

**Koondrook Primary School  
2265**

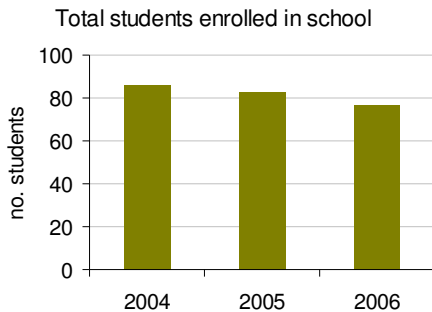
**Annual Report to the  
School Community**



**School Overview**

**Koondrook Primary School is committed to the pursuit of excellence. Our planning and programs are designed with continuous student improvement in mind. We are in the second year of our School Strategic Plan which drives targets for each year. Our basic goals are to have the majority of our students achieving at or above state benchmarks.**

**Student Enrolments ( Figure A)**



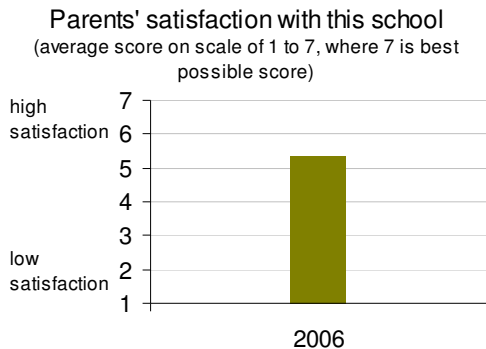
Over time our student enrolments are declining and local knowledge indicates they will drop even further. The local pre schools are experiencing similar trends which will reflect in our prep intake, especially in 2008.

Of concern is the number of students who have transferred to Barham Primary School for one of two reasons:

1. Unhappy with Koondrook Primary School,
2. Siblings attend Barham Secondary School and it is easier to manage the family when the school holidays are aligned.

As a border school, the two state systems will always be an issue and one beyond our control; however we do need to make sure we address unsatisfied parents. The school has established a good relationship with the local newspaper and we have a fortnightly opportunity to showcase the achievements of our school. In the end it will be the success of our students that will encourage families to want their children to be at Koondrook.

**Parent Satisfaction (Figure B)**



The average score for parent satisfaction is 5.38 on a scale of 1 to 7, where seven is the best possible score.

We can be pleased that parents perceive the school to be doing an excellent job in the areas of reporting and student motivation (students wanting to go to/and looking forward to going to school) and the students' school connectedness (eager to learn and enjoying what they learn).

Reported parent concerns include:

- The school's rubbish free lunch policy
- Inadequate yard supervision, one teacher cannot be expected to manage
- Some staff are unapproachable
- Staff are too old and have and have been at the school too long
- Discipline is not harsh enough
- Bullying
- Lack of homework

### **Future Directions**

We need to improve our communications with and our approach to parents. All staff attended Understanding Poverty Day One Training.

Our weekly newsletter now has sections for individual class news so that parents can read about what is being taught at school. Each class has also sending home term planners so parents can be fully informed and better able to support their child's learning.

We have shortened the lunch break period as we found that many of the upsets in the playground occurred in the last fifteen minutes of lunch.

The work of leading educator, Ian Lillico has also had an impact at our school such as the use of homework grids and an open invitation to all parents to spend a day in the school observing what happens.

### **Teacher Satisfaction**

The average score for teacher satisfaction at this school was 56.9 on a scale of 0 to 100. This is up slightly on the previous two years and below the state average of 78.1

In 2007 we look forward to increased discussion around professional learning and development and the formation of Professional learning teams within the school and across the Kerang Network.

### **Teacher Absence**

The average number of days absent per teacher was 3.6 days.

### **Teacher Retention**

Of the 5 ongoing teaching staff at Koondrook Primary School at June 2005, 100% were still at the school in 2006.

### **Teacher Participation in Learning**

All teachers participated in professional learning throughout the year such as Digital Film Making, Tribes training, Understanding Poverty, VELs, Principals of Teaching and Learning, Assessment, Thinking Curriculum, English and Mathematics.

### **Teacher Qualifications**

All teachers in Victorian Government Schools are registered with the Victorian Institute of Teaching and can be found at; <http://www.vic.edu.au/content.asp?DocumentID=241>

**Principal's Report**

Our enrolment for 2006 was 77. We ran four classes with classes; P/1, 2/3 and two separate 4/5/6 classes. Staffing changed at the end of the year. Shaun Kirkwood was appointed principal at Quambatook. We wish him well. Shaun left an indelible mark in his two years here. Budgetary restraints meant we could no longer employ Elizabeth Cockroft and Adrienne Moffat. Their contribution to the literacy standards of students in the P-2 area is reflected in our very good P-2 reading data.

Our facilities continued to grow. The improvements completed in 2006 include:-

- The installation of an electronic whiteboard and projector in the Library.
- Grant approval for the upgrade of the administration area and the replacement of worn lino in the corridor, \$78,250
- Occupation Certificate granted for the "Old Police Station", providing us with valuable and much needed work and storage area.

