

2019 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 2019 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 10 March 2020 at 10:27 AM by Jason Cox (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 09 November 2020 at 03:45 PM by Rachel Mill (School Council President)

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 school's vision, as defined in our School Strategic Plan 2017-2020, is to prepare our students to become active, engaged and responsible citizens of the local and broader community. Our mission is to offer a friendly and caring environment that encourages each student to achieve their full academic potential. Our objective is 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. Students and parents are encouraged to be proud of their school and active members in the school community. 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 vision, mission, objective 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, STEM, Physical Education, and Music & Drama. There were no special programs offered for international students.

In 2019, 42 students were enrolled at the school. The School Family Occupation Index was 0.49. The school's workforce composition included a principal (1.0 EFT), three classroom teachers (2.2 EFT) and three education support staff - a business manager (0.4 EFT) and two integration aides (1.0. EFT). Three specialist teachers also worked at our school on a part-time basis to run our specialist programs. There were no indigenous staff employed.

In 2019, as part of the School Strategic Plan 2017-2020, Excellence in Teaching & Learning and Community Engagement in Learning were the Framework for Improving Student Outcomes priorities for the school.

Framework for Improving Student Outcomes (FISO)

In 2019 our school had the following FISO priorities on the Annual Implementation Plan:

Excellence in teaching and learning - Curriculum planning and assessment.

The school implemented the Fountas & Pinnell Benchmark Reading Assessment System across all year levels. Teachers engaged in professional learning to be able to administer the assessment accurately and consistently; and processes to track the progress of students' reading were established. Teachers began using assessment results from the Fountas & Pinnell Assessment Continuum to direct their teaching and learning.

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

The school continued work in the space of learning intentions, success criteria and feedback. Teachers strengthened their knowledge of, and capacity to, provide effective feedback to students during the lesson (based on the success criteria and next steps for the student). The school also established processes for Student Voice, seeking feedback from students on teaching and unpacking the Student Attitudes to School Survey.

Achievement

To boost student achievement in reading our school had the following key improvement strategy on the Annual Implementation Plan in 2019 - To embed a whole-school approach to the use of data and evidence, to track the progress of every student and inform action. The actions undertaken to support this work included:

*Implementing the Fountas & Pinnell Benchmark Assessment System across all grade levels.

*Establishing processes to track the progress of students in reading based on the Fountas & Pinnell Benchmark Assessment System.

*Using assessment results from the Fountas & Pinnell Benchmark Assessment to inform teaching and learning.

Pleasingly, the school has achieved some significant milestones with this work. Teachers are now highly skilled in

administering the Fountas & Pinnell Benchmark Assessment System and there is consistency in the way the assessment is conducted across the school. The school now has class profiles to inform teaching and spreadsheets to track the reading progress of students. Teachers are beginning to align individual student needs identified in the Benchmark Assessment to the Fountas & Pinnell Literacy Continuum and using this to support their planning for effective teaching and learning. Individual Student Reading Conferences are taking place during reading lessons and there is an observable change in the conversations that are taking place between students and teachers regarding the behaviours of highly skilled readers.

Analysis of school-based reading data for 2019 is generally positive. 70% of Grade Three-Four students made at least one years progress on their Reading On-Demand Assessment from Feb-Nov (at least one year of growth for one year of learning!). 77% of Grade 1-2 students have made at least five PM Benchmark levels progress from Feb-Nov. 55% of Prep-Two students are achieving above the expected level for Reading based on PM Benchmark alignment to Victorian Curriculum levels.

Future directions with regards to reading include continuing to develop our capacity to use the BAS Assessments to differentiate reading lessons to cater for all students. This includes enhancing the capacity of teachers to use the Fountas & Pinnell BAS data to inform planning and teaching to ensure that the learning needs of each student are met. The school is also implementing a process for the continual monitoring of student reading progress during lessons through the use of reading conferences and running records.

In 2019 the school also continued work on embedding an instructional teaching model. Work focussed on incorporating the ten High Impact Teaching Strategies into our pedagogy, particularly structuring lessons (learning intentions and success criteria), explicit teaching, feedback and differentiation. Teachers participated in peer observations to gain feedback from each other; and sought feedback from students through surveys and student focus groups. This work will continue in 2020 as we aim to continually improve the quality of instruction at Goornong PS.

*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 2019 three students in Year Three and six students in Year Five completed the NAPLAN Assessments.

Engagement

Student attendance data for 2019 shows that our school is achieving similar absence rates to the median for all Victorian Government Primary Schools. In 2019 our school had an average number of absence days per student of 18.8, an increase from 14.22 in 2018. However, factors such as prolonged student illness and family holidays taken during the school term impacted on 2019 attendance data. 85% 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 implemented the UEducateUs School Management System as a tool to support our strategies to address student non-attendance. This system has enabled an automatic notification to be sent to parents when their child is marked on the roll as an unexplained absence. Parents have also used the system to notify the school of the reason for their child's absence.

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 2019 include:

*86% of Grade Four-Six students gave positive responses for the 'Managing Bullying' factor, a result above that of all Victorian Government Primary Schools.

