

**2014 Annual Report to
the School Community**



Concongella Primary School

School Number: 1136



Name of School Principal: Kristie McKerron

Name of School Council President: Brenton Gibson

Date of Endorsement: 26th March, 2015.

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 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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Concongella Primary School is a small primary school situated approximately 5km from the country town of Stawell, which is located in western Victoria approximately 230kms from Melbourne. The school is in an unusual setting in that it is not situated in a town but in the midst of open range farms and bushland. This poses a challenge related to engagement with parents. There is not a local community within which families frequently interact and as the majority of students travel by bus, those parents don't regularly visit the school.

The school has an enrolment of 27 students and caters for their educational, social and emotional needs. Of these students; 1/3 live within a 10 km radius of the school, 1/3 travel on the country bus service or car from further out towards the townships of Landsborough and Great Western and the other 1/3 travel by car or bus from the town of Stawell.

The school's enrolment numbers have been steady over the past four years and increased to 27 in 2015 with an intake of 6 prep students.

The students come from a variety of socio-economic and family backgrounds. Over the past 5 years the Student Family Occupation has trended downwards from 0.5431 in 2010 to 0.4300 in 2014 and 12% of the families currently receive the Educational Maintenance Allowance.

The school is generally not culturally diverse and does not have any students with a language background other than English. There are a small number of Koori students.

The school's staff allocation is 3.5 EFT spread across 6 staff members. This comprises: the principal, who has a 4 days teaching load; 1 full time teacher and 2 part time teachers. There is also 1 part time business manager and 1 teacher aide. The school is visited by a Mobile Area Resource Centre (MARC) Van service one day each fortnight.

The schools facilities comprise an historic school building which has been renovated and now houses the office and staffroom. There are 4 classrooms which are a mixture of two very new spaces and two that are older. All are well equipped with computers and are fitted with electronic whiteboards. The school has a strong focus on ICT and provides iPads for all students.

Achievement

The educational program is centred on the AusVELS curriculum and the VELS documents; the school maintains a strong focus on literacy and numeracy. It also provides specialist subjects including German Language, Music, Art, Health and Physical Education, Information and Communication Technologies, Science and Humanities.

All students are on an Individual Learning Plan which is regularly reviewed and is supported by an extensive data collection schedule, which ensures the Learning Plan targets each student's needs.

Over the period of the last Strategic Plan the school has made solid improvements in the areas of literacy and numeracy. The year 5 NAPLAN data for writing shows the following increase:

- 2011 - 77.5% at or above the state mean
- 2012 - 87.5% at or above the state mean and
- 2013-2014 - 100% at or above the state mean.

In numeracy the school achieved an average of 2.93 years growth across 2 years; every year it has been 100% at or above the state mean, and the year 5 group has 66.7% med-high relative growth.

In reading and spelling the year 5 group has 66.7% med-high relative growth. And 100% med-high relative growth in grammar and punctuation. Clearly, Writing needs to be the area of focus moving forward, with lower rates of growth recorded in this domain.

In 2014, members of staff, school council and the parents association joined with a critical peer and an external reviewer to conduct a whole school review. Through the process, we canvassed the ideas of the whole school community, students, parents, staff and community members; we analysed data sets from school assessments and system assessments- it was apparent that Concongella is making great achievements in reading, spelling, numeracy and grammar and punctuation; however, more needs to be done in the areas of writing and number.

Engagement

In the area of student engagement, the school implemented a range of initiatives during the period of the last strategic plan including; the introduction of 'ClassDojo' (a software that allows tracking, rewarding and reporting student behaviour), and the introduction of clearly defined values and Base Expectations.

As previously mentioned, student Individual Learning Plans have both an academic and behaviour focus. The ClassDojo program allows each student's behaviour goals to be clearly articulated and regularly reported to parents.

The school staff has also recently developed a new instructional model and they are now in the process of jointly planning implementation.

As a result of these activities the school has improved indicators of student engagement, with the 2014 school connectedness data at 4.59 which is above the threshold of 4.2.

Absenteeism has been a concerning factor this year, due to conditions beyond our control, however, multiple supports have been implemented to decrease the absence rates. Our 4 year average however is within reasonable amounts.

The school staff has worked to improve relationships with the kindergartens, early childhood providers and secondary colleges in the area and as a result, the transition variables in the 2014 and 2013 Parent Opinion Survey were at 5.8 and 5.84 respectively.

We implemented a strong student leadership focus with 4 student leaders, supported by a Junior School Council. Our student leaders engage in a number of leadership activities with the other schools in the area and at school. Our hope is that this becomes a source of inspiration and aspiration at Concongella Primary School.

