



Department of Education and
Early Childhood Development

2010 Annual Report to the School Community

California Gully Primary School
School Number: 123



California Gully Primary School

California Gully Primary School is situated in Staley Street, California Gully and is geographically between Bendigo and Eaglehawk. The school was opened in 1883 and is known as "Bell Topper Hill". The suburb of California Gully is part of the Greater City of Bendigo.

The school is a member of the Sandhurst Network. The school draws enrolments from the local California Gully area, Maiden Gully, Eaglehawk and Long Gully. The majority of year 6 students transition to Eaglehawk Secondary College. Enrolments have been stable over the past five years, in 2010 there was an enrolment of 191. Teaching staff include the Principal, 8 equivalent classroom teachers, 0.5 Reading Recovery, 0.5 Library, 0.2 Music, 0.4 Science/ Information and Communication Technology. An Instrumental Music teacher was employed for one day a week. A Wellbeing Officer is employed for two days a week. The school also had 4.6 equivalent fulltime ESS staff.

The curriculum is designed to give the students a range of learning opportunities which cater for their individual needs, this includes both intervention and extension programs. Literacy and numeracy are teaching and learning priorities.

The 2 million dollar building upgrade took place during the 2010 school year and will be completed in late Term 1 of 2011. The new building will consist of 4 new classrooms and large open learning spaces which will enhance the collaborative and flexible learning approaches. It will also offer spaces for creative and investigative learning for all students.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>California Gully Primary School is achieving results as predicted given our cohort of students' backgrounds in relation to Student Learning & Student Engagement and Wellbeing.</p> <p>Our teacher assessed VELS results indicate we are achieving within the predicted range in English and mathematics from Grades Prep to 6. Reading and Numeracy are above the State median. Year 3 data shows that we performed in the predicted range in the areas of literacy and numeracy in 2010. Our Year 5 data indicates we performed with the predicted range for Reading and above the predicted range in Numeracy.</p> <p>All Program for Students with a Disability students showed progress at satisfactory or above in achieving individual goals. Individual Learning Plan's were in place for all PSD students. The classroom teacher and integration aides monitored individual progress and gave feedback to the parents regularly.</p> <p>Intervention programs include Reading Recovery at Year 1 and Individual Education Plans for those students identified 'at risk'.</p> <p>Staff are dedicated and committed to whole school planning. In 2011 we will continue to focus on; whole school planning and reflective practice, differentiated instruction and effective teaching and learning using targeted professional development.</p>	<p>The 2010 Student Attitudes to School survey data is within the predicted range.</p> <p>The school has been very proactive in supporting families and has provided a playgroup program run in the mornings, a breakfast program, out of hours care program, and an active after school program.</p> <p>Students have been supported by the Learning for Life program, the Young Leaders Conference, the Jigsaw Program along with organised lunchtime sport and an Alternative Lunch Program</p> <p>This year there has been a continued focus on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning.</p> <p>The student attendance data is within the predicted range. However on going communication emphasising the importance of attending school everyday, informing the school as to why students are away and following up with families of students with high absences is crucial.</p> <p>The next level of work in 2011 is the development of our Student Engagement and Wellbeing Policy. This involves (in part) the review of our school values as a school community, introducing Restorative Practice as our preferred behaviour management strategy and promoting school attendance through positive and transparent relationships with families.</p>	<p>California Gully Primary School communicates with and supports all students and parents at the various transitional points.</p> <p>A Prep transition is conducted over three experience sessions for the Pre-school children. An information session is provided at the 3rd orientation session. A school tour and interviews are provided by the principal for prospective parents with questions or concerns. A Pre-school to Prep Network exists so the Kinder can liaise with the school to ensure a smooth transition. A Buddy program operates with the Grade 6 children. Mid Term 1 Parent/Teacher interviews are held to discuss progress.</p> <p>The majority of our exiting Year 6 students transition to Eaglehawk Secondary College, the school works closely with Eaglehawk Secondary College ensuring all students are well prepared for Year 7.</p> <p>During Term 3 and 4 the Year 6 students have the opportunity to familiarise themselves with the secondary school through an orientation program which involves meeting Secondary college staff and orientating themselves with the school environment.</p> <p>The 'Student Mapping Tool' which tracks individual student progress from Grade Prep through to grade 6 is being introduced and will assist in tracking student progress (academic, emotional and social) from year to year.</p>

For more detailed information regarding our school please visit our website at

www.californiagullyps.vic.edu.au

or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

California Gully Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

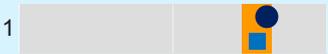
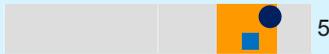
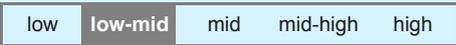
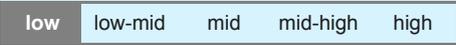


