

2022 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 of the previous calendar year 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 21 March 2023 at 07:44 AM by Jason Cox (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 April 2023 at 08:58 AM 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 2022, 30 students were enrolled, coming from both farming and residential families. The school's Student Family Occupation & Education Index sits within the 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 0.4) two part-time education support staff (EFT 1.50), a part-time business manager (EFT 0.4) and three part-time specialist teachers. In 2022 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Goornong Primary School's 2022 Annual Implementation Plan included the following Key Improvement Strategy (KIS) related to student learning: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

This KIS was mandated as a priority for all Victorian government schools by the Education Department. Throughout 2022, the school worked to embed PLC structures to support teacher collaboration & reflection in order to strengthen teaching practice, with a focus on Numeracy. This included using student assessment data and the curriculum to develop learning sequences for concepts within the Number & Algebra dimension of Mathematics. The school also strengthened teacher knowledge of the Mathematics curriculum by working collaboratively to unpack the key Mathematical concepts, ideas, skills and language within elements of the Number & Algebra dimension. School leaders completed professional development through the North-Western Victoria Region and the Victorian Academy of Teaching & Leadership related to leading improvement in Mathematics and leading effective Mathematics planning and teaching, and began to facilitate professional learning for staff in PLCs related to this.

Student learning highlights for 2022 include:

- 84% of students achieved at or above the age expected standard for English, based on teacher-judgement data.
- 92% of students achieved at or above the age expected standard for Mathematics, based on teacher-judgement data.
- 83% of Year 3 students achieved in the top 3 bands on NAPLAN Reading (the state average was 76%).
- 66% of Year 3 students achieved in the top 3 bands on NAPLAN Numeracy (the state average was 64%).
- 84% of Year 1-6 students achieved at or above expected level of growth in Reading for the period Semester 2, 2021 - Semester 2, 2022.

- 95% of Year 1-6 students achieved at or above expected level of growth in Number & Algebra for the period Semester 2, 2021 - Semester 2, 2022.

Note: Due to small numbers of students NAPLAN data for Year 5 is not published.

Wellbeing

Goornong Primary School is proud to continue to provide its students with a positive, caring, calm and orderly learning environment that promotes student wellbeing and where all students are able to achieve their full potential. Our School's 2022 Annual Implementation Plan included the following Key Improvement Strategy related to student wellbeing: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

This KIS was mandated as a priority for all Victorian government schools by the Education Department. Throughout 2022, the school worked to promote positive mental health amongst students. The PAWS in Schools program was implemented, which focused on the Tier 1 intervention of promoting positive mental health in classrooms and supporting students; and the Tier 2 intervention of providing targeted wellbeing support to identified students with anxiety.

With Goornong PS transitioning to the Education Department's new Disability Inclusion Framework, the school also worked to build staff knowledge and capacity of the framework to better support students with additional needs. This included professional learning on the types and levels of adjustments to support students with a disability, creating and implementing strong Individual Education Plans, and developing an understanding of the Disability Inclusion Profile.

Students in across Years 4-6 completed the Student Attitudes to School Survey. Data highlights from the survey related to student wellbeing include:

- 85% responded positively (agree or strongly agree) for the Sense of Connectedness domain (the state average is 78%).
- 87% responded positively (agree or strongly agree) for the Effective Management of Bullying domain (the state average is 75%).
- 84% responded positively (agree or strongly agree) for the Effective Classroom Behaviour domain (the state average is 77%).
- 100% responded positively (agree or strongly agree) for the High Expectations for Success domain (the state average is 93%).

Engagement

Goornong Primary School students are engaged and connected to their school and we are proud of the programs which support students to build resilience, persistence, engagement and social capacity. Our school values the relationship between home and school. We work in partnership with families to support student engagement and connection to our school. Pleasingly, 83% of Year 4-6 students responded positively (agree or strongly agree) on the Student Attitudes to School Survey for the Attitudes to Attendance domain.

2022 presented challenges with regards to student attendance. Covid-19 isolation requirements, and the expectation for students to stay home when unwell had a significant impact on attendance data. In 2022, the average number of days absent per student was 25, well above the result recorded for the school over previous years.

To encourage student attendance, our school promotes the 'Every Day Counts' motto, at every opportunity. 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. This allows everyone in our school community 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.