Wellbeing

The ClassDojo and Base Expectations initiatives, together with clearly defined values, have also contributed to an improvement in student wellbeing. Over the period of the strategic plan the school has improved student safety (up to 4.32), morale (up to 6.29) and classroom behaviour (up to 3.10). In addition the school is above the threshold in perceptions of safety.

Our overall results for 2014 were above the state mean which is an improvement from our 4 year average which is sitting slightly below.

We have maintained a steady staff group that enables the students to feel supported and cared for. Student leadership has become a focus for Concongella, this strengthens the bonds between children and their own feeling of self-worth and independence.

In 2014, Concongella PS hired an education support staff member with a time fraction of 0.79, who is not attached to an individual student, but works with all students at different points of need. She works with some children in speech, writing, reading, numeracy and wellbeing. This added role enables children to feel more supported at school.

We changed our motto and values to reflect our current school community's needs. The values of Support, Encourage, Achieve form the basis of our motto: "I am supported in my learning, I am encouraged to do my best, so that I can achieve my full potential."

Productivity

Concongella Primary School has maintained a healthy budget position, with a strong surplus in 2014. This has enabled us to utilise the budget to align with our areas of defined need. In 2014, we allocated funds appropriate to our Annual Implementation Plan goals and strategies, began a playgroup, conducted a school review and managed our day to day expenses. In 2014, we expended the majority of our budget, in line with our goals, in order to replace or implement new items, such as iPads, numeracy equipment and student leadership opportunities.

For more detailed information regarding our school please visit our website at
<http://www.concongellaps.vic.edu.au>

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 22 students were enrolled at this school in 2014, 7 female and 15 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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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>No Data Available</p> <p>No Data Available</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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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 Learning Gain Year 3 - Year 5</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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>17%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>67%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	50%	17%	Numeracy	33%	50%	17%	Writing	50%	17%	33%	Spelling	33%	50%	17%	Grammar and Punctuation	-	67%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <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>96 %</td> <td>92 %</td> <td>57 %</td> <td>79 %</td> <td>94 %</td> <td>84 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	92 %	57 %	79 %	94 %	84 %	91 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	92 %	57 %	79 %	94 %	84 %	91 %										

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>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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

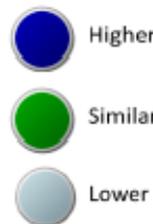
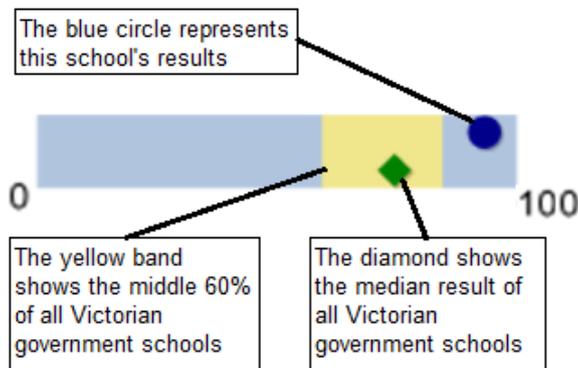
What are student outcomes?

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 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.

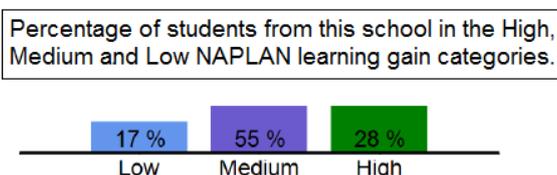
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 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'.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$316,333
Government Provided DE&T Grants	\$60,720
Government Grants Commonwealth	\$3,482
Revenue Other	\$526
Locally Raised Funds	\$6,804
Total Operating Revenue	\$387,865

Funds Available	Actual
High Yield Investment Account	\$2,313
Official Account	\$4,790
Total Funds Available	\$7,102

Expenditure	
Student Resource Package	\$301,183
Books & Publications	\$1,747
Communication Costs	\$1,464
Consumables	\$6,320
Miscellaneous Expense	\$35,278
Professional Development	\$450
Property and Equipment Services	\$24,433
Salaries & Allowances	\$6,631
Trading & Fundraising	\$164
Utilities	\$4,659
Total Operating Expenditure	\$382,328

Financial Commitments	
Operating Reserve	\$7,102
Total Financial Commitments	\$7,102

Net Operating Surplus/-Deficit	\$5,537
Asset Acquisitions	\$0

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Concongella Primary School's financial position remains sound. We have maintained a surplus while expending all necessary monies to align with our goals and strategies.