

2021 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 2021 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 18 March 2022 at 12:25 PM 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 2021 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 24 March 2022 at 03:18 PM by Rachel Mill (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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 2021, 27 students were enrolled, coming from both farming and residential families. The school's Student Family Occupation & Education Index was 0.40 in 2021, representing a low-medium band value in terms of socio-educational disadvantage. The staffing profile included the principal, two full-time classroom teachers, a part-time learning tutor (EFT 0.1) two part-time education support staff (EFT 0.92), a part-time business manager (EFT 0.4) and three part-time specialist teachers. In 2021 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 are the responsibility of all students, teachers and parents to uphold on each and every school day, and include:

*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.

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.

The rationale of the school's current Strategic Plan outlines that by continuing to develop excellence in teaching and learning through enhanced curriculum documentation and professional development for teachers; and a positive climate for learning through increased opportunities for student voice and agency, we will provide the best opportunity for every student to achieve their full academic potential.

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), MARC Library, ICT, STEM, 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's 2021 Annual Implementation Plan included three key improvement strategies, which were priorities for all Victorian Government Schools, as directed by the Education Department, in response to the Covid-19 pandemic. These included, KIS 1: Learning, catch-up and extension priority; KIS 2: Happy, active and healthy kids priority; and KIS 3: Connected schools priority. As part of the learning, catch-up and extension priority, our school was able to build on work from the previous year related to the teaching of reading. A framework was developed for conducting regular reading conferences with students and this is now embedded across the school. Teachers are working with students to set individual reading goals and these form part of each student's learning plan. An agreed approach for guided reading was also embedded and teachers enhanced their capacity to use student assessment data and individual student learning goals to create reading strategy groups, which focus on each students' point of need.

Also as part of the learning, catch-up and extension priority, our school was able to implement an effective Tutor Learning Program to support students whose learning was impacted in 2020 due to the interruptions caused by the Covid-19 pandemic. This program saw teachers and the school's tutor working collaboratively to plan one-to-one, small

group and in-class intervention and support for students, based on their individual needs and learning goals. The outcomes of this initiative were extremely positive, with 80% of students who had a reading and/or numeracy goal achieving above the expected level of growth in 2021.

Whilst our school was able to deliver most of its planned actions related to the happy, active and healthy kids priority and the connected schools priority, some modifications were made due to extended periods of remote and flexible learning throughout 2021. The school continued to enhance goal setting opportunities for students across a range of curriculum areas. Student, voice and agency was enhanced with strategies implemented to give students the opportunity to provide feedback to teachers. The school continued to promote the importance of home reading with parents through a variety of means and the school endeavored to remain connected to parents and students during remote learning through the use of technology.

Achievement

Student learning outcomes in 2021 were generally positive, with many students making at or above the expected learning gain in English and Mathematics, despite the impacts of Covid-19 and periods of remote and flexible learning. This is a credit to students, parents and teachers alike! A summary of results is provided below:

*100% of students made at or above the expected growth in Reading and Numeracy.

*94% of students made at or above the expected growth in Writing.

*84% of students achieved at or above the age expected level in Reading.

*88% of students achieve at or above the age expected level in Mathematics - Number & Algebra.

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. After reflecting on remote learning conducted in 2020, individual student conferences were also conducted as part of remote learning in 2021, which created a greater connection between teachers and students and allowed teachers to provide additional support to students who needed it. The academic outcomes of remote learning in 2021 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.

*Please note that due to small numbers of students in Grades 3 and 5 in 2021, NAPLAN data is not able to be published in this Annual Report for privacy reasons.

Engagement

Goornong Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. Our school values the relationship between home and school and throughout the periods of remote and flexible learning we were able to maintain a connections with families through regular communication via telephone, newsletters, UEducateUs and Google Meet.

In 2021, as part of the happy, active and healthy kids priority the school continued a focus on activating student voice and agency. Student goal setting was embedded across for the school for reading and is beginning to be implemented for other curriculum areas, including writing and Mathematics. Pleasingly, the school achieved 91% positive endorsement on the Student Attitudes to School Survey for the student voice & agency variable; and 95% positive endorsement for the self-regulation and goal setting variable.