In 2023, a focus will be on connecting with families identified as 'at risk' with regards to attendance, and endeavouring to minimise the number of unexplained absences that occur for these students.

Other highlights from the school year

Throughout 2022 there were a number of significant activities which provided a benefit to the learning, wellbeing and engagement of our students.

The school commenced an after school care program after a successful application for an Outside School Hours Care Establishment Grant. This service was extremely successful, with 20 of the school's 30 students enrolled and an average of 4.5

children attending each afternoon. After School Care provided a significant benefit to the school community, providing working parents with a care option for their children after school; and giving students access to extra-curricular activities on a regular basis. After a two-year hiatus due to Covid-19, the school returned to the local hall in December for the traditional Christmas Concert. Ably led by their wonderful teachers, the students put on a superb musical performance titled Santa's Adventure, which received a standing ovation and much positive feedback from parents.

Through the Positive Start initiative, the school was able to take all students on a rich learning experience to the Melbourne Museum. The students were amazed to see the 67-million year old triceratops fossil and intrigued to learn about the dinosaurs, how they lived and how the Earth has changed over the past 60-million years.

The school continued to connect with the Campaspe Cluster schools to provide students with authentic physical education and sporting experiences. These included the Swimming Carnival, Athletics Sports, Swimming Sports, Summer Sports and Cross Country. Schools camps were also provided as part of the Cluster and included the Grade 3-4 Kookaburra Camp and Grade 5-6 Anglesea Camp.

An enhanced Science program saw the school access the Bendigo Science and Discovery Centre for eight virtual lessons during Term 1. During these sessions, the students connected via Microsoft Teams with a scientist to conduct investigations and experiments related to chemical, physical and earth sciences.

The school was able to re-establish the Goornong Community Playgroup following two years of interruptions due to Covid-19. Throughout 2022, several families benefited from the play and social interaction that the playgroup provides.

Financial performance

The school maintained a strong financial position throughout 2022. A net operating surplus of \$221,961 was recorded. This is the result of a number of factors, including a Student Resource Package surplus of \$64,530 and revenue from the Outside School Hours Care Establishment grant of \$75,000 received at the end of 2022, which will be expended in 2023.

In 2022, 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 to support student learning, engagement and wellbeing through the Student Resource Package included:

- \$27,299 of Tier 2 disability funding through cash and credit allocations, which was used to employ additional education support staff to provide support to students with additional needs not funded under the Program for Students Disabilities.
- \$5,000 of equity funding through cash and credit allocations, which was used to increase an education support officer's time fraction to deliver a SPAIDES speech program to students with language difficulties.
- A credit allocation of \$25,000 to employ a tutor to implement the Tutor Learning Initiative.

Commonwealth government grants totalling \$150,000 were received, being \$75,000 annually for the 2022 and 2023 Outside School Hours Care Establishment grant, which enabled the school to start an after school care program in 2022 that will continue in 2023.

The school received a \$25,000 School Shade Sail grant from the Department of Education, which was combined with a \$37,000 grant from the Fosterville Gold Mine and enabled construction of a fabulous Outdoor Learning Space for the students. The school entered into a contract with building company Spanline to complete these works.

Other Department of Education grants included a \$19,120 Bushfire Preparedness (Vegetation) Grant which enabled the school to conduct tree and grounds maintenance to reduce the bushfire risk ahead of the summer season. The school has carried forward a portion of these funds with the purpose of creating more bushfire-safe landscapes.

In excess of \$4,000 was raised in 2022 by the school's vibrant parent community, including \$3,349.28 through volunteering at the Elmore Field Days.

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 2.0 (FISO 2.0).

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 30 students were enrolled at this school in 2022, 12 female and 18 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).