Academic performance of students at Koondrook PS in 2006 is somewhat of a mixed bag and is reported elsewhere in this report.

Once again our students participated in local community events. We also have strong representation in all interschool sporting events.

Support from our parents has been pleasing. Individuals have helped in the classroom, on excursions, sport, and working bees and fund raising. Thank you for your support.

We have welcomed new staff member, Katrina Wishart..

In 2007 we will continue to strive to provide the best service, facilities and opportunities for all the students at Koondrook Primary School.

**Jennie Callow**

**School Council President's Report**

It is with pleasure that I report to you on behalf of the Koondrook Primary School Council for 2006-2007. The council is an elected body that represents the parents and the wider community and guides our School for the future.

It is not my intention to list everything that the School Council has done. We have a group of hard working parents who contribute in many ways on how the school functions. To those parents I thank you very much for your ongoing support. To those parents who have not sought re-election I thank you for all your work while on School Council.

At the end of the day, we are all there to support the education of our children and I want to thank the parents, teachers and aides who help us achieve this. Thanks you very much.

**Oscar Aertssen**



**Student Progress & Achievements**

**Student Learning**

**Goals:**

- *To improve student achievement in English and Mathematics over the next three years.*

2006 was the first year in which the school implemented their School Strategic Plan (a 4 year overview of how the school plans to strive for continuous improvement), which in turn drives our annual implementation plans.

Please note our inability to report the achievements of our year three students due to the privacy act which does not allow data points representing less than 10 students to be reported. Suffice to say we can report the following about our overall **year 3 AIM** results for 7 students:

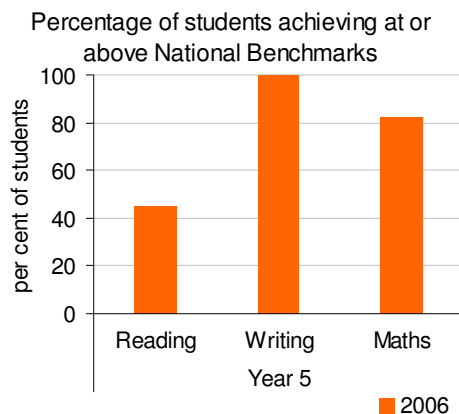
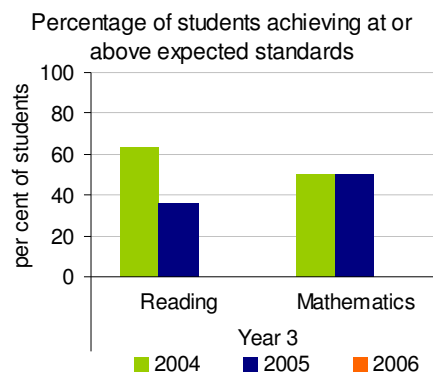
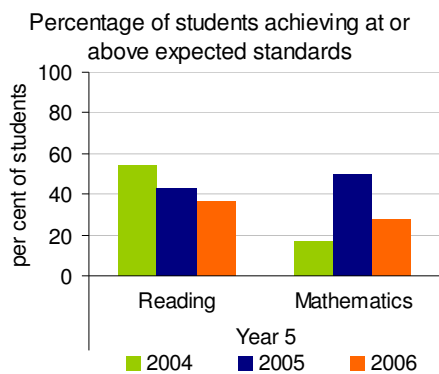
- The AIM reading results are well above the state average for some students
- Writing is equal to the state average
- Mathematics is below the state average

**Our year 5 students** have not performed as well as we would have expected against state benchmarks:

- In reading 36% have performed at or above the expected standard
- In Mathematics only 27% of students achieved acceptable AIM results

Against the National Benchmarks we have a different pattern:

- A slight improvement in reading with 45% of students performing at or above Standards
- 100% of students performing at or above the benchmark and
- 82% of students performing at or above the Benchmark



## **Student Progress & Achievements**

### **Student Learning**

**Teacher Assessment data against the VELs-Mathematics for 2006 indicates:**

**Prep- 100% of students at or above expected levels**  
**Year 2- 44% of students at or above expected levels**  
**Year 4- 64% of students at or above expected levels**  
**Year 6- 57 % of students at or above expected levels**

**Teacher Assessment data against the VELs-Reading for 2006 indicates:**

**Prep- 75% of students at or above expected levels**  
**Year 2 -66% of students at or above expected levels**  
**Year 4 -64% of students at or above expected levels**  
**Year 6 -71% of students at or above expected levels**

**Teacher Assessment data against the VELs-Writing for 2006 indicates:**

**Prep -84% of students at or above expected levels**  
**Year 2- 11% of students at or above expected levels**  
**Year 4- 71% of students at or above expected levels**  
**Year – 43% of students at or above expected levels**

### **Targets**

- The proportion of students being assessed at the expected level (VELs A, B, C) to be at least 80% across all English and Mathematics dimensions in 2007.
- Value added in VELs at 0.45 for each student in 2007

### **Key Strategies**

Enhance current support and professional development available to all teachers.