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 uses 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 2021 include:

- *95% positive endorsement for the classroom behaviour variable, a result well above that of all Victorian Government Primary Schools.
- *100% positive endorsement for the not experiencing bullying variable, a result well above that of all Victorian Government Primary Schools.
- *100% positive endorsement for the high expectations for success variable, a result well above that of all Victorian Government Primary Schools.
- *86% positive endorsement for the sense of confidence variable, a result well above that of all Victorian Government Primary Schools.
- *100% positive endorsement for the respect for diversity variable, 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, we focused on re-establishing classroom routines, expectations and rules to ensure a smooth transition. 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.

Our school has strong partnerships with feeder pre-schools from the local and wider area. In 2021, we were able to run a modified Little Learners foundation transition program in November and December, providing beginning foundation students with the opportunity to meet their classroom teacher and peers; and to become familiar with the school environment. We also have a close link with Weeroona College Bendigo and were able to provide a modified transition program for our Grade 6 students heading into Year 7 in 2022.

Finance performance and position

A net operating surplus of \$10,397 was recorded for 2021, a significant percentage of which is the result of an SRP surplus of \$5,997 at the end of the year. The school's SRP surplus reduced from \$27,578 at the end of 2020 to \$5,997 at the end of 2021 as a result of budgetary factors related to a decrease in enrolments whilst maintaining the school's profile of ongoing staff.

In 2021, the school's Strategic Plan and Annual Implementation Plan continued to provide the framework for the allocations of funds to support school priorities. Major revenue and expenditure items for 2021 included:

- *\$6,914 of equity funding through cash and credit allocations, which was used to increase an education support officer's time fraction to deliver a speech program to junior students; and for staff professional development and resources for reading.

*A credit allocation of \$15,000 to employ a tutor to implement the Tutor Learning Initiative.

*\$17,384 of Tier 2 disability funding through cash and credit allocations, which was used to employ an education support officer to provide support to students with additional needs not funded under the Program for Students Disabilities.

*A cash allocation of \$13,728 from DET for bushfire preparedness works, including tree and grounds maintenance to reduce bushfire risk ahead of the summer season. The school carried forward \$8528 of these funds to be spent in 2022 to create bushfire-safe landscapes.

Due to the Covid-19 pandemic, fundraising activities were limited in 2021. However, our school is holding \$22,229 in money raised over previous years which has been carried forward and is earmarked for the outdoor learning space project scheduled for completion in 2022.

For more detailed information regarding our school please visit our website at
<https://www.goornongps.vic.gov.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 27 students were enrolled at this school in 2021, 12 female and 15 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).

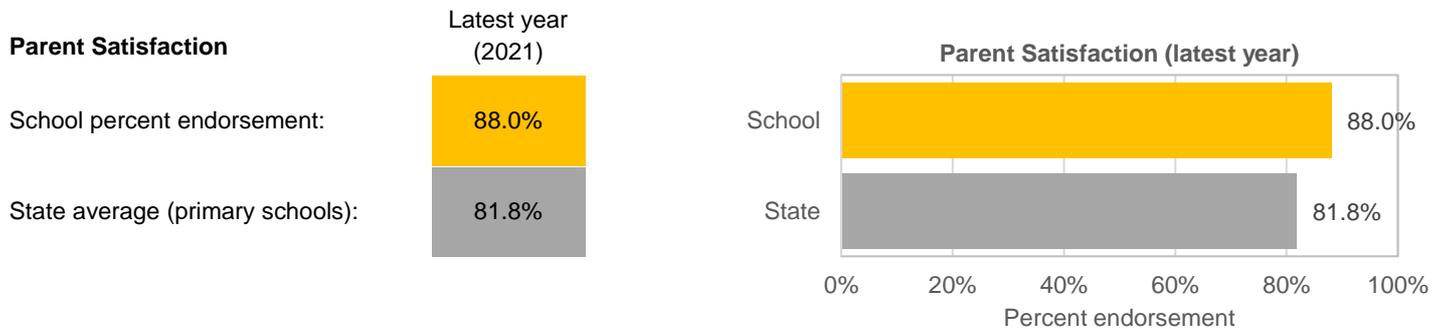
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