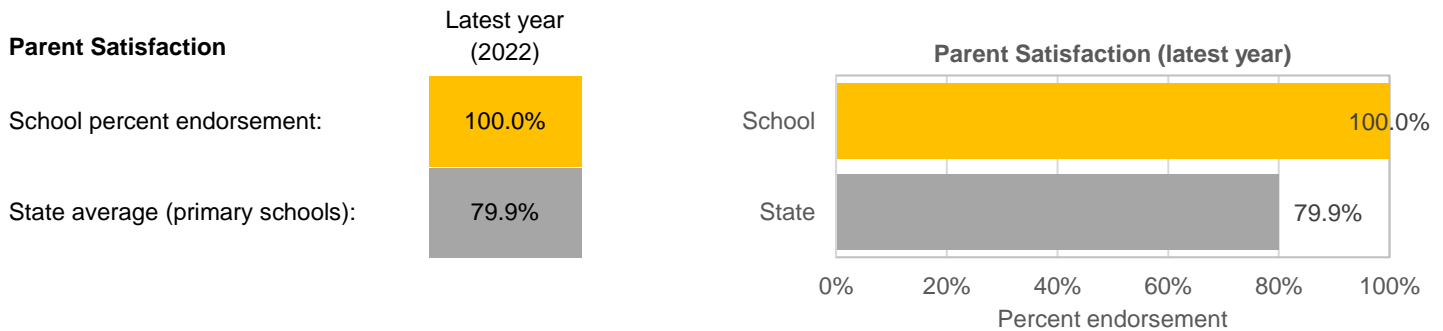
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

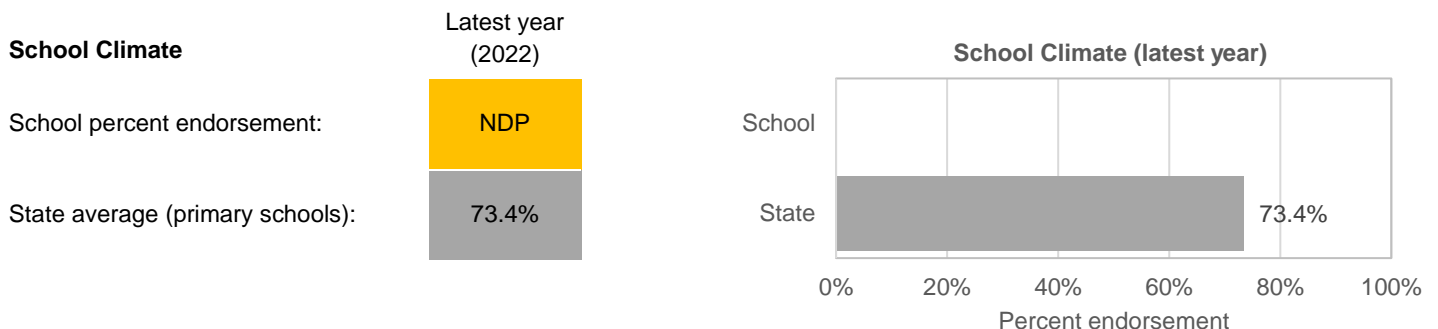


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

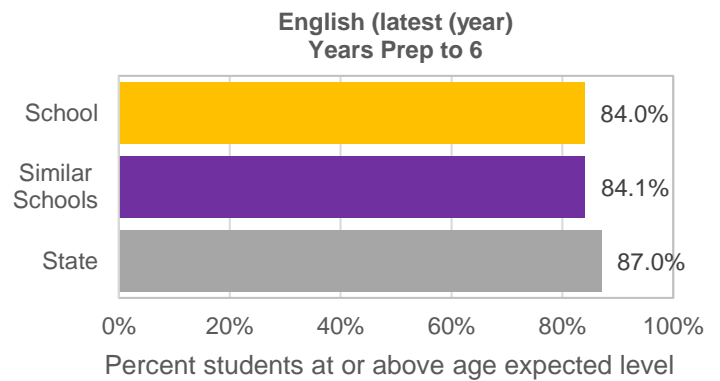
84.0%

Similar Schools average:

84.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

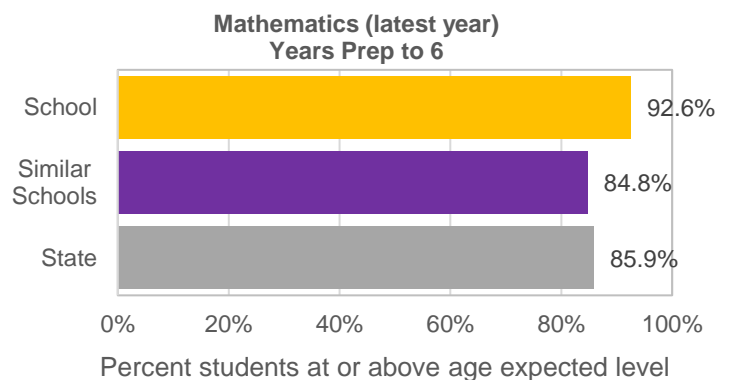
92.6%

Similar Schools average:

84.8%

State average:

85.9%



LEARNING (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.