*86% of Grade Four-Six students gave positive responses for the 'Classroom Behaviour' factor, a result above that of all Victorian Government Primary Schools.

*92% of Grade Four-Six students gave positive responses for the 'advocate at school' factor, a result above that of all Victorian Government Primary Schools.

*95% of Grade Four-Six students gave positive responses for the 'High Expectations for Success' factor, a result above that of all Victorian Government Primary Schools.

In 2020, the following targets related to student wellbeing are outlined on our school's Annual Implementation Plan:

*To increase the 'student motivation & interest' variable to 90% positive in 2020.

*To increase the 'stimulating learning' variable to 85% positive in 2020.

*To achieve 75% positive for the 'student voice & agency' variable in 2020.

*To achieve 92% positive for the 'effective teaching time' variable in 2020.

Financial performance and position

A net operating surplus of \$64,420 is recorded for 2019, a significant percentage of which is the result of an SRP surplus of \$39,039 at the end of the year. The school carried forward a surplus of \$39,726 from 2018. 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 2019 was allocated across a range of initiatives. Additional hours were added to an Education Support Officer's role to support the implementation of the school's Speech Program in the Grade Prep-Two classroom. A portion of a part-time Graduate Teacher's time was allocated through equity funding to support the school's implementation of new assessment practices in both numeracy and reading; and resources for both Mathematics and Reading were purchased.

In 2019 our school received Maintenance Blitz funding totalling \$20,213 for works associated with bushfire preparedness, annual contracts & essential safety measures and grounds. These funds enabled the school to conduct vegetation clearance works, conduct maintenance on the school oval, ensure essential safety requirements were completed and update the school's communication technologies in the event of an emergency. The school carried forward \$9681 of these funds for works to be continued in 2020. Funding totalling \$3,600 from the Commonwealth Government as part of the Sporting Schools Program enabled our school to deliver gymnastics and football programs for our students. Our vibrant school community was able to fundraise \$10,190 in 2019 from activities such as volunteering at the Elmore Field Days, raffles and Pie Drives. This money has been carried forward into 2020 and is allocated towards the creation of an outdoor learning space for our students. Over the past two years the school has raised \$22,542 through fundraising activities, which has been carried forward for the outdoor learning space project.




For more detailed information regarding our school please visit our website at
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>Enrolment Profile</p> <p>A total of 41 students were enrolled at this school in 2019, 23 female and 18 male.</p> <p>ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</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: **Key:** Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar 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>No Data Available</p> <p>Below </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>Below </p> <p>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 Low: 50% Medium: 25% High: 25%</p> <p>Numeracy Low: 43% Medium: 43% High: 14%</p> <p>Writing Low: 40% Medium: 60%</p> <p>Spelling Low: 40% Medium: 60%</p> <p>Grammar and Punctuation Low: 40% Medium: 20% High: 40%</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>89 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	89 %	93 %	91 %	92 %	86 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	89 %	93 %	91 %	92 %	86 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$497,973
Government Provided DET Grants	\$98,468
Government Grants Commonwealth	\$4,073
Government Grants State	\$12,662
Revenue Other	\$13,050
Locally Raised Funds	\$27,260
Total Operating Revenue	\$653,485

Funds Available	Actual
High Yield Investment Account	\$94,340
Official Account	\$6,792
Other Accounts	\$0
Total Funds Available	\$101,132

Equity ¹	
Equity (Social Disadvantage)	\$16,616
Equity Total	\$16,616

Expenditure	
Student Resource Package ²	\$458,953
Communication Costs	\$1,087
Consumables	\$9,625
Miscellaneous Expense ³	\$23,090
Professional Development	\$2,091
Property and Equipment Services	\$32,069
Salaries & Allowances ⁴	\$51,489
Trading & Fundraising	\$2,455
Travel & Subsistence	\$127
Utilities	\$8,081
Total Operating Expenditure	\$589,065
Net Operating Surplus/-Deficit	\$64,420
Asset Acquisitions	\$0

Financial Commitments	
Operating Reserve	\$19,401
Funds Received in Advance	\$526
Funds for Committees/Shared Arrangements	\$39,227
Capital - Buildings/Grounds < 12 months	\$15,452
Maintenance - Buildings/Grounds < 12 months	\$4,017
Total Financial Commitments	\$78,623

- (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 26 February 2020 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)

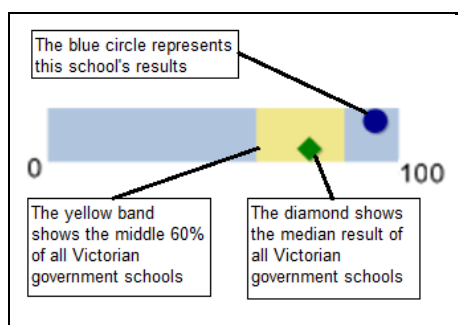
Engagement

- 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).

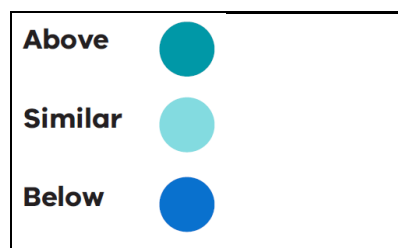


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').