

# 2020 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](http://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 2020 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 2021 at 10:56 AM by Jason Cox (Principal)

The 2020 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 25 March 2021 at 09:03 AM by Rachel Mill (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

Goornong Primary School is an energetic and friendly rural school 30km north of Bendigo. The school has a long and proud history, with the original school building dating back to 1875. In addition to the original school building, our school offers an open and flexible learning environment in a modern school building, which was completed in 2012. In 2020, 38 students were enrolled, coming from both farming and residential families. Over the past ten years there has been a decrease in the number of students from farming families and an increase in the number of students from houses within the Goornong Township, the parents of which are employees of local or Bendigo businesses. The school's SFO was 0.43 in 2020 and the staffing profile included the principal, two full-time classroom teachers, two part-time education support staff (EFT 0.92), a part-time business manager (EFT 0.4) and three part-time specialist teachers. In 2020 there were no Aboriginal or Torres Strait Islander people on staff.

Our school's vision 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. Students and parents are encouraged to be proud of their school and active members in the school community. We want each child's journey through primary school to be full of enjoyment, academic achievement and personal development. Our values of honesty, teamwork, respect and care are the responsibility of all students, teachers and parents to uphold on each and every school day. Sitting at the centre of our values is a belief in high expectations for all students and school staff and a commitment to hard work.

\*Respect for yourself, for others and for your community.

\*Care for yourself, your family, your friends, your school and your community.

\*Honesty and accountability for fulfilling your academic and social potential.

\*Teamwork in the way we learn, work and play.

The curriculum at Goornong Primary School has a strong focus on developing students' skills in literacy and numeracy. In addition, specialist subjects including Art, LOTE (Chinese), Library, ICT, Physical Education, Cooking, Sustainability & Environment and Performing Arts provide students with a well-rounded and viable curriculum.

### Framework for Improving Student Outcomes (FISO)

Goornong Primary School had two Key Improvement Strategies identified on the school's 2020 Annual Implementation Plan. These are outlined below:

#### PRIORITY 1

FISO Domain: Excellence in Teaching & Learning - Curriculum Planning & Assessment

Key Improvement Strategy: Embed a whole-school approach to the use of data and evidence, to track the progress of every student and inform action.

#### PRIORITY 2

FISO Domain: Positive Climate for Learning - Empowering Students and Building School Pride

Key Improvement Strategy: Build opportunities for increased student voice and ownership of their learning.

As a result of the Covid-19 pandemic, some intended AIP actions were not prioritised as the school pivoted its focus to remote and flexible learning. However, the school was able to achieve a number of actions related to the first priority, particularly in the area of reading. The school successfully enhanced its assessment practices for reading through implementation of the Fountas & Pinnell Benchmark Assessment System (BAS). This has provided teachers with a deeper level of understanding of students' reading behaviours and skills, which they are then able to use to guide their lesson planning to ensure that student's individual needs are met. The school has also completed professional development on the Fountas & Pinnell Continuum of Literacy Development. This has supported teachers to create strong learning intentions and success criteria for reading lessons. The students have thrived in their understanding of

the comprehension strategies - thinking within the text, thinking beyond the text, thinking about the text; and they are now setting individual goals to enhance their own reading based on these.

**Achievement**

During remote learning, the school successfully used technology to deliver a viable program to students. Lessons were delivered via Google Classroom and included both live and pre-recorded explicit teaching videos. Students were then required to complete an independent task based on the learning intentions and success criteria for the lesson. Students handed their work in via Google Classroom once completed, which allowed teachers to assess the students' demonstrated understanding against the success criteria. The outcomes for remote learning were mixed. Many students thrived at being able to work at their own pace, whilst others found it challenging to complete their work outside of the classroom environment. In 2021, the school intends to implement some of the key learnings from remote learning into normal classroom practice, particularly those around the use of technology to support differentiation and to extend high-achieving students.

