

2012 Annual Report to the School Community

California Gully Primary School
School Number: 0123



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 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. In 2012 there was an enrolment of 178 students. Teaching staff included the Principal, 8 equivalent classroom teachers, 0.5 Reading Recovery, 0.5 Library, 0.4 Science/ Information and Communication Technology & .2 Physical Education. A Welfare Officer was employed for three days a week. The school had 4.6 equivalent fulltime ESO staff.

The curriculum is designed to give the children a range of learning opportunities through diverse and engaging programs. The school aims to give every student the opportunity to reach their learning potential, and cater for their individual needs.

The school's ICT program is well resourced with the 1:1 netbook program operating in Grades 5 & 6, a computer lab for specialist classes and whole-grade activities, computers in classrooms for small group work and a class set of netbooks available for large groups of students.

At California Gully P.S. our whole-school approach to values education and quality curriculum planning ensures a consistent approach to the social, emotional, physical and academic growth of all students.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>In 2011 California Gully Primary School student learning outcomes when compared to other schools with similar student backgrounds are of a similar standard.</p> <p>Our teacher assessed VELS results indicate we are achieving within the predicted range in English and Mathematics from Grades Prep to 6.</p> <p>The Year 3 NAPLAN data shows from 2009-2012 (on average) we have performed within the predicted range in the areas of reading and numeracy. In 2012 the reading and numeracy results were higher than those of schools with similar backgrounds.</p> <p>Our Year 5 (4-year average) NAPLAN data indicates we have performed within the predicted range in reading & numeracy. In 2012 our reading and numeracy results were higher than that of schools' with similar background characteristics.</p> <p>The overall NAPLAN results for 2012 were exceptional and credit must go to the teaching staff, their programs and the instructional practice.</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.</p>	<p>The 2012 the Student Attitudes to School survey data was within the predicted range. Based on a 4 year average the students' positive perceptions of school are higher than those of schools with similar characteristics.</p> <p>The 2011 student attendance data and the 4 year average are within the predicted range. Attendance rates have continued to improve.</p> <p>Key strategies supporting improvement have included:</p> <p>The welfare officer supporting students, parents and staff as required during the course of the year. This was highlighted by our targeted transition program (see Student Pathways and Transition) The welfare officer is employed 3 days a week and this has been made possible with funding received through the National School Chaplaincy and Student Welfare Program.</p> <p>The Attendance Policy was reviewed and endorsed at school council. Protocols updated included the timely follow up to unexplained absences and support for families where absences were quite high.</p> <p>Initiating programs based on the wellbeing needs for our school community. In 2012 we commenced the process of becoming a</p>	<p>California Gully Primary School communicates with and supports all students and parents at the various transitional points.</p> <p>Our Prep transition program consisted of three experience sessions for the Pre-school children. An information session was provided at the 3rd orientation session.</p> <p>During the course of the year Grade 5 students visit our main feeder pre-school to start the transition process with shared activities.</p> <p>Mid Term 1 Parent/Teacher interviews are held to discuss student progress.</p> <p>School tours and meetings are provided by the principal for prospective parents.</p> <p>In term 4 all students are involved in an intra-school transition program. This involves the students' moving into their 2013 classroom setting and for many forming those initial relationship with a new teacher and peers.</p> <p>The majority of our exiting Year 6 students transition to Eaglehawk Secondary College. California Gully Primary School works closely with Eaglehawk Secondary College ensuring all students are well prepared for Year 7. In 2012 our welfare officer with the assistance of</p>

<p>Academic results were very good in 2012 but we are always looking at ways to improve performance.</p> <p>Key strategies to support improvement across the curriculum included:</p> <p>Using a wide range of assessment tools to assess student performance and drive instruction. Engaging staff in data analysis to find the point of need for student learning and to inform teaching. Throughout the year professional learning focussed on quality daily instruction, explicit teaching and sound curriculum knowledge</p> <p>In 2013 we will continue to focus our attention to the early years and ensure all children are given the opportunity to succeed through intervention and extension programs. Programs to be implemented include; an Early Years Reading Intervention Program, Developmental Curriculum and Book Box Reading</p> <p>In 2013 professional learning will involve working with both a literacy and numeracy consultant focusing on effective instruction, data analysis and curriculum planning.</p>	<p>KidsMatter school. All school staff completed Component 1, 'A Positive School Community' which had an emphasis around promoting connectedness and belonging across the school community.</p> <p>There were regular opportunities for the students to be involved in extracurricular activities which supported student engagement and wellbeing this included; our art show which was opened to the wider community, in-school performances, VIBE, school concert, school camps and excursions, and various interschool sporting competitions</p> <p>In 2013 we will continue to build on the strengths of our school program and provide a diverse range of extra-curricular activities. We will complete Component 2 of the KidsMatter program focusing on 'Social and Emotional Learning for Students' which will compliment the work undertaken by our welfare officer and the values education program which runs across all grade levels.</p>	<p>key staff led an extended transition program for students at risk transitioning into secondary school. Those students identified were given significant extra support during the year visiting the school regularly, engaging in various activities and becoming familiar and comfortable with their new school environment.</p> <p>The 'Student Mapping Tool' which tracks individual student progress from Grade Prep through to Grade 6 continues to be integrated. A student profile can be created and used to monitor progress and highlight where any assistance for individual students is required.</p>
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For more detailed information regarding our school please visit our website at

