

# 2016 Annual Report to the School Community

School Name: California Gully Primary School

School Number: 123



Name of School Principal:	Jason Lee _____
Name of School Council President:	[Enter name here] _____
Date of Endorsement:	20 <sup>th</sup> March, 2017 _____

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

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. The relationship between all members of the school community is strong and as a collective we strive to maintain and build upon our inclusive and successful academic and wellbeing programs.

Our student enrolment in 2016 was 128. Staffing includes a total full-time equivalent of 1.0 Principal class, 7.3 Equivalent Full Time (EFT) teachers and 3.3 EFT support staff. The specialist programs include; Indonesian Language, Physical Education, Library, ICT and Science. Our support staff assist classroom teachers, support students with special needs and oversee our welfare program. A Welfare Officer is employed for three days a week.

At California Gully Primary School there is an expectation our students will embody our core values of Care, Respect and Personal Best. Literacy and Numeracy skill acquisition is central to the teaching and learning occurring across the school. A 2-hour literacy block and 1-hour numeracy block provide an opportunity for students to acquire the specific skills and apply them in various learning situations and across all subject areas. All classrooms are equipped with Interactive Whiteboards, grades 3 to 6 have 1:1 access to netbooks and a computer lab is utilised by students across all year levels. Students have the opportunity to engage in learning not only locally but globally through our ongoing commitment to embed 21st Century learning into our curriculum.

We aim to educate our students to give them the best opportunity to become active and productive citizens.

### Framework for Improving Student Outcomes (FISO)

Through the Framework for Improving Student Outcomes lens we determined a focus on the following two key initiatives; 'Building practice excellence' and 'Empowering students and building school pride' would have the greatest impact on student outcomes. As a result of our focus on these two initiatives we implemented a number of key improvement strategies in 2016. A number of these strategies are ongoing and a number were completed during the school year.

In relation to 'Building practice excellence' we introduced 'Short Term Learning Plans' for students identified as being academically ready for an accelerated learning program. A number of students were identified and plans put in place. This is an ongoing strategy and we expect to see accelerated learning growth in the areas of literacy and numeracy for these students in 2017. We have been able to enhance the quality teaching practice through a whole-school focus on the explicit teaching of writing. All teachers received coaching in this area and undertook peer observations over an extended period of time. Professional learning was extended to the explicit teaching of English and with a particular focus on oral language development. A whole-school intervention plan was developed and will be implemented in 2017.

In relation to 'Empowering students and building school pride,' surveys were developed and implemented by the school and the Department of Education's Attitudes to School Survey results used to gain an understanding of our students' sense of connectedness, engagement and belonging to the school community. Students from our school became part of an Australia wide project called Building Resilient School Communities and worked together to develop and run a project called 'Friendship Week'. This was a fantastic way to empower our students to organise and run a school community event. Students have been provided greater opportunity to run school assemblies and in 2017 the student leadership roles will be broadened to include many other aspects of school life. Our schools ultimate aim is to strengthen each student's sense of belonging and increase their self-esteem through the positive impact their actions and decision-making will have on the school community.

### Achievement

In 2016 California Gully Primary School's achievement outcomes overall were slightly below the State average but comparable to schools with similar characteristics. In the case of Year 5 NAPLAN Numeracy results we were higher than like schools.

Our teacher assessed Victorian Curriculum results for Years Foundation to 6 indicate we are slightly below the State Median for students achieving at or above the expected level in English (88%) and Mathematics (86%), however we are still achieving within the predicted range. Students achieving below expected levels were identified and in 2017 Individual Education Plans will be developed and implemented for each child's learning needs. Teachers have also been employed in intervention roles for the 2017 school year to work with those identified student across Years Foundation to 6.

