

# 2019 Annual Report to The School Community



School Name: Koondrook Primary School (2265)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 March 2020 at 03:30 PM by Amanda Bradford (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 17 March 2020 at 03:43 PM by Dale Laursen (School Council President)

## About Our School

### School context

Koondrook Primary School is a small, rural school located in Koondrook on the Victorian/ NSW border. The school is nestled in a bush setting, on the banks of the Murray River and serves the town of Koondrook and its nearby farming communities. It is located in the rural shire of Gannawarra, 300 kilometres north of Melbourne. The school was established in 1880 and its buildings were upgraded under the BER program.

Koondrook Primary School's Vision is to:

- Provide a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.
- Provide high quality programs that engage our students in their learning and instil the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.
- Create a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.
- Provide a stimulating and supportive environment for all teachers; and assist, inform and involve parents and the greater community of Koondrook.

Our community considers the following values as central to the life of our school:

- Respect
- Responsibility
- Resilience

Koondrook Primary School works towards achieving its purpose by planning and implementing academic, sporting, artistic and social programs that support and enhance the individual and the group:

- We cater for individual differences,
- We strive to bring out the best in every student,
- We ensure teamwork among school council, staff, students and the wider community.
- We value and welcome parent participation.

We specifically focus on high quality programs, with a clear commitment to student achievement in English and Mathematics as well as all other Victorian Curriculum areas. The school has developed a culture of continuous improvement. Professional learning is a key strategy for the school with a Teaching and Learning coaching model in place, concentrating on best practice for all teachers in the area of Literacy and Numeracy. We are committed to diverse personalised learning; providing quality learning programs that support every child at their point of need. We base our learning on the Walker Learning Approach across the school. The WLA provides a platform of evidence, research and practical strategies, which promote high levels of student engagement, motivation and personalised learning where students are encouraged to be independent learners who are acquiring skills not just content. The Australian Developmental Curriculum is implemented in Grades P-2. Grades 3-6 have implemented an inquiry approach that has a major focus on Educational Research Projects.

The Stephanie Alexander Kitchen Garden Program is conducted with all students from Year 3 to 6. The aim of the Kitchen Garden Program is pleasurable food education. Students experience first-hand the links between growing, harvesting, preparing and sharing fresh, seasonal produce. This program is a key driver in the ethos of the school and helps facilitate our strong community links. Specialist teaching areas include LOTE, Visual Arts, Physical Education and Library.

The 2019 enrolment of 82 students was drawn from the Koondrook community and surrounding district. The school continues to draw students from across the border of New South Wales. We do not attract any students from overseas. It is expected that student numbers will continue to trend upwards. Our workforce is comprised of the Principal, four full time classroom teachers, two 0.6 classroom teachers, one 0.2 LOTE teacher, one 0.2 Physical Education teacher, a Business Manager -office support two days per week, an ES teaching assistant works five days per week. an ES teaching assistant three days a week and we have weekly visits from our Art and Library teachers provided through the Murray Plains Cluster MARC/ MACC Program.

### Framework for Improving Student Outcomes (FISO)

Our FISO improvement initiatives and key improvement strategies for 2019 were:  
 Building Practice Excellence: To build teacher capacity to implement a school-wide instructional model for literacy.  
 In order to achieve this:  
 Staff committed to the school priorities and were keen to make a difference for our students. They were very receptive to self-reflection and modifying teaching strategies to be the best they can be. All teachers were part of developing the Koondrook Primary School Teaching and Learning Model and this was implemented into classroom, this was evident in weekly planners and learning walks. Teachers focused on the explicit teaching writing and followed the 6+1 writing traits.  
 The next step is to consolidate understanding of the model and to develop ways we can evaluate the impact of this model on our teaching and student outcomes.  
 We focused on the HITS strategy- 'Feedback' through writing conferences. Teachers were involved in Peer Observations through video and discussions within teams with the Learning Specialist and Literacy Consultant.  
 Empowering students and building school pride through the implementation of a school-wide approach to create a positive school culture (SWPBS model)  
 In order to achieve this:  
 Staff attending professional learning sessions about the program and began to develop a framework of implementation for Koondrook Primary.  
 We have reviewed our Matrix and we will be working on developing a definition for each of our values.

### Achievement

During 2019 our goal was to improve individual learning outcomes for all students with a focus on literacy and numeracy.  
 Our target was for 100 per cent of students to achieve at least one year's growth in learning (as measured by Victorian Curriculum) during each school year. That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state benchmarks for the medium and high growth categories on each dimension.  
 In 2019, NAPLAN assessment indicated Year 3 Reading results were above primary schools with similar characteristics. Numeracy results were below to primary schools with similar characteristics. In reading 44% of students were in the top 2 bands and 44% in the middle 2 bands. In writing 44% of students were in the top 2 bands and 44% in the middle two bands. In Maths 22% of students in top two bands, 33% in the middle 2 bands and 44% in the bottom bands.  
 In 2019, NAPLAN Year 5 Reading and Numeracy results were similar to primary schools with similar characteristics. In reading 40% had low growth and 60% had medium growth, 33% of students were in the top two bands and 50% in the middle two bands.  
 In Maths 20% had low growth, 60% medium growth and 20% high growth, 17% of students were in the top 2 bands and 83% of students in the middle two bands.  
 In writing 33% had low growth, 50% medium growth and 17% high growth. In writing 14% of students were in top 2 bands and 57% of students in the middle 2 bands.  
 Teacher Judgement reading 85% students were at expected level, Writing 84% students were at expected level and number 91% of students were at expected level.  
 During 2019, the learning specialist supported classroom teachers with their planning, supplied resources to support the implementation of the 6+1 writing traits in writing lessons. Common writing tasks across the school were conducted each term and students writing was moderated, a data wall established. Teachers used this information in planning lessons and conducting case management sessions with the learning specialist.  
 We purchases the Top Ten Maths resources and staff attended a professional learning session on Place Value and number conducted by a Top Ten Consultant. During 2020 we will work on a whole school scope and sequence, establish a data wall to track student achievement, run a Professional Learning Curriculum Day on the four processes to develop teacher skills.

