 'student voice & agency' variable in 2019.
- *To achieve 95% positive for the 'effective teaching time' variable in 2019.

Financial performance and position

A net operating surplus of \$55,279 is recorded for 2018, a significant percentage of which is the result of an SRP surplus of \$39,726 at the end of the year. The school carried forward a surplus of \$47,478 from 2017. 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.

Equity funding in 2018 was allocated towards strengthening teacher capacity to teach reading. Two staff completed the BASTOW Leading Literacy course and release time was provided for peer observations to embed this work in all classrooms. Equity funding was also used to employ an education support staffer to deliver the school's speech program.

In 2018 our school received a bushfire vegetation clearance supplement of \$7,500 from DET under the Planned Maintenance Program, which has been carried forward into 2019 and is allocated to complete works as identified in the School Bushfire Protection Assessment.

Funding totalling \$5,400 from the Commonwealth Government as part of the Sporting Schools Program enabled our school to deliver soccer, gymnastics and football programs for our students.

Our vibrant school community was able to fundraise \$7,202.14 in 2018 from activities such as volunteering at the Elmore Field Days, raffles and Bunnings BBQs. This money has been carried forward into 2019 and is allocated towards the creation of an outdoor learning space for our students.

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 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

Enrolment Profile

A total of 43 students were enrolled at this school in 2018, 23 female and 20 male.

ND were EAL (English as an Additional Language) students and 12 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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:  ◆ 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</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>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> Similar</p> <p> Higher</p> <p> Similar</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> Higher</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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr> <td>43 %</td> <td>57 %</td> </tr> <tr> <td>Medium</td> <td>High</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>86 %</td> <td>14 %</td> </tr> <tr> <td>Medium</td> <td>High</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>13 %</td> <td>88 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>25 %</td> <td>75 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>25 %</td> <td>63 %</td> <td>13 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	43 %	57 %	Medium	High	86 %	14 %	Medium	High	13 %	88 %	Low	Medium	25 %	75 %	Low	Medium	25 %	63 %	13 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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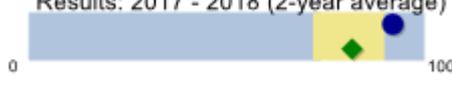
Performance Summary

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>School Comparison 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>96 %</td> <td>95 %</td> <td>97 %</td> <td>95 %</td> <td>95 %</td> <td>90 %</td> <td>85 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	95 %	97 %	95 %	95 %	90 %	85 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	95 %	97 %	95 %	95 %	90 %	85 %										

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>Students Attitudes to School - Sense of Connectedness</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$499,690
Government Provided DET Grants	\$100,811
Government Grants Commonwealth	\$6,818
Revenue Other	\$21,547
Locally Raised Funds	\$27,611
Total Operating Revenue	\$656,477

Funds Available	Actual
High Yield Investment Account	\$51,587
Official Account	\$1,619
Other Accounts	\$14,584
Total Funds Available	\$67,790

Equity ¹	
Equity (Social Disadvantage)	\$11,775
Equity Total	\$11,775

Expenditure	
Student Resource Package ²	\$459,964
Books & Publications	\$1,539
Communication Costs	\$1,151
Consumables	\$15,336
Miscellaneous Expense ³	\$36,032
Professional Development	\$3,462
Property and Equipment Services	\$42,617
Salaries & Allowances ⁴	\$27,395
Trading & Fundraising	\$3,783
Utilities	\$9,918

Financial Commitments	
Operating Reserve	\$21,852
Other Recurrent Expenditure	\$220
Funds Received in Advance	\$345
Funds for Committees/Shared Arrangements	\$30,069
Capital - Buildings/Grounds < 12 months	\$8,013
Maintenance - Buildings/Grounds < 12 months	\$7,292
Total Financial Commitments	\$67,790

Total Operating Expenditure	\$601,197
Net Operating Surplus/-Deficit	\$55,280
Asset Acquisitions	\$0

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) 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.

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*' or '*ND*' 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').