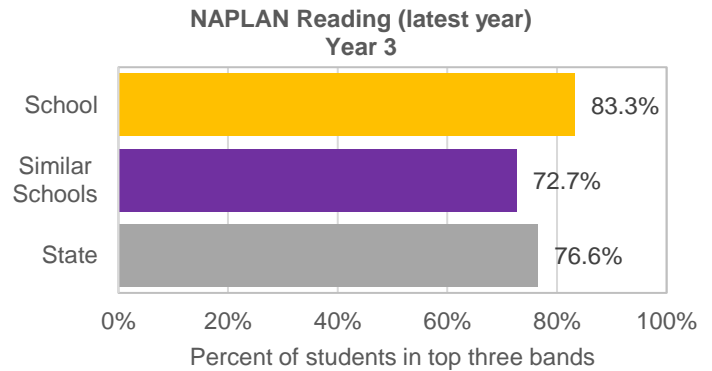
NAPLAN

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 2019, 2021 and 2022 data.

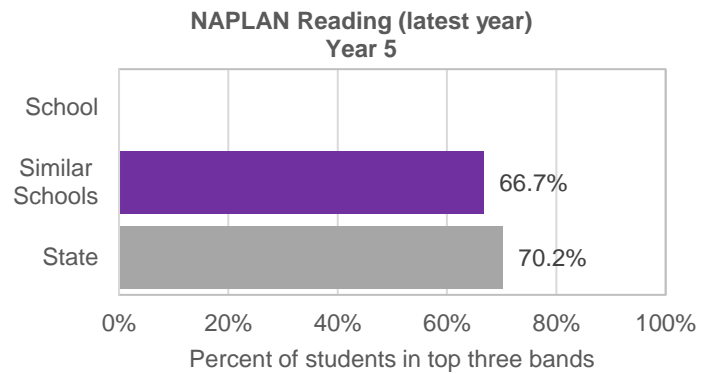
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	83.3%
Similar Schools average:	72.7%	70.0%
State average:	76.6%	76.6%



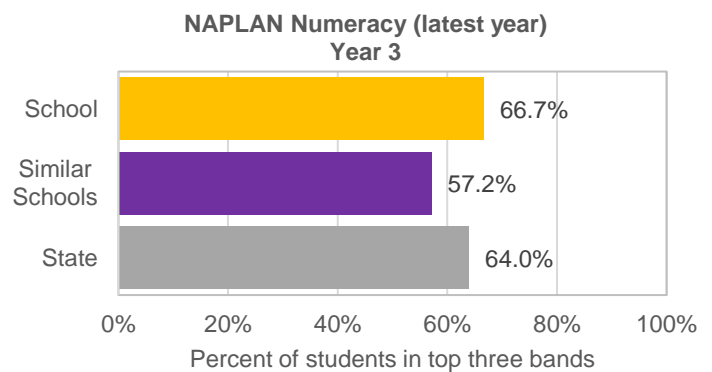
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	33.3%
Similar Schools average:	66.7%	62.9%
State average:	70.2%	69.5%



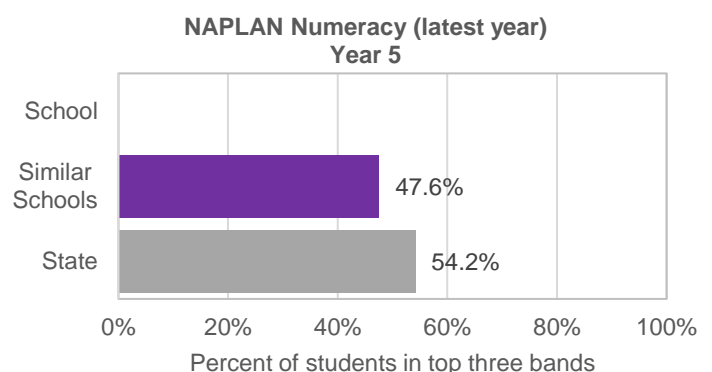
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	61.5%
Similar Schools average:	57.2%	62.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	42.9%
Similar Schools average:	47.6%	49.3%
State average:	54.2%	58.8%



