

2018 Annual Report to The School Community



School Name: Clunes Primary School (1552)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2018 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 01 April 2019 at 02:41 PM by Sonia Jardine
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 22 April 2019 at 10:56 AM by Richard Howell
(School Council President)

About Our School

School context

Clunes Primary School, located in the township of Clunes, was established in 1875. Clunes Primary School is situated thirty-two kilometres north of Ballarat, at the far western end of the Hepburn Shire. Clunes Primary School is in the (DET) South Western Victoria Region and Central Highlands area. We were very proud of our students' achievements in 2018 and we look forward to the future with confidence. Our school remains committed to and actively participates in local Clunes community events, building, sustaining and enhancing strong community partnerships.

A whole school values based approach to positive student well-being underpinned all curriculum teaching and learning, based on School Wide Positive Behaviour Support and You Can Do It. We Learn. We Show Respect. We are Safe.

Our values were well reflected within our school community and students always remained at the centre of our endeavour. We continued to be responsive to our immediate school and Clunes wider community needs and wherever possible worked to resolve potential concerns promptly with respect and care.

The school's 2018 enrolment was 125 students, a significant drop from 2017's 144. Our primary feeder Pre-school enrolment numbers are however expected to rebalance by 2020.

Our school structure was arranged into two Professional Learning Communities; a Junior Unit (Foundation-Year 2/3) and a Senior Unit (Year 3-6) with composite groupings across all year levels. The overall socio-economic profile, which takes into account our school parents' occupations and education was identified in the Low-Medium category of all schools. This band value remained the same as in 2017.

In addition to a relentless focus on literacy and numeracy within the Victorian Curriculum, a broad range of curriculum and extra-curricular opportunities were provided to students. These included an increased focus on STEM and specialist programs in Visual Arts, Physical Education, Japanese and sustainability.

Student Leadership remained a school priority with weekly meetings with the Principal and Chaplain; encouraging and promoting student voice from F- 6. Our Student Leaders attended the GRIP Conference and Parliamentary Convention. Focus on developing, extending and enhancing the roles and responsibilities of our House Captains and Junior School Council members were established, with further focus expected in 2019.

Creative Victoria grant success facilitated a 'Transitions' focus for our Year 6 students. 16 exiting students would attend 8 separate settings in 2019 due to new DET zoning guidelines. With the expertise of 'Asking for Trouble' members Christy and Luke, our Year 6 students were able to approach 'change' with increased resilience and objectivity.

An extensive vegetable garden continued to facilitate a regular learn to cook with fresh produce cooking program for all students P-6 and together with our daily fresh fruit 'ME' time and morning fitness regime reinforced our commitment to embedding the expectation of healthy bodies and minds for our students. Students also actively participated in the RACV Energy Breakthrough and placed 3rd within the small schools category.

Framework for Improving Student Outcomes (FISO)

In 2018 we remained fully committed to the Framework for Improving Student Outcomes. (FISO) As a staff we continued to use the FISO Continua for School Improvement to guide our focus on continued school improvement.

We endeavoured to build the practice excellence of our staff ensuring that all staff had a clear understanding of the content they were to teach and the time required to provide explicit instruction. We reviewed and embedded a clear and collectively agreed- to vision as to how instruction would be delivered in the classroom in Literacy and Numeracy and staff used Professional Practice Days and our extensive professional development budget to attend pertinent professional learning in our priority areas. We revisited and worked towards a refined agreed peer observation model that would provide clear and positive feedback and guidance at an individual and collective level regarding consistency of delivery across the school in Numeracy and Literacy- Writing. Staff change had some impact on the realisation of this priority in Semester 2 therefore it remains a priority in 2019.

We fully implemented the Victorian Curriculum.

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

Achievement

In 2018 our school's overall performance group was "Recharge". (combining performance on the Achievement, School Climate, Student Attitudes, Engagement and Participation Domains). This means that our Performance was rated as strong and our level high but declining. With slight dips in 3 areas- attendance rate, Student Attitudes to School Survey- sense of confidence (Yrs 5-6) and NAPLAN Reading (bottom two bands and relative gain) we remained close to, but were unable to retain our 2017 position of 'Influence' category. Recharging efforts in 2019 will lead to expected improvement.

In 2018 (as in 2017), relative to other Victorian Government schools, Clunes Primary School performed higher in: *Teacher assessments from the Victorian Curriculum Prep to 6 in English and was similar to other Victorian Government schools in Mathematics.

In 2018, relative to other Victorian Government schools, Clunes Primary School performed similar in:

* Year 3 NAPLAN Reading & Numeracy and *Year 5 NAPLAN Reading and Numeracy.

NAPLAN top 3 bands (4 year average) results remained the same as in 2017 ie. similar at Year 3 in Reading and Numeracy and higher in Year 5 in Reading and Numeracy.

Learning Gain of students from Year 3 to Year 5 was particularly strong in 2018 in Writing.

Our teachers worked in Professional Learning Communities. 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) and Quicksmart intervention and acceleration programs attained excellent learning gain results for identified participants. Quicksmart results again in 2018 indicated substantial improvement for all students.

Students with disabilities attained greater than 90% of the goals in their individual education plans.

Engagement

In 2018, relative to other Victorian Government schools, Clunes Primary School's Student Attendance rates were similar. Our overall school average absence days (number) was 14.6. (15.1 State median) 91% attendance at Year Four was our weakest attendance result. Our 4 year average remains strong with fewer absences relative to Victorian Government Schools however has dipped slightly from 2017.