NAPLAN reading and numeracy student results are similar to like schools. The NAPLAN results when compared to the State are lower in both Years 5 and 3 and across all Domains. The learning gains of our students (when comparing a student's current year result to the results of 'similar' Victorian students two years' prior) are very good overall. The percentage of students achieving expected or above expected learning growth was: Reading- 80%, Numeracy- 84%, Writing-68%, Spelling- 80% and Grammar and Punctuation- 69%.

Writing remains a priority area and in 2016 we had a leading educational consultant work with all our teaching staff during the year. Peer observations were again a major component of our professional learning and Professional Learning Teams met regularly to discuss writing as well as moderate student writing samples. Additionally, the principal undertook the Principal's as Literacy Leaders course and followed up by working with all teaching staff to develop and improve literacy areas including: oral language, vocabulary, phonological awareness, letter-sound knowledge and comprehension. The significant professional learning undertaken in these areas of English ensures all teachers are developing a shared understanding of what is effective classroom practice.

In 2017 our English focus will be prioritised around Spelling, Oral Language and Writing. Peer observations, shared planning time and professional development around our key initiatives will continue to drive school improvement.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these



## Engagement

Student attendance data indicates our students had a higher non-attendance rate than the State average but was comparable to schools with similar characteristics. In 2016 the data indicates our students in Years one to three had a higher average non-attendance rate than students in in other year levels. The four-year average shows our schools average attendance rate is closer to the State average but we recognise it is still too high. During 2016 we: updated our Attendance Policy to reflect the procedures we need to enact to curtail some student's excessive absences; developed and have in place an Absence Alert Flowchart for consistency in how all staff follow up absences; and using the Department of Education and Trainings resources, developed a whole-school plan to promote attendance.

In 2017 the school will continue to implement our whole-school approach of promoting attendance and lowering absenteeism. The student management system will also be used to monitor attendance and flag possible attendance issues that need following up. The school will communicate a clear and consistent message that 'Every Day Counts'. Extra support will be provided to families where chronic absenteeism is evident. Our wellbeing officer will provide both internal and external support to assist families with attendance concerns. A key priority in 2017 is to further increase the student's connectedness to school and their peers. To do this the school will implement an extensive leadership program for the Year five and six students. Students will have an opportunity to lead the school in the areas of: the Arts, Technology, Sustainability, Wellbeing and Sports

## Wellbeing

Attitudes to School Survey results of the Year 5 and 6 students indicates they connect strongly to school with a higher median score than the State, both in 2016 and over the 4-year average. Our students are motivated (independent) learners, they are stimulated by the classroom programs and believe teachers understand their learning needs. Our students sense of safety was lower than the State median but over the four year average it is almost identical. In 2016 we provided opportunities to enhance the students' voice on school matters. A 'Students Create the Future' project was undertaken with students leading a number of activities that focused on a sense of belonging and care for each other. California Gully Primary School has a strong behavior management policy and implements a student support process to support students at all times. Pastoral care is provided for all students and their families through the primary Welfare Officer. Our Buddy program has been running for a number of years and plays a significant role supporting our Foundation students and new students to the school. In 2017 the Student Engagement Policy will be reviewed and a key component of this is identifying the most effective ways to support the wellbeing of every child.

The school is always looking to engage with our students and the broader school community and being inclusive to all. In 2017 we have planned for cultural awareness events, House events, various incursions and excursions and family nights. Programs in 2017 include; the Sister City Program, Stephanie Alexander Kitchen Garden Program, Language, Science, ICT, Library, Clubs and our interschool sporting program.

