

# 2019 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](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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 02 March 2020 at 12:26 PM by Judith Martin (Principal)

The 2019 Annual Report to the school community:

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

Attested on 04 March 2020 at 10:30 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 2019, we had 54 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 2019 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 G4-6 class with the Principal. There was also one part time aide (0.53) working in the Prep/1 classroom and one part time aide (0.48) working in the G2/3 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 2019 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 2019, we focused on building the effectiveness and efficacy of each teacher in English by focusing on embedding the improvements made in Reading and developing a consistent research-based instructional model for Writing.
- \* **BUILDING COMMUNITIES:** Strengthening school and community partnerships to enhance learning growth, engagement and achievement of all students.  
In 2019, we focused on building opportunities for increased student voice and ownership of their learning.
- \* **SETTING EXPECTATIONS AND PROMOTING INCLUSION:** Developing student self-efficacy and confidence in their learning.  
In 2019, we focused on embedding a whole school approach to student wellbeing that includes proactive strategies that focus on promotion of positive relationships, resilience and individual efficacy.

### Achievement

In the 2019 Annual Implementation Plan (AIP), the key improvement strategy for achievement was to build the effectiveness and efficacy of each teacher in English by focusing on embedding the improvements made in Reading and developing a consistent research-based instructional model for Writing.

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

#### READING

- \* Continuing to use high quality resources to deepen staff pedagogy in Reading.
- \* Continuing to monitor the effectiveness of the reading program through peer observations, self reflection tools, and the sharing and analysis of data.

#### WRITING

- \* Evaluating and diagnosing our current practice.
- \* Researching current pedagogy and high impact, evidence based models, and identifying a model to adopt based on a shared belief about writing development.
- \* Gathering evidence of good practice beyond our school.
- \* Developing an agreed common practice.
- \* Developing collaborative planning and assessment practices.
- \* 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 for Reading fully embedded in every classroom and a similar document for Writing in place. Students are being taught at point of need, and both reading strategies and writing skills to support learning are explicitly taught. This work has impacted student learning gain as indicated in NAPLAN results. In Reading, 70% of students made high or medium growth, in Writing 80% of students made high or medium growth and in Spelling the figure was 90%. A range of strategies were used to support students in core subjects including using Equity funding to increase classroom assistant hours.

Students across the school continue to improve in English and Mathematics. This was reflected in the Teacher Judgement figures of students at or above the expected standard for these subjects. Both of these were consistent with the State median: English was 89.5% (State median 89.7%) and Mathematics was 90.8% (State median 90.3%).

Students in Year 3 performed well in NAPLAN with 87.5% of students in the top 3 bands for Reading (State median 76.5%) and 87.5% in the top 3 bands for Numeracy (State median 67.7%). In Year 5, NAPLAN Reading results were similar to the State median with 63.6% of students in the top 3 bands (State median 67.6%), however results in Year 5 Numeracy were lower than expected with 27.3% of students in the top 3 bands (59.3 State median).

### Engagement

In the 2019 Annual Implementation Plan (AIP), the key improvement strategy for Engagement was to build student voice and ownership of the students' learning. Work in this area is ongoing, intentional, and in 2019 included the use of individual goal setting for students each term and involving students more directly in making decisions about their own learning.

The school target was to improve students' sense of voice and agency and stimulated learning, and this was monitored through the results of the Student Attitude to School Survey. This target was met, with both factors increasing significantly: Student Voice and Agency increased from 45% in 2018 to 87% in 2019 and Stimulated Learning increased from 50% in 2018 to 83% in 2019.

Student attendance continued to be a focus in 2019, with regular features of the importance of attendance in the school newsletter. The school also continued to use the Xuno platform to support communication between home and school regarding attendance, and in 2019, the SMS package was purchased to support this. Student absences have increased and so the school will continue to work with families to ensure that students are at school and learning.

## Wellbeing

In the 2019 Annual Implementation Plan (AIP), the key improvement strategy for Wellbeing was to embed a whole school approach to student wellbeing that includes proactive strategies that focus on promotion of positive relationships, resilience and individual efficacy. The explicit teaching of Wellbeing across the whole school was embedded and all teaching staff completed a 4 day professional development course on the Berry Street Education Model to support this work.

We have made significant progress in student wellbeing, and this is reflected in ongoing improvements in all factors of our Attitudes to School Survey (AToSS) results. In 2019, results in most areas of AToSS increased by at least 10% performing well above the median 60% of all Victorian Schools.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with almost all factors above 90% positive, performing well above the median 60% of all Victorian Schools.

## Financial performance and position

Gunbower Primary School maintained a sound financial position throughout 2019. The 2017-2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities. Expenses and income remained similar to last year, and budgets were adhered to.

The school received additional DET funding for targeted initiatives including \$1000 for Respectful Relationships and \$720 for Swimming in Schools. \$3600 also came from two Sporting Schools grants which was used to support our PE program. 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 supporting the provision of the music program. The school also received a small amount of equity funding that was used to increase the hours of a teacher aide, with a focus on supporting students in English and Mathematics.

**For more detailed information regarding our school please visit our website at**  
<http://www.gunbowerps.vic.edu.au/>

## Performance Summary

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

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

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

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

### School Profile

#### Enrolment Profile

A total of 54 students were enrolled at this school in 2019, 25 female and 29 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Similar </p> <p>Similar </p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Year 3</b></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>Similar </p> <p>Similar </p>	
<p><b>NAPLAN Year 5</b></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>Below </p>	

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> 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" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>70%</td> <td>30%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>70%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>90%</td> <td>0%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	50%	20%	Numeracy	70%	30%	0%	Writing	20%	70%	10%	Spelling	10%	90%	0%	Grammar and Punctuation	40%	40%	20%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	92 %	90 %	93 %	92 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	92 %	90 %	93 %	92 %	92 %	92 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>Above <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>Above <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$570,158	High Yield Investment Account	\$112,578
Government Provided DET Grants	\$101,146	Official Account	\$5,189
Government Grants Commonwealth	\$3,600	<b>Total Funds Available</b>	<b>\$117,767</b>
Revenue Other	\$2,678		
Locally Raised Funds	\$38,959		
<b>Total Operating Revenue</b>	<b>\$716,541</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$13,569		
<b>Equity Total</b>	<b>\$13,569</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$464,578	Operating Reserve	\$20,051
Communication Costs	\$1,422	School Based Programs	\$6,861
Consumables	\$11,174	Funds for Committees/Shared Arrangements	\$4,112
Miscellaneous Expense <sup>3</sup>	\$34,166	Capital - Buildings/Grounds < 12 months	\$1,350
Professional Development	\$1,706	Maintenance - Buildings/Grounds < 12 months	\$26,114
Property and Equipment Services	\$26,985	Asset/Equipment Replacement > 12 months	\$7,000
Salaries & Allowances <sup>4</sup>	\$38,129	Maintenance - Buildings/Grounds > 12 months	\$11,600
Trading & Fundraising	\$9,134	<b>Total Financial Commitments</b>	<b>\$77,088</b>
Utilities	\$8,689		
<b>Total Operating Expenditure</b>	<b>\$595,983</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$120,557</b>		
<b>Asset Acquisitions</b>	<b>\$9,868</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

### Engagement

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

### Wellbeing

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

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



## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



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

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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