With reading being a priority on the 2020 Annual Implementation Plan, there were some highlights related to student outcomes as a result of this work. These included:

- \*62.5% of Grade One-Two students achieved greater than one years growth on the Fountas & Pinnell Benchmark Assessment in 2020 - more than the expected level of growth for that period.
- \*25% of Grade One-Two students achieved one years growth on the Fountas & Pinnell Benchmark Assessment in 2020 - the expected level of growth for that period.
- \*57% of Grade Three/Four/Five/Six students achieved greater than one years growth on the Fountas & Pinnell Benchmark Assessment in 2020 - more than the expected level of growth for that period.
- \*14% of Grade Three/Four/Five/Six students achieved one years growth on the Fountas & Pinnell Benchmark Assessment in 2020 - the expected level of growth for that period.

**Engagement**

To enhance student engagement, our school has continued to provide opportunities for student voice. This work related to the second priority on the 2020 Annual Implementation Plan and aligns to the FISO Domain of Positive Climate for Learning - Empowering Students and Building School Pride. The Key Improvement Strategy was to build opportunities for increased student voice and ownership of learning. In 2020, the school facilitated student voice through Student Voice Teams. These teams consisted of students across all grade levels and provided an opportunity for student forums to unpack data such as the Student Attitudes to School Survey results and school-based student surveys related to teaching and learning. These gave teachers and school leaders a deeper understanding of students perceptions and facilitated the opportunity for actions to be planned in consultation with students. The school's work around student voice is intentional and ongoing.

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. Our school used 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 also use the system to notify the school of the reason when their child is absent.

**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 2020 include:

- \*92% positive endorsement from Grade Four/Five/Six students for the 'Managing Bullying' factor, a result well above that of all Victorian Government Primary Schools.
- \*100% positive endorsement from Grade Four/Five/Six students for the 'Not Experiencing Bullying' factor, a result well above that of all Victorian Government Primary Schools.
- \*95% positive endorsement from Grade Four/Five/Six students for the 'Classroom Behaviour' factor, a result well above that of all Victorian Government Primary Schools.

During remote learning, a major focus was to ensure effective communication with families at the beginning and then throughout the remote learning period. The school endeavoured to cater for the individual needs of families with regards to communication mediums and how regular the communication was. Increased interactions with families enabled the school to establish stronger relationships with families that are otherwise hard to reach. Feedback from parents is that communication from the school met theirs and their child's needs. Health and wellbeing was prioritised through regular communication and support and modifications to learning tasks as required. On return to on-site learning, the school reviewed and adjusted its assessment requirements as per the Assessment Schedule to ensure that students were not overwhelmed with assessment on their return. We also focused on re-establishing classroom routines, expectations and rules to ensure a smooth transition back to on-site teaching and learning. As we transition back to on-site learning, building relationships, monitoring wellbeing and getting students back into the routine of school was a focus. Pleasingly, most students returned with a positive attitude and were eager to get on with their learning.

### **Financial performance and position**

A net operating surplus of \$52,935 was recorded for 2020, a significant percentage of which is the result of an SRP surplus of \$27,578 at the end of the year. These SRP surplus funds should enable the school to avoid a significant deficit in future years as a result of ongoing classroom teachers and high numbers of departing Grade Six students potentially leading to a decrease in enrolments. Equity funding in 2020 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. In 2020 our school received Maintenance Blitz/Bushfire Preparedness funding totalling \$31,155 for works associated with maintenance and minor works, bushfire preparedness, annual contracts & essential safety measures and grounds. The school carried forward \$17,273 of these funds for works to be continued in 2021. Funding totalling \$3,450 from the Commonwealth Government as part of the Sporting Schools Program enabled our school to purchase new sports equipment and deliver a swimming program for our students. Due to the Covid-19 pandemic, fundraising activities were suspended in 2020. However, our school is holding \$22,229 in money raised prior to 2020 which has been carried forward and is earmarked for the outdoor learning space project our school hopes to complete in 2021.

