

2013 Annual Report to the School Community

California Gully Primary School

School Number: 123



Name of School Principal:

Jason Lee

Name of School Council President:

Paul Epworth

Date of Endorsement:

17.03.2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our 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 draws enrolments from the local California Gully area, Maiden Gully, Eaglehawk and Long Gully. The majority of year 6 students transfer to Eaglehawk Secondary College.

Our enrolment in 2013 was 165. Teaching staff included the Principal, 7 equivalent classroom teachers, science 0.2, ICT 0.4, library 0.5, Reading Recovery 0.5 and Physical Education 0.2. A Welfare Officer was employed for three days a week. The school had 4.6 equivalent fulltime ESO staff supporting classroom teachers, students with special needs and our welfare program.

At California Gully Primary School there is an expectation our students will embody our core values of Care, Respect and Personal Best as they strive to develop an understanding of the local and global community and their role in society. We aim to educate our students to give them the best opportunity to become active and productive citizens.




Achievement	Engagement	Wellbeing
<p>In 2013 California Gully Primary School's achievement outcomes were comparable to the State average and with schools of similar characteristics to ours.</p> <p>Our teacher assessed AusVELS results indicate we are achieving within the predicted range in English and Mathematics from Grade Prep to 6. Students achieving below expected levels were identified and for 2014 Individual Education Plans are developed and implemented for their learning needs.</p> <p>The Year 3 NAPLAN reading and numeracy data indicates students have performed within the predicted range. In 2013 the reading and numeracy results were higher than those of schools with similar characteristics. Reading in particular was significantly higher.</p> <p>The Year 5 NAPLAN reading and numeracy data indicates students have performed within the predicted range. Numeracy results were however lower than anticipated and the school has taken the necessary steps to address this following analysis of the data. In 2013 our reading and numeracy results were comparable to schools with similar characteristics.</p> <p>The relative growth of our year 5 students in 2013 reveals over two thirds of the students achieved results as expected or above when</p>	<p>Attitudes to School Survey results of the year 5 and 6 students reflect highly engaged and confident students. The data indicates the students are motivated (independent) learners, are stimulated by the classroom programs, believe teachers put time and effort into their teaching and the teachers understand their needs as students.</p> <p>There is a continual strong whole-school focus on student attendance. Our Attendance Policy has very clear guidelines that all teachers adhere to when following up on absences which are consecutive or without explanation. The school through our welfare officer provides both internal and external support to assist families who may be having difficulty either getting their children to school on time, or if the children's absenteeism is identified as putting that child at risk. The average number of days absent per child continues to drop each year and at the end of the 2013 school year was 12.69 days per student. The school's absent rate is similar to the State average and significantly better than schools with similar characteristics.</p> <p>At California Gully we are always looking at new programs or initiatives that will give our teachers the skills and knowledge to enhance the learning opportunities for all students. In 2013 we successfully applied for and gained entry into the Victorian Mathematics Specialist Program for the 2014-2015</p>	<p>The 'Wellbeing' component of the Attitudes to School Survey focuses on 'Student Distress' and 'Student Morale'. Results indicate our year 5 and 6 students feel very safe and the behaviour in the classrooms is very good overall. Both the 2013 data and the four year trend data indicate marginally better results than the State average. Compared to schools of similar characteristics the students are indicating less distress and greater morale than their counterparts.</p> <p>California Gully Primary School prides itself on ensuring the wellbeing of the students is a priority and programs to assist in developing healthy minds are ongoing and also being developed for 2014 and beyond. California Gully Primary School continues to work towards becoming a recognised KidsMatter school. In 2013 our major focus was 'Social and emotional learning for students' and 'Working with parents and carers'. This work will continue but the school will start to focus on 'Helping children with mental health issues' which is component 4 of the initiative.</p> <p>Complementing the KidsMatter program is our successful application to be involved in the CAMHS & Schools: Early Action Program (CASEA). This program supports the health and wellbeing of all our students as well as assisting parents who may be having difficulties dealing</p>