It is our intention to build teacher skill and knowledge through:

- coaching and mentoring programs to assist teacher confidence and attitude
- peer observation with questioning, discussion, explanation and feedback
- involvement of Professional Learning Teams at a school and Kerang District level
- programming and budget to take into account necessary resources and equipment
- consistent lesson structure
- quality assessment information collected and recorded overtime
- AGQTP funding for 2007 has allowed us to employ a mathematics consultant for the year
- Guided Planning
- Preparing students for VELs tests by embedding formal testing into planning
- Timetabling balance for Maths and English

## **Student Pathways and Transitions**

### **Goals:**

- To further improve student transition from home to school, Pre School to prep, from class to class and from year 6 to year 7.
- To refine opportunities for student development and leadership across the school.

### **Targets:**

- To involve all students in years 4, 5 and 6 in leadership programs in 2007.
- The proportion of parents reporting satisfaction with the Prep and year 7 transition programs to be at 50 % or better in 2007.

## Student Engagement and Wellbeing

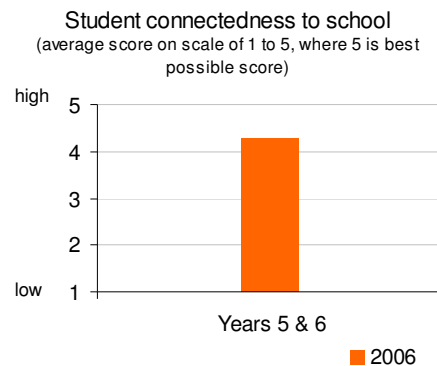
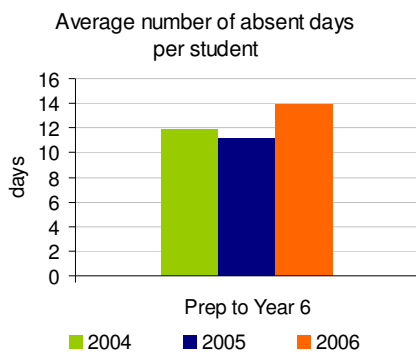
*The recommended word length for this section is approximately 400 words.*

### Goal:

To provide a learning environment where students are challenged, engaged and connected to teachers and peers.

### Targets:

- Student Attitudes to school Survey-Teacher Effectiveness, Teacher Empathy, Student Distress, Connectedness to Peers and Classroom Behaviour to be at 50% in 2007.
- Staff Morale to increase to be at state average in 2007.
- Improvement in staff opinion survey of Learning Environment, Student decision making, Effective Discipline Policy and Curriculum Coordination



The Kerang Network has put in place a shared vision of reducing student absences across the district. We support the policy of "It's not O.K to be away" and will have a unified approach to school attendance. At Koondrook we intend to reward students with attendances of 95% and better. We will also encourage competition between classes. At the same time we will use the newsletter to promote the benefits of exemplary attendance.

In 2006 we made a concerted effort to listen to our student voice. This was a direct result of running the Tribes Program in our school. Students wanted a say in the day to day running of the school. The process began in 2005 and was formalised in 2006.

School Captains were

## Future Directions

*The recommended word length for this section is approximately 400 words.*

In this section the school should reflect on their plans for improvement.

**Financial Performance**

*The recommended word length for this section is approximately 400 words.*

*In this section, the school should reflect on their financial performance and how this supported their plans for improvement.*

<b>Financial Performance for the year ending 31st December, 2006</b>		<b>Financial Position as at 31st December, 2006</b>	
<b>Revenue</b>	<b>2006 Actual</b>	<b>Funds Available</b>	<b>2006 Actual</b>
DE&T Grants		High Yield Investment Account	
Commonwealth Government Grants		Official Account	
State Government Grants		Other Bank Accounts( listed individually)	
Other		<i>(insert)</i>	
Locally Raised Funds		<i>(insert)</i>	
<b>Total Operating Revenue</b>		<i>(insert)</i>	
		<b>Total Funds Available</b>	
<b>Expenditure</b>		<b>Financial Commitments</b>	<b>2006 Actual</b>
Salaries and Allowances		Accounts Payable Control	
Bank Charges		Camps/Excursions	
Consumables		Building/Grounds including SMS	
Books and Publications		Special Programs inc Student Services	
Communication Costs		Region /Clusters Funds	
Furniture and Equipment		Professional Development	
Utilities		Other ( please list)	
Property Services		School Operating Reserve	
Travel and Subsistence		<b>Total Financial Commitments</b>	
Motor Vehicle Expenses			
Administration			
Health and Personal Development			
Professional Development			
Trading and Fundraising			
Support/Service			
Miscellaneous			
<b>Total Operating Expenditure</b>			
<b>Net Operating Surplus/- Deficit</b>			
<b>Capital Expenditure ( Cases 21 Finance Only)</b>			
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			

**School Contact Information**

Address:	Murray Parade Koondrook 3580
Principal:	Jennie Callow
School Council President:	Oscar Aertssen
Telephone:	03 54532428
Email:	[Insert email address]
Web site:	[insert web address / or delete row in table]

**This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact (insert school contact details).**