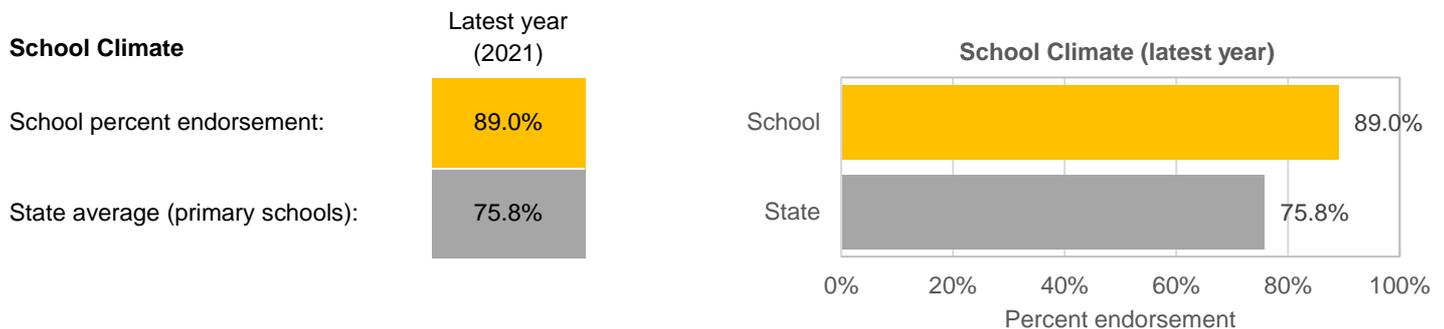


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

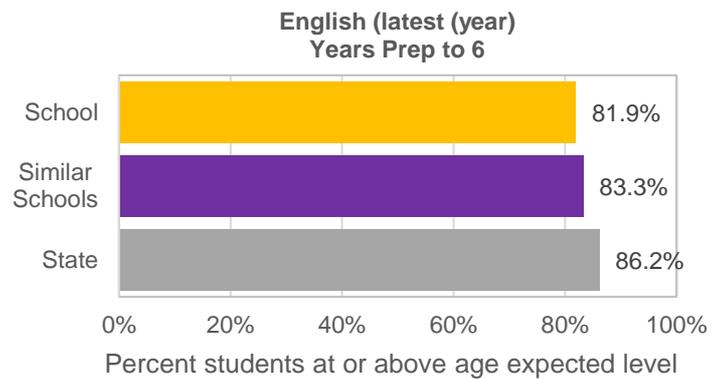
81.9%

Similar Schools average:

83.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

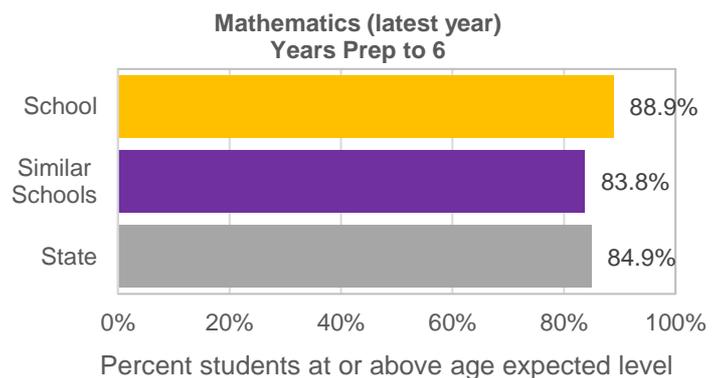
88.9%

Similar Schools average:

83.8%

State average:

84.9%



ACHIEVEMENT (continued)

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.

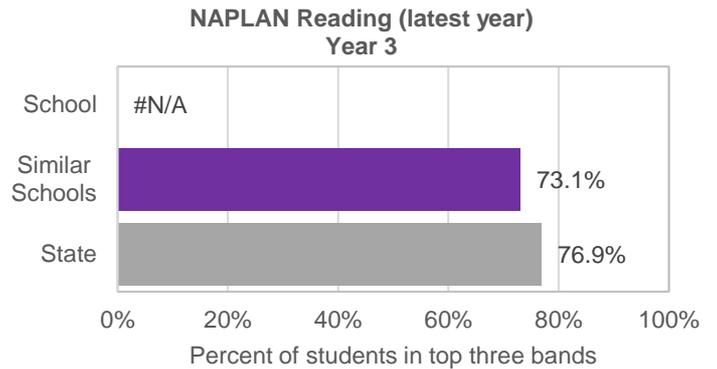
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