The majority of our students (and their families) value their time at school. Their attendance records are excellent and this is reflected in their improved social skills and academic achievement. The school works proactively to recognise the positive attendance efforts of our families. Support systems, such as regular personal contact assists our 'at risk' attendance families as does the DET mandated 'Same Day Notification' process. 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 minority of families continue to attend school irregularly, impacting on specific class and overall school data.

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 2018, relative to other Victorian Government Schools, Clunes Primary School's Year 4, 5 & 6 student opinion data relating to connectedness at school is higher compared to other schools. The Management of Bullying factor in the school's Year 4, 5 & 6 student opinion data was also rated as higher.

Parent Opinion and Staff Opinion data remains high with 85.5% of parents and 90.5% of staff satisfied with the

school overall. (both above the State average and consistent with 2017 data) 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.

Our students were given the opportunity to participate in multiple incursions and excursions to further extend their engagement and understanding 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 enjoyed 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. We have embedded participation in a weekly Walk to School program. In 2018 all staff completed DET Marrung Strategy CUST training and will be a pilot school in further implementation of the Strategy in 2019.

Clunes Primary School in partnership with Clunes Pre-School implemented an effective Pre-School to School Transition program & given the zoning changes, beyond our own targeted support, specifically designed transitioning support was provided to our year 6 students by multiple secondary settings.

Financial performance and position

Clunes Primary School operated financially with a significant surplus in 2018, a very sound financial position, due to effective Program Budget management, Equity funding allocation and continued grant application success. \$149,000, in the form of an Inclusive Schools Fund grant to develop our junior playground space, will be fully utilised in 2019. These funds will be project managed by the VSBA. A \$10,000 Creative Victoria grant provided our Year 6 students with resilience based learnings linked to transitioning to secondary school and culminated in a 'Heroes Journey' Production to the school and wider community. Substantial funds were held in reserve in order to address buildings and grounds needs as identified in the Rolling Facilities Audit conducted. These will be actioned in 2019 once structural engineers linked to the VSBA complete their findings. As a pilot school in this area, the School Maintenance Plan (SMP) and Planned Maintenance Program (PMP) will utilise substantial reserve funds. Chaplaincy funding was gratefully received to support engagement and wellbeing across the school. Local fundraising and donations from local businesses towards our Energy Breakthrough Program, significantly supported the achievement of our school's goals and targets for improved literacy and numeracy, and more broadly other curriculum areas including STEM, as outlined in our Strategic Plan.




For more detailed information regarding our school please visit our website at
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 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 125 students were enrolled at this school in 2018, 51 female and 74 male.

ND were EAL (English as an Additional Language) students and ND 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

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>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>
<p>NAPLAN Year 5</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>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> Higher</p> <p> Similar</p> <p> Higher</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: ◆




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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>41%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>59%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>41%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	41%	35%	Numeracy	13%	50%	38%	Writing	13%	47%	40%	Spelling	29%	59%	12%	Grammar and Punctuation	35%	41%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>92 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	95 %	94 %	91 %	92 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	95 %	94 %	91 %	92 %	94 %										

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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,365,124	High Yield Investment Account	\$145,254
Government Provided DET Grants	\$276,100	Official Account	\$14,959
Government Grants State	\$10,000	Other Accounts	\$118,086
Revenue Other	\$8,509	Total Funds Available	\$278,299
Locally Raised Funds	\$79,864		
Total Operating Revenue	\$1,739,597		
Equity¹			
Equity (Social Disadvantage)	\$163,814		
Equity Total	\$163,814		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,284,617	Operating Reserve	\$64,544
Books & Publications	\$1,135	Funds Received in Advance	\$4,869
Communication Costs	\$2,363	School Based Programs	\$59,081
Consumables	\$46,765	Asset/Equipment Replacement < 12 months	\$22,000
Miscellaneous Expense ³	\$75,697	Maintenance - Buildings/Grounds < 12 months	\$28,000
Professional Development	\$9,460	Total Financial Commitments	\$178,494
Property and Equipment Services	\$143,925		
Salaries & Allowances ⁴	\$132,148		
Trading & Fundraising	\$19,675		
Utilities	\$30,660		
Total Operating Expenditure	\$1,746,445		
Net Operating Surplus/-Deficit	(\$6,848)		
Asset Acquisitions	\$5,800		

(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 15 March 2019 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)

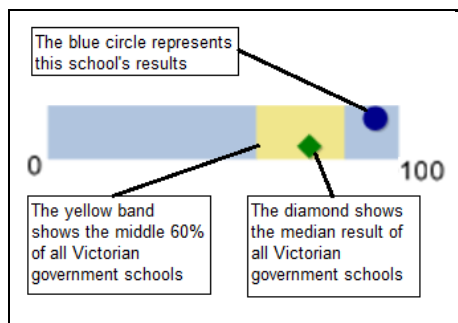
Engagement

- 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).

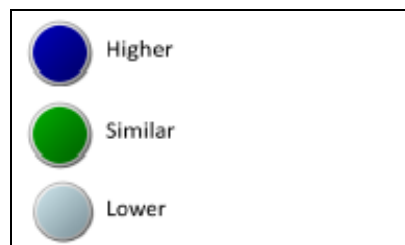


What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').