

2013 Annual Report to the School Community

Quambatook Group School

School Number: 2443



Name of School Principal: Greg Adams

Name of School Council President: Briony Baker

Date of Endorsement:

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.



About Our School

Quambatook Group School is a small rural school in a grain growing area of the Mallee in Northern Victoria. The school provides two instructional classes with small class sizes, individual special assistance, a diversity of specialist areas and an extensive range of camps, excursions and special activities. Despite the small enrolment the school is well serviced by the teaching staff. Information and Communications Technology is an integral part of the daily learning, with all students using their own laptops/notebooks for their day to day learning, and each class has electronic whiteboards to enrich the learning in the school. Quambatook Group School places a high focus on Literacy and Numeracy. The students have a well-developed work ethic and high personal expectations of behaviour and academic performance are shared by teachers and students. There is a strong partnership between parents and staff. Quambatook Group School is held in high regard in the community and there is significant positive interaction between the school and groups in the community.

Achievement	Engagement	Wellbeing
<p>Quambatook Group School continues to be proud of our achievements in student learning.</p> <p>Our NAPLAN level of achievement in Grade 5 (one student) was well above the median of all Victorian Government Schools. There were no grade 3 NAPLAN results.</p> <p>On-going on-demand testing and assessment indicates achievement with a small cohort varying greatly but with good achievement levels. The range of range of achievement is between grade 5 and Year 9.</p> <p>Teacher assessment data showed that student achievement is in the middle 60% for both English and Mathematics.</p> <p>In the junior school literacy data showed that the introduction of reading recovery had had a significant effect on reading achievement with student reading levels. In 2014, Quambatook Group School will be making a significant investment in improving student learning outcomes in Literacy and Numeracy by continuing the Reading Recovery Program and introducing EMU Maths.</p>	<p>The 4-year trend for student attendance continues to reflect positively for Quambatook Group School. The data for 2013 student attendance indicates that our school has a higher than average student attendance rate.</p> <p>The 2013 Parent Opinion Survey also reflects that parents regard the school very highly. Parent satisfaction was placed in the high category. This takes into account the school climate, student behaviour and student engagement.</p> <p>There was a slight decline in the student attitude to school survey and this is something to address in 2014.</p>	<p>Our school has demonstrated our commitment to provide a comprehensive transition program, particularly for students transitioning into Prep and Year 7.</p> <p>We did not have new prep enrolments in 2014, however transition of students into Prep at Quambatook Group School presents limited problems as students are introduced to our school throughout term 4. Students initially participate in one hour through to full day programs at our school throughout the final term. Our school highly values the partnership between Preschools and Primary Schools in our district.</p> <p>Gr 6 students from Quambatook were involved in transition programs with secondary schools, they being Kerang Tech High School and Boort P – 12. This involved visits from staff from those schools to Quambatook Group School and visits to the schools by the students themselves.</p>

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: 

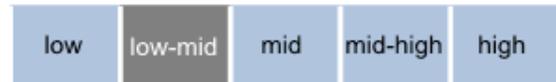
School Profile

School Enrolments

A total of 12 students were enrolled at this school in 2013, 5 female and 7 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.



Please note: The Staff Opinion Survey was not conducted in 2013.

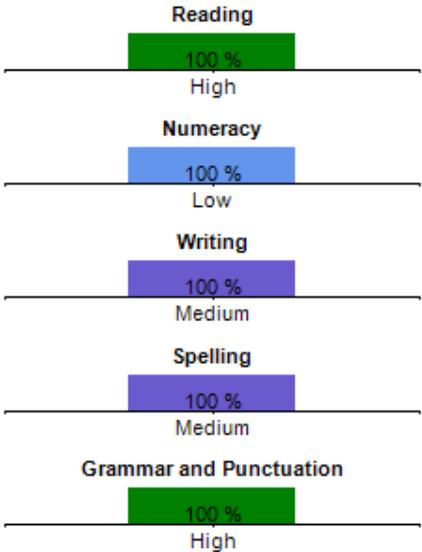
Performance Summary

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> Similar</p> <p> Similar</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>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</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>No Data Available</p> <p> Similar</p> <p>No Data Available</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 Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <p>The chart displays five horizontal bar graphs for the domains: Reading, Numeracy, Writing, Spelling, and Grammar and Punctuation. Each bar represents the school's performance level, with '100%' written inside. The bars are colored as follows: Reading (green), Numeracy (blue), Writing (purple), Spelling (purple), and Grammar and Punctuation (green). The performance levels are categorized as 'High' for Reading and Grammar and Punctuation, and 'Medium' for Numeracy, Writing, and Spelling.</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="587 741 1042 835"> <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>86 %</td> <td>92 %</td> <td>96 %</td> <td>87 %</td> <td>NA</td> <td>94 %</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	92 %	96 %	87 %	NA	94 %	97 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	92 %	96 %	87 %	NA	94 %	97 %										

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

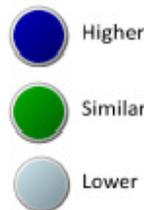
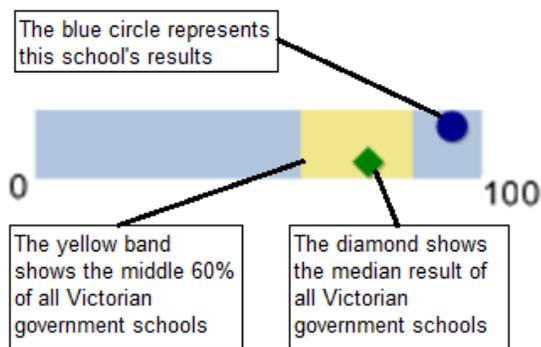
What are student outcomes?

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.

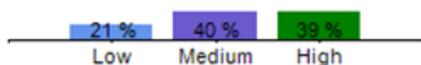
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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 relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$50,934	High Yield Investment Account	\$64,920
Revenue Other	\$10,922	Official Account	\$1,131
Locally Raised Funds	\$6,939	Total Funds Available	\$66,051
Total Operating Revenue	\$68,795		
Expenditure		Financial Commitments	
Books & Publications	\$964	Operating Reserve	\$12,716
Communication Costs	\$1,425	Asset/Equipment Replacement < 12 months	\$4,500
Consumables	\$3,721	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Miscellaneous Expense	\$10,550	Region/Network/Cluster Funds	\$4,605
Professional Development	\$3,852	Maintenance -Buildings/Grounds incl SMS>12 months	\$34,229
Property Maintenance	\$19,431	Total Financial Commitments	\$66,051
Salaries & Allowances	\$37,341		
Trading & Fundraising	\$2,309		
Utilities	\$7,470		
Total Operating Expenditure	\$87,063		
Net Operating Surplus/-Deficit	(\$18,268)		
Asset Acquisitions	\$0		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Low SES School Communities	\$10,000
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Improved monitoring of student performance information

National Partnership for Empowering Local Schools

Not Applicable