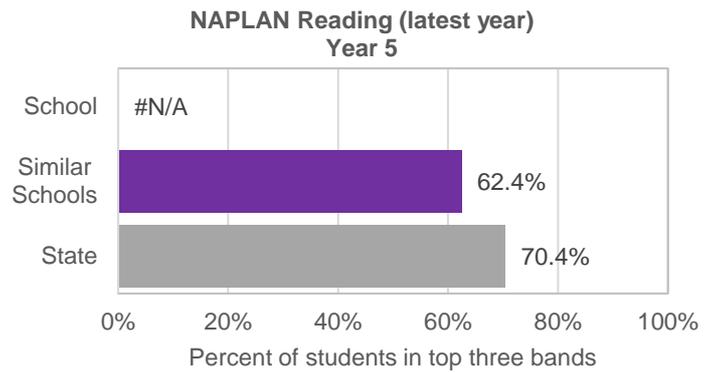
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	78.6%
Similar Schools average:	73.1%	71.4%
State average:	76.9%	76.5%



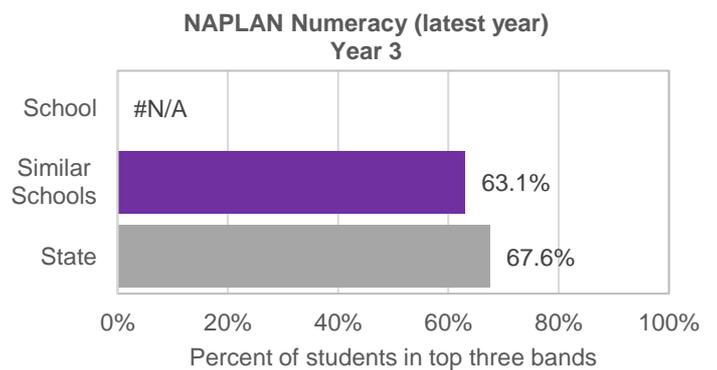
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	62.4%	62.3%
State average:	70.4%	67.7%



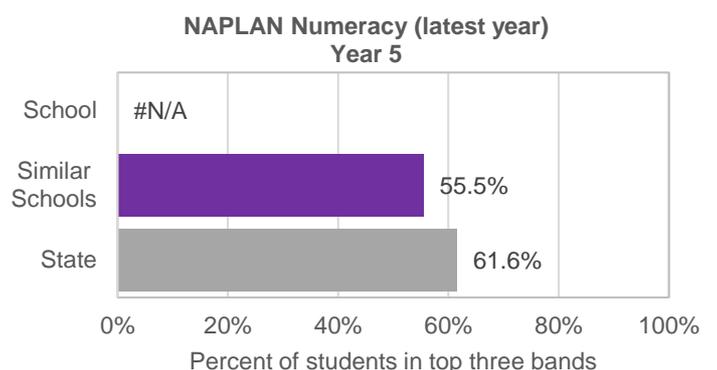
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	66.7%
Similar Schools average:	63.1%	65.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	31.6%
Similar Schools average:	55.5%	53.4%
State average:	61.6%	60.0%



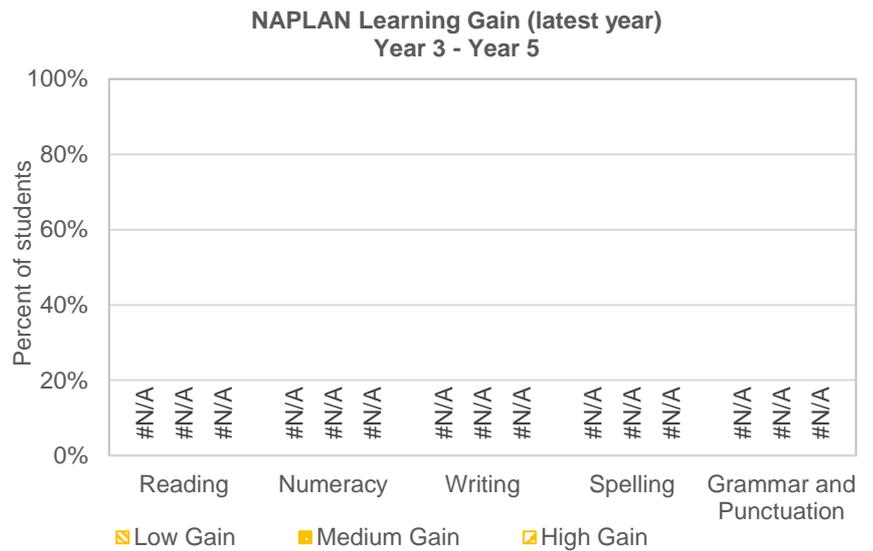
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	21%
Numeracy:	NDP	NDP	NDP	20%
Writing:	NDP	NDP	NDP	15%
Spelling:	NDP	NDP	NDP	19%
Grammar and Punctuation:	NDP	NDP	NDP	17%