<p>compared to students across Victoria who had similar scores in 2011, as year 3 students. At California Gully Primary School our goal would be to have three quarters of the students achieving results similar to or better than the State cohort.</p> <p>Overall our 2013 NAPLAN results indicate students are working at expected levels.</p> <p>At California Gully Primary School professional learning is ongoing and improvement in instructional practice and as a result improved student outcomes is the expectation of all teachers.</p> <p>Key strategies to support the ongoing development of our work forces teaching capacity includes:</p> <p>Using a range of assessment data to identify both students' needs and inform teaching to improve learning outcomes. As a result classroom practice will differentiate for student needs and every lesson will involve explicit teaching.</p> <p>Understanding and being able to use an array of literacy and numeracy strategies to support student learning.</p> <p>Utilising the National Partnership funding to provide extensive professional learning for all teachers and employ expert literacy and numeracy coaches to work alongside teachers in the classroom. The key goal to build the teaching capacity of all teachers and ensuring a common understanding of what is effective classroom practice.</p> <p>Through our involvement in the Mathematics Specialist Program build the capacity of all teachers to deliver an effective numeracy program and improve student outcomes.</p>	<p>school year. The school also continued to develop the e-smart program which complements our extremely successful ICT program which ensures all students in grades 3 to 6 have access to their own netbook.</p> <p>The school identified a need to strengthen connections across the school community, so in 2014:</p> <p>Parent/student and teacher 'start up' meetings were organised to set the scene for the school year and ensure there was a common understanding around classroom and school expectations, as well as determining the needs of every child.</p> <p>A basket tea was organised to bring together the school community in an informal way and enjoy each other's company.</p> <p>School community events have been organised for each term with a different focus to engage broad sections of the school community.</p>	<p>with the emotional issues of their children.</p> <p>The school is steadily addressing the expectations outlined in the Victorian Prevention and Health Promotion Achievement Program. As a result we will be as a school community better informed around healthy lifestyles choices.</p> <p>Our values (Respect, Care and Personal Best) and social skills program is reviewed annually and implemented in each classroom and modelled by all staff on a day to day basis.</p> <p>The above mentioned programs assist in providing a strong platform from which the students can engage in their learning, be challenged and achieve academic success and remain socially and emotionally secure.</p>
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Performance Summary

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.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 167 students were enrolled at this school in 2013, 81 female and 86 male.

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.



Parent Satisfaction Summary

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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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 schools: ■
Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>44%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>58%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>47%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	53%	24%	Numeracy	39%	44%	17%	Writing	21%	58%	21%	Spelling	32%	58%	11%	Grammar and Punctuation	32%	47%	21%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1042 891"> <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>90 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	95 %	92 %	93 %	91 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	95 %	92 %	93 %	91 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

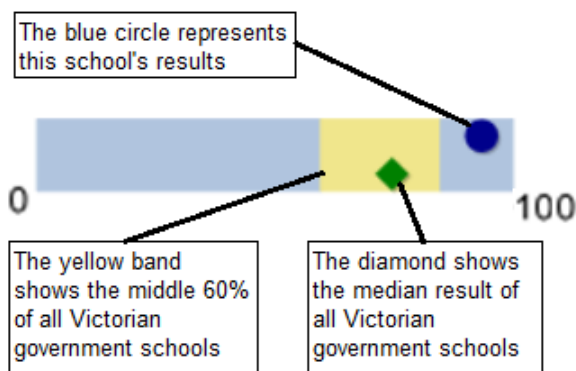
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 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 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.

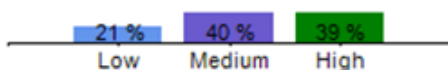
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$236,661
Government Grants Commonwealth	\$28,115
Revenue Other	\$8,738
Locally Raised Funds	\$112,841
Total Operating Revenue	\$386,355

Funds Available	Actual
High Yield Investment Account	\$68,842
Official Account	\$8,488
Total Funds Available	\$77,330

Expenditure	
Books & Publications	\$5,555
Communication Costs	\$4,026
Consumables	\$25,202
Miscellaneous Expense	\$62,437
Professional Development	\$12,018
Property Maintenance	\$88,233
Salaries & Allowances	\$137,694
Trading & Fundraising	\$12,400
Travel & Subsistence	\$11,273
Utilities	\$15,026
Total Operating Expenditure	\$373,864

Financial Commitments	
Operating Reserve	\$59,440
Asset/Equipment Replacement < 12 months	\$5,003
School Based Programs	\$5,080
Region/Network/Cluster Funds	\$7,807
Total Financial Commitments	\$77,330

Net Operating Surplus/-Deficit **\$12,490**

Asset Acquisitions **\$0**

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

In 2013 California Gully Primary School formulated, implemented and monitored school revenue and expenditure budgets to achieve a net operating surplus of \$12,490. The school ensures all funds received by the school are committed to the education of the students. Grants received during the year are used strategically to provide additional opportunities for students and teachers otherwise limited or unavailable. In 2013, a \$21,661 grant from the National partnerships for Low SES schools was used to provide extensive professional learning for teaching staff as well as employing a numeracy consultant. Late in 2013 we received part of our Math Specialist grant \$24,554, most of which will be spent in 2014 on classroom resources and teacher professional development. Other grants received in 2013 included; Wannik Tutorial, Breakfast Program, Playgroup, and Regional Education Coordination funding. Sufficient funds were set aside to continue the school's one-to-one netbook program for students in grades 3, 4, 5, & 6. Works will be undertaken to upgrade and maintain school facilities, in particular within the school grounds during 2014.



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Low SES School Communities	\$21,661
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.
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Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Improved monitoring of student performance information

National Partnership for Empowering Local Schools

Not Applicable