

2018 Annual Report to The School Community



School Name: Gunbower Primary School (2231)



- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 10 March 2019 at 01:03 PM by Judith Martin
(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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 03:47 PM by Sally Fletcher
(School Council President)

About Our School

School context

Gunbower Primary School prides itself on being a family centred, welcoming school with an inclusive, friendly and happy learning community atmosphere. The school is set in the rural township of Gunbower approximately 200kms north of Melbourne. At census in 2018, we had 52 students, with enrolments increasing marginally over the last 4 year period. The school comprises of an original two-classroom building plus a 2011 BER building (containing flexible learning spaces for 2/3 classes and an administration suite). In 2018 there were 3 classes comprising of Prep/1, Grade 2/3 and Grade 4-6. There were 2 full time teachers and a 0.64 teacher who shared the G2/3 class with the Principal. There was also a part time aide (0.53) working in the Prep/1 classroom.

The school continues to provide a safe and supportive environment with dedicated and enthusiastic teachers and support staff. It is a highly stimulating and engaging environment that caters for the needs of every child. Staff pride themselves in catering for their students individual learning needs, using highly regarded, research based teaching and learning methods. Students are encouraged to strive to become their best versions of themselves as happy, healthy individuals who are able to contribute to, and flourish within their community. Our school motto and emphasis is on "Learning for Life".

The wellbeing of the students at Gunbower Primary is our first priority. We aim to create an environment where children feel safe and secure. We actively encourage student voice, and our school expectations are deeply embedded in everything we do. They are: Be responsible, Be respectful, Be a learner and Be safe.

Specialist classes are provided weekly in Library (MARC van), Visual Art (MACC van) and Music. All staff at Gunbower Primary are dedicated, and work cohesively, sharing high expectations for themselves, their peers and students. Staff have a highly effective, cooperative team approach, which supports the teaching and learning program. Additionally, staff are committed to continuous improvement and achieving excellence in their teaching and learning.

Gunbower Primary School places a strong emphasis on developing school, family and community partnerships in a small rural district. A very strong partnership exists between parents and staff, with high levels of parent participation through School Council, classroom helpers, Parents Club and fundraising activities.

Framework for Improving Student Outcomes (FISO)

In 2018 the FISO initiatives and key improvement strategies focused on were:

* **BUILDING PRACTICE EXCELLENCE:** Developing self-motivated learners with strong academic skills and capabilities that will enable them to connect with their local and wider globalised community.

In 2018, we focused on building the effectiveness and efficacy of each teacher by embedding a consistent research-based instructional model for Reading for F-6 across the school. We also continued to build teacher capacity to use High Impact Teaching Strategies in order to raise student outcomes across Literacy and Numeracy with a focus on Teacher Clarity, Feedback and Questioning.

* **BUILDING COMMUNITIES:** Strengthening school and community partnerships to enhance learning growth, engagement and achievement of all students.

In 2018, we focused on reviewing and embedding the implementation of the Respectful Relationships initiative across the whole school community.

Achievement

In the 2018 Annual Implementation Plan (AIP), the first of two key improvement strategies for achievement was to build the effectiveness and efficacy of each teacher by embedding a consistent research-based instructional model

for Reading for F-6.

This work was rigorously undertaken by all staff, with a focus on:

- * Evaluating and diagnosing our current practice.
- * Researching current pedagogy and high impact, evidence based models, and identify a model to adopt based on a shared belief about reading development.
- * Conducting peer observations of good practice beyond our school.
- * Developing an agreed common practice for Reading.
- * Developing collaborative planning and assessment practices for Reading.
- * Developing teacher capacity to understand and effectively analyse multiple sources of student data.
- * Fully implementing the instructional model across the school.

This initiative had a positive impact on teaching and learning across the school, with the agreed common practice in place in every classroom. Students are being taught at point of need and reading strategies to support learning are explicitly taught. Data tracking and analysis processes have developed, in particular with the introduction of a computer based, whole school system. We have begun to see this work impact the data with a 21.4% increase in the number of Y5 students in the top 2 bands for Reading in NAPLAN in 2018. There will be a continued focus on this work in 2019, to embed the key learnings and track progress.

The second of the two key improvement strategies for achievement was build teacher capacity to use High Impact Teaching Strategies in order to raise student outcomes across Literacy and Numeracy with a focus on Teacher Clarity, Feedback and Questioning.

This work was rigorously undertaken by all staff, with a focus on:

- * Evaluating and diagnosing our current practice.
- * Developing teacher knowledge and clarity of the following HITS: Teacher Clarity, Feedback and Questioning.
- * Building the capacity of staff to evaluate the impact of their own and others teaching through the use of peer observations and self-analysis.

This initiative also involved the development of an agreed common practice document that has been successfully implemented across the school. Learning intentions and success criteria are used in every day practice across the school so that students know what they are learning and why. Effective use of feedback and questioning was also a focus, with a shift in practice in the type of feedback being given to students and a spotlight on questioning techniques and the range of questions being used. The use of the department's HITS document will continue to be a major influence in all our future work. The areas of HITS we have focused on will continue to be embedded and other aspects of the document will be addressed.

Engagement

Student attendance was a focus in 2018 with regular features of the importance of attendance in the school newsletter, and the Attendance Policy renewed at School Council and shared with the community. With the change of practice with regard to all Victorian government schools contacting parents/carers as soon as practicable on the same day of an unexplained student absence, the school implemented it's own protocols to address this matter. Through School Council, and the use of the Government's funding for small school attendance, the school also purchased a software platform to help support the monitoring of attendance. School attendance continued to be high with 20% of students with 20 or more absence days compared to similar schools with an absence rate of 22%. The number of students with 30+ fell from 10% in 2017, to 3% in 2018.