ENGAGEMENT

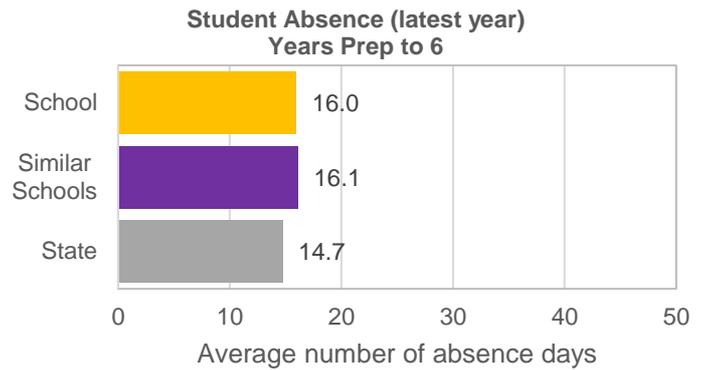
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.0	15.9
Similar Schools average:	16.1	15.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	94%	93%	NDP	88%	NDP	93%

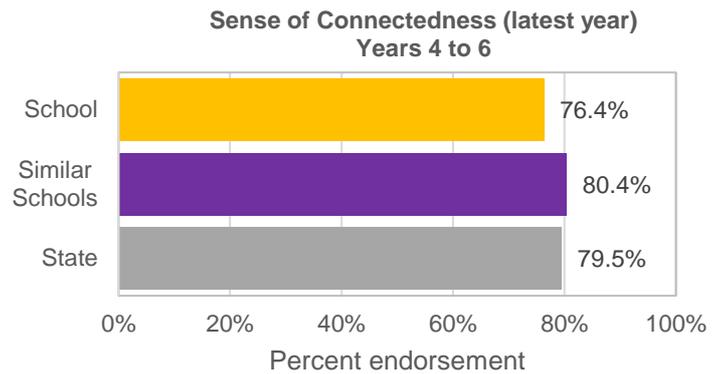
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.4%	80.3%
Similar Schools average:	80.4%	81.1%
State average:	79.5%	80.4%

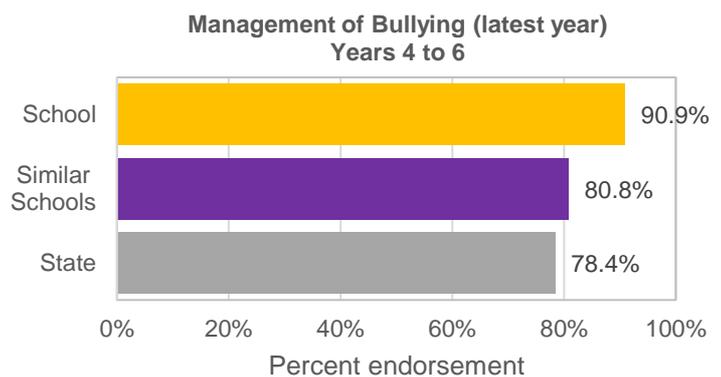


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	90.9%	88.9%
Similar Schools average:	80.8%	82.4%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$511,608
Government Provided DET Grants	\$106,965
Government Grants Commonwealth	\$450
Government Grants State	\$0
Revenue Other	\$7,746
Locally Raised Funds	\$16,514
Capital Grants	\$0
Total Operating Revenue	\$643,282

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,914
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,914

Expenditure	Actual
Student Resource Package ²	\$505,601
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$5,634
Communication Costs	\$1,124
Consumables	\$25,942
Miscellaneous Expense ³	\$1,872
Professional Development	\$1,108
Equipment/Maintenance/Hire	\$10,373
Property Services	\$39,544
Salaries & Allowances ⁴	\$26,944
Support Services	\$2,565
Trading & Fundraising	\$2,753
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,423
Total Operating Expenditure	\$632,885
Net Operating Surplus/-Deficit	\$10,397
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$122,051
Official Account	\$8,770
Other Accounts	\$0
Total Funds Available	\$130,821

Financial Commitments	Actual
Operating Reserve	\$19,605
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$55,342
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$50,980
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$130,927

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.