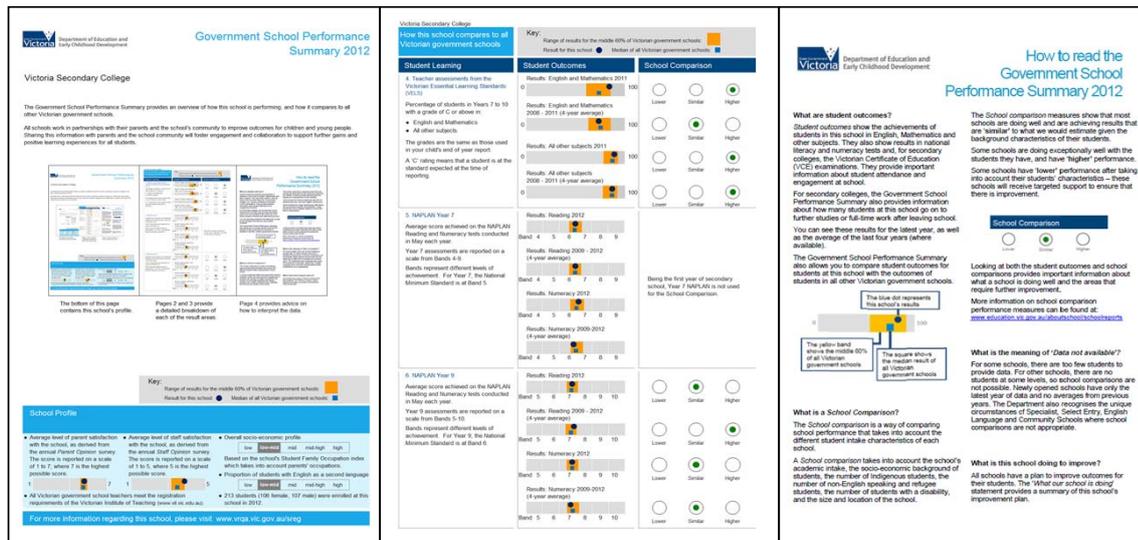
[enter school URL/website here]

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

California Gully Primary School

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 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

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

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

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).
- 178 students (90 female, 88 male) were enrolled at this school in 2012.

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

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: 

Student Learning

1. 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 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



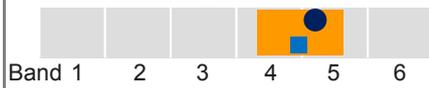
2. NAPLAN Year 3

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

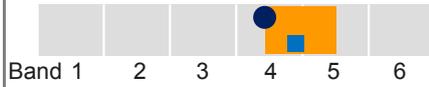
Year 3 assessments are reported on a scale from Bands 1-6.

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

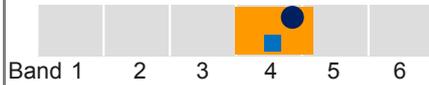
Results: Reading 2012



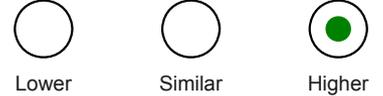
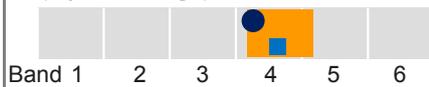
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



3. NAPLAN Year 5

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

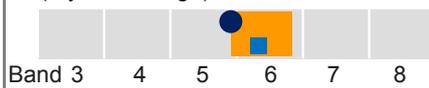
Year 5 assessments are reported on a scale from Bands 3-8.

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

Results: Reading 2012



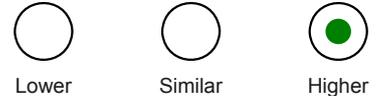
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



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:



Student Engagement and Wellbeing

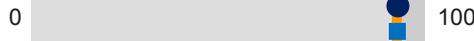
Student Outcomes

School Comparison

4. Student attendance

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

Results: 2011



Results: 2008 - 2011 (4-year average)



Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94%	91%	94%	94%	92%	93%	94%



Lower



Similar



Higher



Lower



Similar

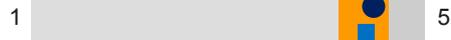


Higher

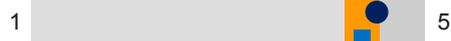
5. Student attitudes to school

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: 2012



Results: 2009 - 2012 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2012

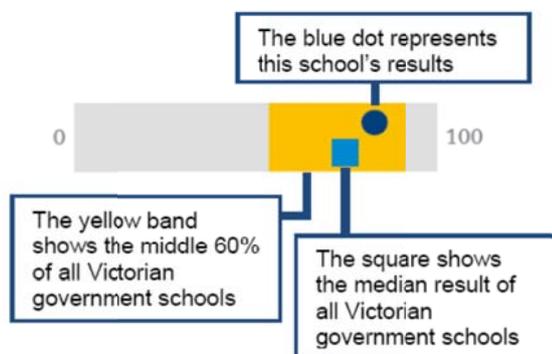
What are student outcomes?

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/schoolreports

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.

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, 2012
2012 Actual
\$57,037
\$13,118
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\$70,155

2012 Actual
\$5,928
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\$10,893
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