

# 2016 Annual Report to the School Community



School Name: Clunes Primary School

School Number: 1552



Name of School Principal:

Sonia Jardine

Name of School Council President:

Richard Howell

Date of Endorsement:

Initial - 22/03/17 Fully- 10/5/17

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.



Education  
and Training

## About Our School

### School Context

Clunes Primary School located in the township of Clunes, was established in 1875. It is thirty-two kilometres north of Ballarat, at the far western end of the Hepburn Shire. Clunes Primary School is part of the Department of Education and Training (DET) South Western Victorian Region and Central Highlands area.

Clunes Primary School boasts the original heritage school building, complemented by classroom additions from the early 2000s and a purpose-built Building Education Revolution complex constructed in 2011.

Other facilities include a multi-purpose hall with a kitchen, an art/craft room, resource rooms, functionally equipped flexible learning spaces, library and an administration area. The grounds are extensive, with two adventure play areas; the junior, re-shaded at the end of 2015 and the senior area all weather shaded in 2017. The school has footy and soccer ovals, a multi-purpose court, various asphalt games areas, vegetable garden and landscaped outdoor learning areas.

The school's 2016 enrolment was 143 students arranged essentially into a Junior Unit (Foundation-Year 2) and a Senior Unit (Year 3-6) with composite groupings across all year levels. The Student Family Occupation (SFO) index was 0.65, above the state median of 0.51 for Victorian Schools. This indicated that, on average, the socio-economic status of the families at the school based on the school parents' occupations was in the low-mid category of all schools. The SFO index declined from 2014 to 2016, indicating a slight change in the enrolment socio-economic status mix.

The school had a complement of 11.8 equivalent full time (EFT) staff, consisting of one Principal Class, 8.9 Teacher Class and 2.9 Education Support Staff. The teaching mix combined a Graduate with Classroom Teacher 1 and 2 classifications. Commonwealth funding provided the support for a Chaplain for 1.5 days per week.

The school's curriculum framework incorporated the eight learning areas<sup>1</sup> required by the Education and Training Reform Act 2006 and was being aligned with the new Victorian Curriculum. In addition, a broad range of curriculum and extra-curricular opportunities was provided to students. These included specialist programs in sustainability, Visual Arts, Physical Education and Japanese. An extensive vegetable garden facilitated a regular learn to cook with fresh produce cooking program for all students P-6. Students also participated in Sporting Schools activities and the RACV Energy Breakthrough. A whole school values based approach to positive student well-being underpinned curriculum based on School Wide Positive Behaviour Support and You Can Do It. Our values are well reflected within our school community and we keep students at the centre of our endeavour. We are responsive to our community and wherever work to resolve possible concerns promptly with respect and care.

Our school is committed to and actively participates in local Clunes community events supporting community partnerships. We are very proud of our students' achievements and we look forward to the future with confidence.

### Framework for Improving Student Outcomes (FISO)

In 2016 we adopted a strong and unwavering commitment to the Framework for Improving Student Outcomes. (FISO)

As 2016 was our School Strategic Plan (2013-2016) review year, we discussed and analysed, at all levels, the extent to which our school was aligned to FISO using the FISO Continua for School Improvement. Consequently, we have a clear understanding of FISO implementation and the emerging impact of our commitment to the improvement priorities.

We have endeavored to build the practice excellence of our staff ensuring that all staff have a clear understanding of the content they are to teach and the time required to provide explicit instruction. We have reviewed and embedded a clear and collectively agreed to vision as to how instruction will be delivered in the classroom in Literacy and Numeracy. We developed an agreed peer observation model that provided clear and positive feedback and guidance at an individual, and collective level regarding consistency of delivery across the school in Numeracy. To achieve this, we ensured collective buy-in, and subsequent staff analysis has set direction for positively extending this successful model into Literacy as well in 2017.

We engaged in professional learning unpacking the Victorian Curriculum, ensuring that we were ready to fully implement the Victorian Curriculum in 2017.

We, as a School Council, provided financial resources to enable staff to undertake the work at hand in a manageable workload context. We used the Equity funding to support this commitment.

### Achievement

In 2016, relative to other Victorian Government schools, Clunes Primary School performed higher in:

\*Teacher assessments from the Australian Curriculum/ Victorian Essential Learning Standards (AusVELS) Prep to 6 in English and was similar to other Victorian Government schools in Mathematics.