For more detailed information regarding our school please visit our website at  
<http://www.californiagullyps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 128 students were enrolled at this school in 2016, 59 female and 69 male. There were &lt; 10% of EAL (English as an Additional Language) students and 8% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>36%</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>54%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	56%	24%	Numeracy	16%	36%	48%	Writing	32%	52%	16%	Spelling	19%	54%	27%	Grammar and Punctuation	31%	46%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	56%	24%																							
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## Performance Summary

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

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1043 913"> <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>87 %</td> <td>83 %</td> <td>89 %</td> <td>92 %</td> <td>94 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	87 %	83 %	89 %	92 %	94 %	90 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	87 %	83 %	89 %	92 %	94 %	90 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

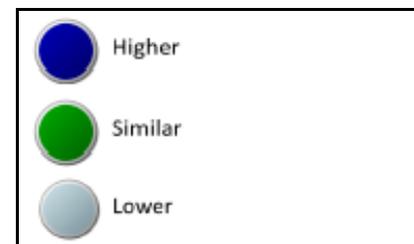
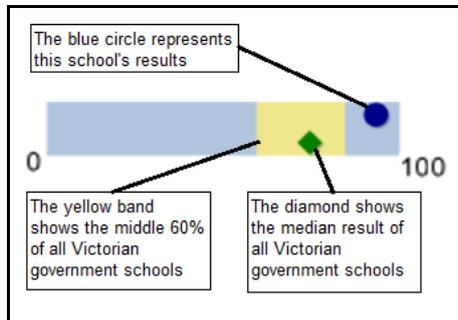
## What are student outcomes?

*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, P-12 and specialist schools, 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.

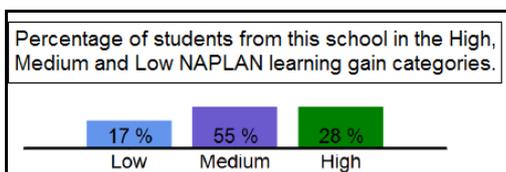
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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 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* 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:

<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 and position commentary

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,191,210
Government Provided DET Grants	\$413,360
Government Grants Commonwealth	\$10,275
Revenue Other	\$29,272
Locally Raised Funds	\$109,717
<b>Total Operating Revenue</b>	<b>\$1,753,834</b>

Expenditure	
Student Resource Package	\$1,181,463
Books & Publications	\$1,051
Communication Costs	\$3,663
Consumables	\$36,565
Miscellaneous Expense	\$52,488
Professional Development	\$8,515
Property and Equipment Services	\$81,250
Salaries & Allowances	\$152,360
Trading & Fundraising	\$12,924
Travel & Subsistence	\$3,745
Utilities	\$13,500
<b>Total Operating Expenditure</b>	<b>\$1,547,524</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$206,310</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$258,945
Official Account	\$9,733
Other Accounts	\$322
<b>Total Funds Available</b>	<b>\$269,001</b>

Financial Commitments	
Operating Reserve	\$57,622
Maintenance - Buildings/Grounds incl SMS<12 months	\$61,192
Beneficiary/Memorial Accounts	\$250
Cooperative Bank Account	\$332
Revenue Received in Advance	\$8,791
School Based Programs	\$15,482
DET Central Coordination	\$55,000
Region Coordination	\$1,168
Other recurrent expenditure	\$69,163
<b>Total Financial Commitments</b>	<b>\$269,001</b>

In 2016 California Gully Primary School Council formulated, implemented and monitored school revenue and expenditure budgets to achieve a net operating surplus of \$206,310. The school ensures that unless a special project is underway, funds received by the school are committed to the education of students currently attending the school. SRP funds and grants were targeted to support student achievement, engagement and wellbeing, in line with goals outlined in the school's Annual Implementation Plan. In 2016 Government Provided DET Grants were significantly higher than in previous years. This was mainly due to Low SES School Community funding being transferred from the credit to the cash account and the acquisition of two school improvement grants. A combined total of \$104 000 in funding. Considerable funds were directed towards the purchase of ICT equipment, mathematics equipment, professional development for staff and employment of support staff for students with additional needs. Grants totaling \$49 000 were secured for ground works. The planned start for the three projects is early 2017. Sufficient funds have been set aside to continue: the school's one-to one netbook program in Years 4,5&6 in 2017 and beyond; professional learning both internally and externally and additional staffing to support the educational needs of our students.

*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.*