Wellbeing

In the 2018 Annual Implementation Plan (AIP), the key improvement strategy for Wellbeing was to develop the implementation of the Respectful Relationships initiative across the whole school community.

This work was rigorously undertaken by all staff, with a focus on:

- * Evaluating and diagnosing our current practice using the Respectful Relationships Baseline Assessment.
- * Creating a long term Action Plan using the Respectful Relationships proforma, which included demonstrating a clear commitment to supporting gender equality and respectful relationships and embedding the explicit teaching of Wellbeing across the school.

This strategy built on the work introduced in 2017. Targeted funding through Respectful Relationships and Inclusion supported the implementation of this work. Staff were able to attend professional development days beyond the school and quality resources were purchased that support teaching and learning. All teachers explicitly teach Wellbeing each week and there is consistency in the approach due to staff planning and collaboration, This approach will continue to be embedded in the future at Gunbower, building on a culture of tolerance and respect. In the Attitudes to School Survey, there was an increase the percentage of positive responses in Students Non-Experience of Bullying. This increased to was 92%. In the Parent Opinion Survey, there was an increase the percentage of positive responses in Managing Bullying to 82%.

Financial performance and position

Gunbower Primary School continues to be in a relatively strong financial position. Expenses and income remain similar to last year, and budgets were adhered to. The school received funding from several initiatives including \$5000 for Small School Attendance (used to purchase an attendance software platform), \$3531 for Respectful Relationships (used for resources and training), and \$9800 Inclusion Boost and Inclusion Equipment Boost for Schools funding (used to train staff and purchase inclusion resources). Most significant was the \$365,000 Planned Maintenance Project funding the school received. This was used to address OHS issues around the school and included the refurbishment of the art room/cooking room, the addition of ramps to a double classroom and sports shed and the construction of a large outdoor undercover area. We also had a very active parent community, committed to raising funds to assist with the subsidy of school events, acquisition of additional school resources to assist student learning and the funding of a casual teacher to provide a music program. Equity funding was used to increase the hours of a teacher aide, with a focus on supporting at risk students in English and Mathematics, and the Commonwealth Government Grant allowed for the provision of the Sporting Schools Program.

For more detailed information regarding our school please visit our website at
<https://www.gunbower.ps.vic.gov.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 52 students were enrolled at this school in 2018, 24 female and 28 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Lower</p> <p>No Data Available</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																		
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>67%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	Reading	50%	50%	Numeracy	67%	33%	Writing	33%	67%	Spelling	33%	67%	Grammar and Punctuation	67%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium																		
Reading	50%	50%																		
Numeracy	67%	33%																		
Writing	33%	67%																		
Spelling	33%	67%																		
Grammar and Punctuation	67%	33%																		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1031 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>96 %</td> <td>91 %</td> <td>94 %</td> <td>97 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	96 %	91 %	94 %	97 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	96 %	91 %	94 %	97 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$486,456	High Yield Investment Account	\$104,366
Government Provided DET Grants	\$147,773	Official Account	\$7,720
Government Grants Commonwealth	\$3,938	Total Funds Available	\$112,086
Revenue Other	\$3,129		
Locally Raised Funds	\$45,960		
Total Operating Revenue	\$687,256		
Equity¹			
Equity (Social Disadvantage)	\$21,089		
Equity Total	\$21,089		
Expenditure		Financial Commitments	
Student Resource Package ²	\$444,979	Operating Reserve	\$20,023
Communication Costs	\$1,492	School Based Programs	\$11,063
Consumables	\$15,662	Asset/Equipment Replacement < 12 months	\$5,000
Miscellaneous Expense ³	\$29,866	Capital - Buildings/Grounds < 12 months	\$15,000
Professional Development	\$3,029	Maintenance - Buildings/Grounds < 12 months	\$24,000
Property and Equipment Services	\$34,208	Asset/Equipment Replacement > 12 months	\$5,000
Salaries & Allowances ⁴	\$29,038	Capital - Buildings/Grounds > 12 months	\$20,000
Trading & Fundraising	\$10,876	Maintenance - Buildings/Grounds > 12 months	\$12,000
Utilities	\$7,385	Total Financial Commitments	\$112,086
Total Operating Expenditure	\$576,535		
Net Operating Surplus/-Deficit	\$110,722		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

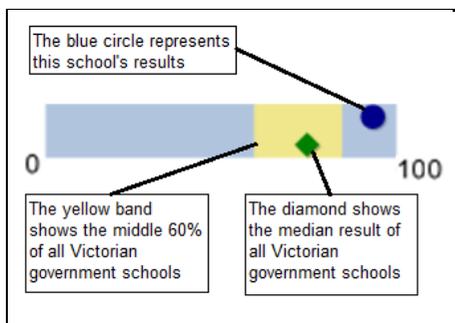
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

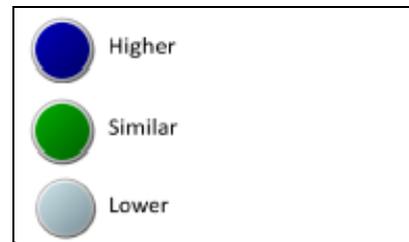


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').