In 2016, relative to other Victorian Government schools, Clunes Primary School performed similar in:

\* Year 3 NAPLAN Reading & Numeracy and \*Year 5 NAPLAN Reading and Numeracy. \*Year 5 NAPLAN Reading- (4 year average data however was higher relative to other Victorian Schools.

Our teachers worked in professional learning teams and were mentored by a Primary Mathematics Specialist (PMS), thanks to success with state PMS funding. Student Achievement was supported in literacy- writing, again thanks to success with state funding in a Partnerships in Learning grant involving 3 local schools. Collaborative professional learning within the school and beyond the school utilising experts from within the field, supported continuous improvement in literacy and numeracy with a continued focus on delivery.

Reading Recovery, SRA (Spelling Mastery) Spelling, Multi-Lit, Extending Mathematical Understandings (EMU), Scaffolding

Numeracy in the Middle Years, and Quicksmart intervention and acceleration programs attained excellent learning gain results for identified participants. Quicksmart results again this year, indicated substantial improvement for all students. Students with disabilities attained greater than 90% of the goals in their individual education plans.

## Curriculum Framework implemented in 2016

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

### Engagement

In 2016, relative to other Victorian Government schools, Clunes Primary School's Student Attendance rates were similar. 91% attendance was our weakest attendance result at both Year 5 and Year 6.

The majority of our students (and their families) value their time at school. Their attendance records are excellent and this is reflected in their social skills and academic achievement. The school works proactively to recognise the positive attendance efforts of our families and support systems such as regular personal contact, provides assistance to our 'at risk' attendance families. Our school works hard to ensure that a diverse range of stimulating and engaging learning programs are provided that promote and encourage regular student attendance. A small but reduced minority of families continue to attend school irregularly, impacting on specific class data.

Our school's enrolment base has gained by 26 students in 4 years. We actively promote & engage our school in the community to ensure students and parents who move to Clunes during the year are well informed about our school and quickly develop a strong rapport & engagement with all individuals in the school community.

### Wellbeing

In 2016, relative to other Victorian Government Schools, Clunes Primary School's Year 5 & 6 student opinion data relating to connectedness at school is similar to other schools. Student Safety student and parent component data demonstrated improvement from 2015 and was above both State and Region factor scores, however continues to be an area of focus as the four year average is deemed lower.

Parent Opinion data remains high in all School Climate areas apart from Extra-Curricular which experienced a dip. Our Chaplain; Julie supported our students, staff and families in Wellbeing matters and the weekly Breakfast Club and Lunchtime activities programs were very well supported.

Student Leadership was again a major focus in 2016 with weekly Student Leadership Meetings; encouraging and promoting student voice from F- 6. Our School Captains and Vice- Captains attended the Primary Schools' Parliamentary and GRIP student leadership Conventions.

Students actively supported limited Sporting Schools activities for 3 terms in line with funding guidelines. Our students were given the opportunity to participate in multiple incursions and excursions to further extend their engagement and understandings in learning areas. Our School Council & Parent Group worked tirelessly to support fundraising efforts to directly influence the learning and engagement opportunities of our students.

Our staff enjoy an excellent rapport with parents, students and support agencies. We continue to adopt a proactive model for Student Engagement and Wellbeing. Staff implement whole school programs to enhance physical, social & emotional wellbeing eg. BluEarth. Our Families Program with a focus on 'You Can Do It' each term, further enhances connectedness between students across all year levels and our staff across the school, as does our highly valued Buddies Program.

As a Health Promoting School, our School Council, Parent Group, staff and Hepburn Community Health, continue to provide and promote activities that further enhance positive relationships & healthy choices across our school & wider community. T We committed to and participated in a weekly Walk to School and once again received Local Government- Hepburn Shire funding in recognition of our efforts and achievements.

Clunes Primary School in partnership with Clunes Pre-School implements an effective Pre-School to School Transition program & support is provided to students to help reduce any levels of anxiety transitioning to multiple (8+) secondary settings.




For more detailed information regarding our school please visit our website (which is undergoing a re-vamp) at [www.clunesps.vic.edu.au](http://www.clunesps.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

#### Enrolment Profile

A total of 143 students were enrolled at this school in 2016, 62 female and 81 male.  
There were < 10% of EAL (English as an Additional Language) students and 2% 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

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.