2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score. 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 
- Overall socio-economic profile 
Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 194 students (99 female, 95 male) were enrolled at this school in 2010.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

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Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2009



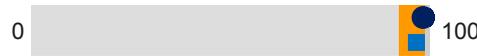
Results: English and Mathematics 2007 - 2009 (3-year average)



Results: All other subjects 2009



Results: All other subjects 2007 - 2009 (3-year average)



School Comparison



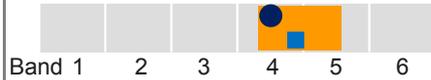
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

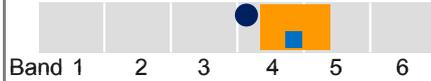
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

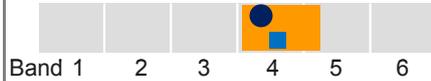
Results: Reading 2010



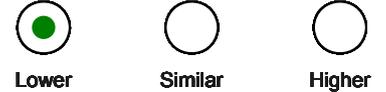
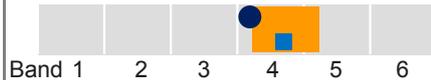
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

Results: Reading 2010



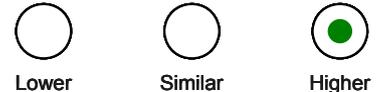
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



How this school compares to all Victorian government schools

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Student Engagement and Wellbeing

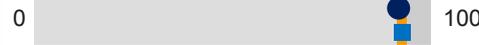
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

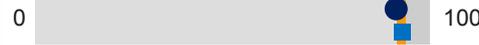
Average 2009 attendance rate by year level:

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	93%	92%	93%	93%	87%	93%

School Comparison



7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2010



Results: 2007 - 2010 (4-year average)



How to read the Government School Performance Summary 2010

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

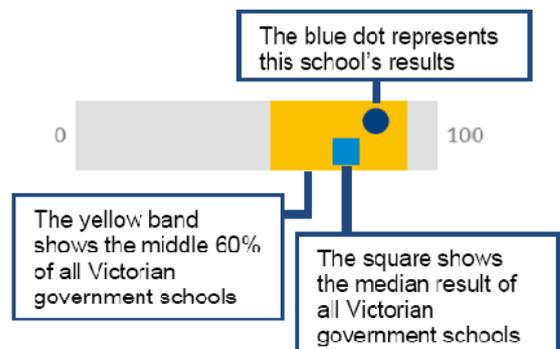
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/

School Comparison



Lower



Similar



Higher

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

California Gully Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

Revenue	2010 Actual
Departmental Grants	\$241,628
Commonwealth Government Grants	\$43,892
State Government Grants	\$
Other	\$40,108
Locally Raised Funds	\$102,111
Total Operating Revenue	\$427,739
Expenditure	
Salaries and Allowances	\$114,496
Bank Charges	\$122
Consumables	\$35,897
Books and Publications	\$19,396
Communication Costs	\$5,693
Furniture and Equipment	\$62,297
Utilities	\$14,582
Property Services	\$42,346
Travel and Subsistence	\$11,146
Motor Vehicle Expenses	\$
Administration	\$3,989
Health and Personal Development	\$1,798
Professional Development	\$2,084
Trading and Fundraising	\$11,919
Support/Service	\$
Miscellaneous	\$68,519
Total Operating Expenditure	\$394,284

Net Operating Surplus/-Deficit **\$33,455**

Capital Expenditure

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2010

Funds Available	2010 Actual
High Yield Investment Account	\$43,768
Official Account	\$19,622
Other Bank Accounts(listed individually)	\$
(insert)	\$
Total Funds Available	\$63,390

Financial Commitments	2010 Actual
School Operating Reserve	\$16,920
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$46,470
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$63,390

Financial performance and position commentary

There was sufficient funding to support classroom programs, administrative expenses and services and maintenance for the school. Funding of \$49 500 was granted through the BER program. This funding was allocated for landscaping, furnishings and the purchase of Interactive Whiteboards in our new building. Much of the professional development was completed internally using key staff from Loddon Mallee Regional Office and this kept professional development costs low during the 2010 school year. A significant amount of money was used to replace teachers because of illness and for professional development needs but we were able to stay to budget. The California Gully Primary School Parents' Club again worked hard to raise funds of just over \$10 000, this enabled the school to purchase literacy resources for classrooms, materials to complete the new picket fence panels at the front of the school and refreshments to support school excursions. All items benefited the students learning needs and assisted in creating an aesthetically pleasing school environment.