### Engagement

We continue to focus our attention on student attendance through the active promotion of the 'Every Day Counts' philosophy. Our data shows that our attendance rates ranged from 89% -94% across the school. We are similar to schools with the same background characteristics. The average number of days absent was 17.4 days. Unapproved

absences saw a decrease this year. Classroom teachers, office staff and leadership maintained regular contact with parents, and other agencies as required, in relation to regular absentees. We followed up unexplained absences with parents by phone calls and text messages. We place articles regarding school attendance in the school newsletter. Attendance certificates are given out at Picnic on the Green. We had a number of families take extended holidays during the year. This was supported by the school with students provided with learning tasks while on holidays. We maintained a pro-active approach to support the transition of students in Kindergarten to Foundation, and Year 6 to Year 7. Our strong reciprocal partnerships with local schools and kindergartens have contributed to school readiness for many students entering Prep and Year 7. The transition from K – P and Year 6 - 7 is supported by transition sessions, an orientation step up day, school and preschool visits and information sessions.

### **Wellbeing**

During 2019 we have reviewed our Behaviour Matrix and token system. We have started to collect Data on the tokens that teachers are giving out- noting which values are reflected, how many tokens are given to students. We looked at student rights and responsibilities and looked at how students could be supported at school to make good choices. Weekly focuses are identified and promoted at Monday Assembly. Teachers then unpack these with their classes. We employed a well-being teacher at 0.4 and during the year increased her time fraction to 0.6 to support students and teachers. We held weekly teacher buddy lunches with wellbeing activities led by the Year 6 students. Next year we are planning to introduce the Zones of Regulation and the Respectful Relationship program to support our wellbeing program.

### **Financial performance and position**

Koondrook Primary School achieved an operating surplus in 2019 due to sound financial management systems and strategic planning. The school's revenue in 2019 included DET Government grants, locally raised funds (fundraising) and monies received through the hiring of school facilities - Preschool. Commonwealth Government Grant allowed for the provision of the Sporting Schools Program. Money reserved contributes to the school finishing the year in a healthy financial position. Expenses and income remain similar to last year, and budgets were adhered to. Equity funding and Chances for Children grant were used to cover the cost of a teacher aide, with a focus on supporting students in Prep and others at risk in English and Maths across the school. We upgraded our server and purchased new laptops for students to use. Our locally raised funds built a new sand pit for the students to use as we continue to develop our grounds. Investing in high quality professional learning for all staff in the areas of Literacy, Numeracy, Walker Learning, School Wide Positive Behaviours Strategy and Well Being were a priority for 2019.

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

**<https://www.koondrookps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 82 students were enrolled at this school in 2019, 38 female and 44 male.

0 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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 Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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><b>Above</b> <span style="color: teal; font-size: 20px;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 20px;">●</span></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><b>Below</b> <span style="color: blue; font-size: 20px;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 20px;">●</span></p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>60%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	60%	-	Numeracy	20%	60%	20%	Writing	33%	50%	17%	Spelling	-	67%	33%	Grammar and Punctuation	17%	50%	33%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	40%	60%	-																															
Numeracy	20%	60%	20%																															
Writing	33%	50%	17%																															
Spelling	-	67%	33%																															
Grammar and Punctuation	17%	50%	33%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>89 %</td> <td>94 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	94 %	91 %	90 %	90 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	94 %	91 %	90 %	90 %	91 %	91 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Similar</b> <span style="color: lightblue; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$834,599	High Yield Investment Account	\$116,011
Government Provided DET Grants	\$160,554	Official Account	\$3,593
Government Grants Commonwealth	\$4,400	Other Accounts	\$0
Revenue Other	\$30,162	<b>Total Funds Available</b>	<b>\$119,604</b>
Locally Raised Funds	\$48,629		
<b>Total Operating Revenue</b>	<b>\$1,078,344</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$68,769		
<b>Equity Total</b>	<b>\$68,769</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$790,508	Operating Reserve	\$40,929
Books & Publications	\$666	Funds Received in Advance	\$2,113
Communication Costs	\$1,316	School Based Programs	\$48,380
Consumables	\$31,903	Asset/Equipment Replacement < 12 months	\$34,000
Miscellaneous Expense <sup>3</sup>	\$19,564	Maintenance - Buildings/Grounds < 12 months	\$41,000
Professional Development	\$9,576	<b>Total Financial Commitments</b>	<b>\$166,422</b>
Property and Equipment Services	\$86,508		
Salaries & Allowances <sup>4</sup>	\$99,523		
Trading & Fundraising	\$10,127		
Travel & Subsistence	\$100		
Utilities	\$15,515		
<b>Total Operating Expenditure</b>	<b>\$1,065,307</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$13,037</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

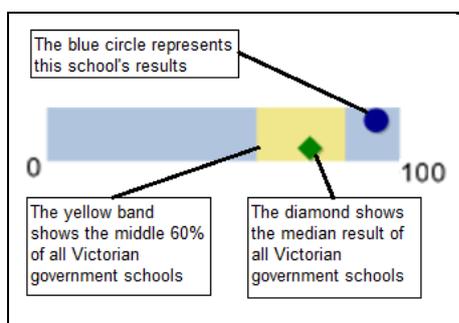
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').