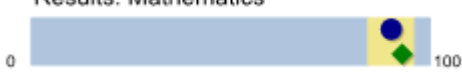


Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## Performance Summary

Key: Range of results for the middle 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> 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 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>● Higher</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>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>	<div><p>Reading</p><table><tr><td>17 %</td><td>61 %</td><td>22 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>17 %</td><td>67 %</td><td>17 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>28 %</td><td>61 %</td><td>11 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>33 %</td><td>39 %</td><td>28 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>11 %</td><td>44 %</td><td>44 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	17 %	61 %	22 %	Low	Medium	High	17 %	67 %	17 %	Low	Medium	High	28 %	61 %	11 %	Low	Medium	High	33 %	39 %	28 %	Low	Medium	High	11 %	44 %	44 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
17 %	61 %	22 %																														
Low	Medium	High																														
17 %	67 %	17 %																														
Low	Medium	High																														
28 %	61 %	11 %																														
Low	Medium	High																														
33 %	39 %	28 %																														
Low	Medium	High																														
11 %	44 %	44 %																														
Low	Medium	High																														

## 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>Average Number of Student Absence Days</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>	<div><p>Results: 2016</p><p>Low absences &lt;-----&gt; high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences &lt;-----&gt; high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>93 %</td><td>92 %</td><td>93 %</td><td>94 %</td><td>91 %</td><td>91 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	93 %	94 %	91 %	91 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	93 %	94 %	91 %	91 %										



## 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> Lower</p>

# How to read the Performance Summary

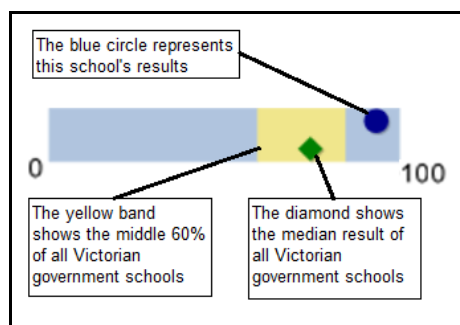
## What are student outcomes?

*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.

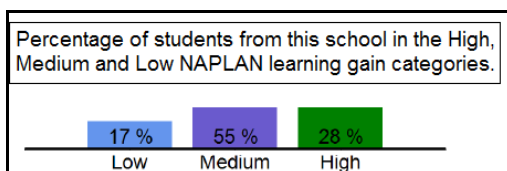
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

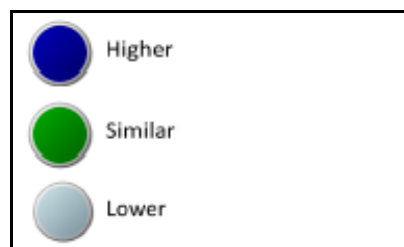
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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

Clunes Primary School operated financially with a significant surplus in 2016, a very sound financial position, due to effective Program Budget management, Equity funding and continued grant application success. Carried over Primary Mathematics Specialists and Partners In Learning (Literacy- Writing) Grants continued to be fully utilized. Commonwealth- Sporting Schools funding was received, as was Chaplaincy funding, and the Health Dept- Sun Smart Schools grant supported school fundraising efforts towards our new Shade Shed. Local fundraising significantly supported the achievement of our school's goals and targets for improved literacy and numeracy as outlined in the final year of our Strategic Plan.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,182,599	High Yield Investment Account	\$362,631
Government Provided DET Grants	\$473,283	Official Account	\$12,582
Government Grants State	\$46,800	<b>Total Funds Available</b>	<b>\$375,213</b>
Revenue Other	\$6,966		
Locally Raised Funds	\$71,261		
<b>Total Operating Revenue</b>	<b>\$1,780,909</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$1,091,945	Operating Reserve	\$59,720
Books & Publications	\$2,695	Asset/Equipment Replacement < 12 months	\$45,301
Communication Costs	\$3,294	Capital - Buildings/Grounds incl SMS<12 months	\$27,000
Consumables	\$33,453	Maintenance - Buildings/Grounds incl SMS<12 months	\$98,805
Miscellaneous Expense	\$73,907	Revenue Receipted in Advance	\$12,057
Professional Development	\$11,195	School Based Programs	\$127,111
Property and Equipment Services	\$75,287	Other recurrent expenditure	\$5,219
Salaries & Allowances	\$131,781	<b>Total Financial Commitments</b>	<b>\$375,213</b>
Trading & Fundraising	\$19,919		
Travel & Subsistence	\$45		
Utilities	\$26,964		
<b>Total Operating Expenditure</b>	<b>\$1,470,486</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$310,423</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

*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.*