**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 Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 38 students were enrolled at this school in 2020, 18 female and 20 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

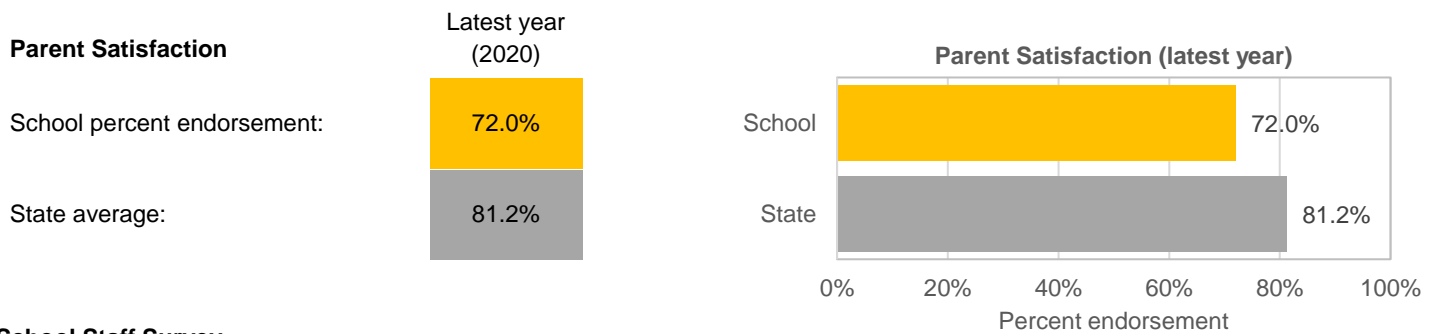
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

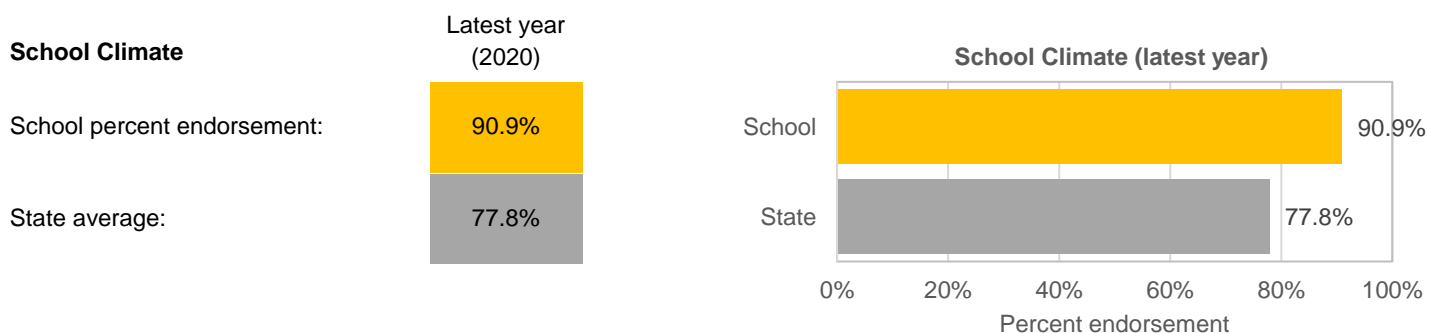


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

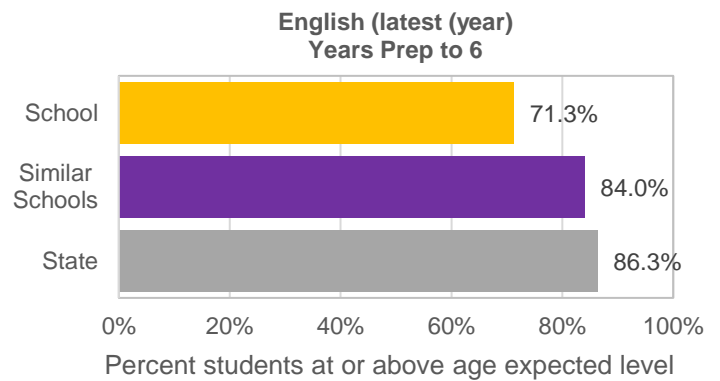
71.3%

Similar Schools average:

84.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

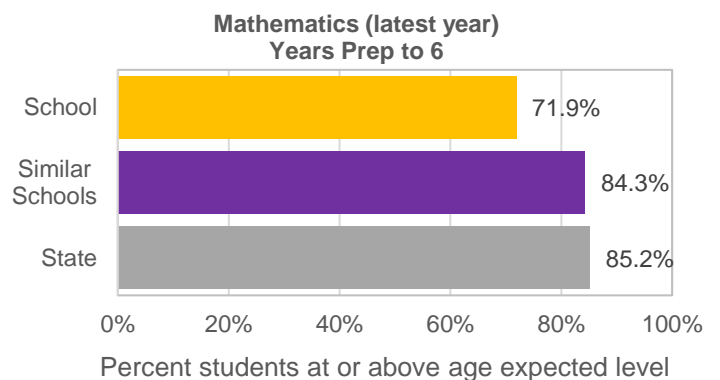
71.9%

Similar Schools average:

84.3%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

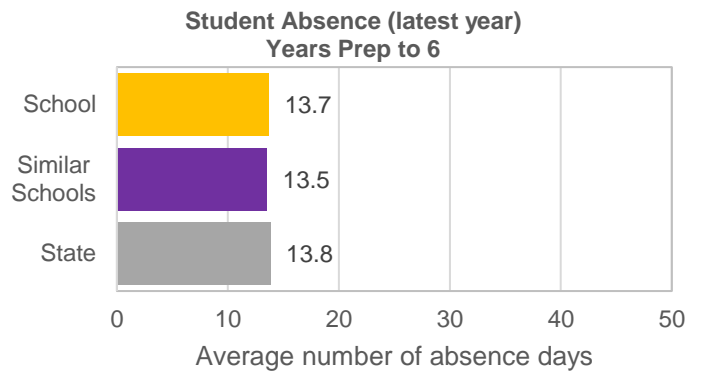
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.7	14.7
Similar Schools average:	13.5	15.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	92%	NDP	93%	NDP	97%	91%

**WELLBEING**

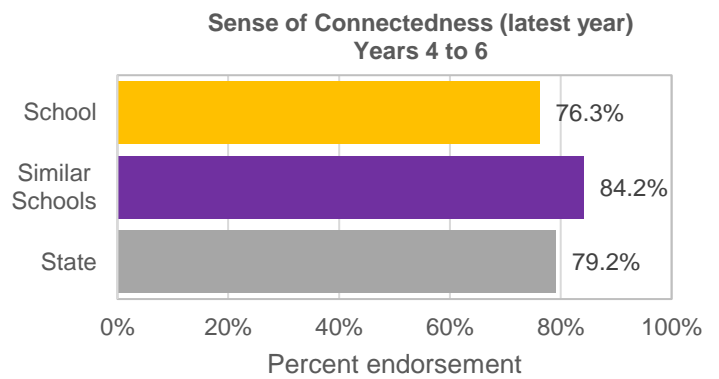
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	76.3%	78.3%
Similar Schools average:	84.2%	81.8%
State average:	79.2%	81.0%



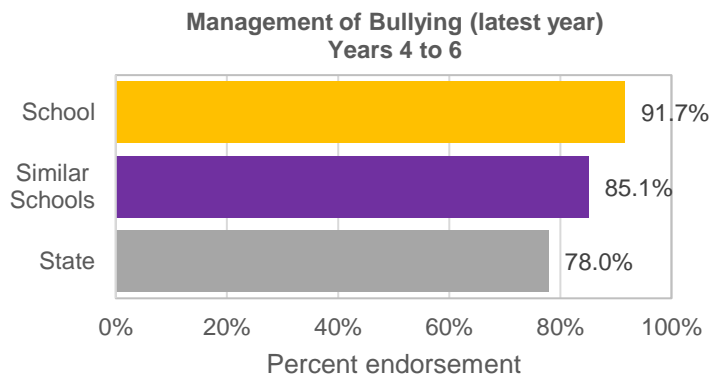
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	91.7%	90.3%
Similar Schools average:	85.1%	83.2%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$522,534
Government Provided DET Grants	\$115,031
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	\$5,431
Locally Raised Funds	\$8,827
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$652,474</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,006
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$9,006</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$494,956
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$3,545
Communication Costs	\$1,432
Consumables	\$10,866
Miscellaneous Expense <sup>3</sup>	\$2,762
Professional Development	\$1,390
Equipment/Maintenance/Hire	\$4,584
Property Services	\$37,557
Salaries & Allowances <sup>4</sup>	\$25,900
Support Services	\$3,133
Trading & Fundraising	\$1,132
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$12,280
<b>Total Operating Expenditure</b>	<b>\$599,538</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$52,935</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$126,335
Official Account	\$3,777
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$130,112</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$15,934
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$15,934</b>

*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.*