WELLBEING

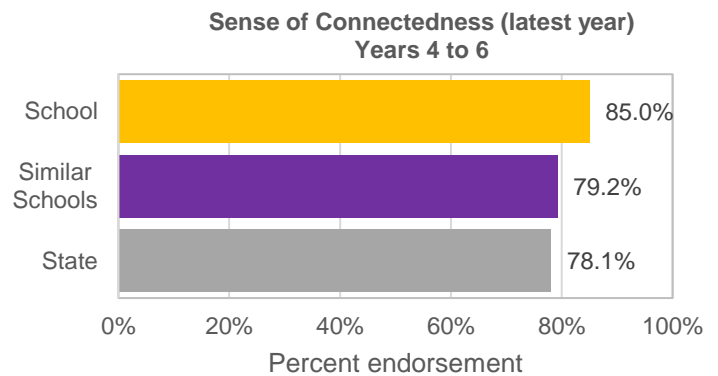
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	85.0%	77.9%
Similar Schools average:	79.2%	80.8%
State average:	78.1%	79.5%

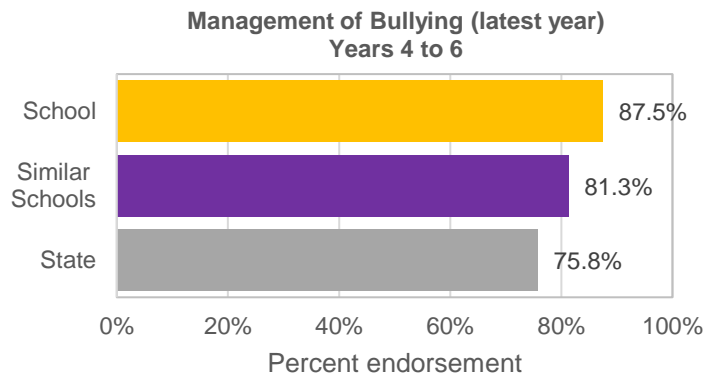


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	87.5%	88.9%
Similar Schools average:	81.3%	83.7%
State average:	75.8%	78.3%



ENGAGEMENT

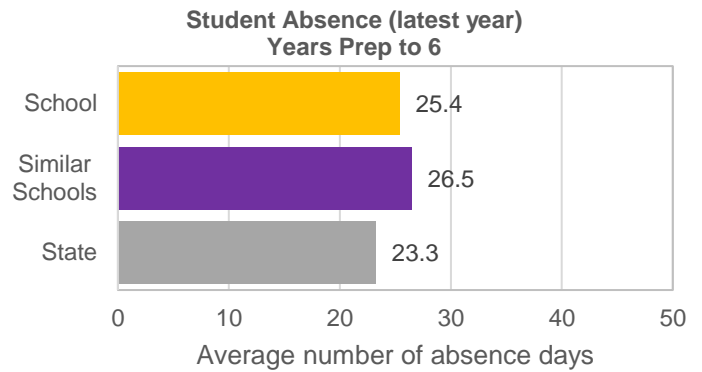
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.4	18.3
Similar Schools average:	26.5	17.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	82%	NDP	89%	NDP	89%	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$563,666
Government Provided DET Grants	\$126,206
Government Grants Commonwealth	\$150,000
Government Grants State	\$0
Revenue Other	\$7,663
Locally Raised Funds	\$47,634
Capital Grants	\$0
Total Operating Revenue	\$895,170

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$478,037
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$7,323
Communication Costs	\$1,190
Consumables	\$12,860
Miscellaneous Expense ³	\$7,233
Professional Development	\$1,102
Equipment/Maintenance/Hire	\$6,825
Property Services	\$39,900
Salaries & Allowances ⁴	\$37,019
Support Services	\$63,745
Trading & Fundraising	\$9,499
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,475
Total Operating Expenditure	\$673,209
Net Operating Surplus/-Deficit	\$221,961
Asset Acquisitions	\$64,979

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$189,901
Official Account	\$12,905
Other Accounts	\$117
Total Funds Available	\$202,924

Financial Commitments	Actual
Operating Reserve	\$28,832
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$89,564
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$79,176
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$202,572

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.