

**2014 Annual Report to  
the School Community**

Quambatook Group School

School Number: 2443



Name of School Principal:

Greg Adams

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Name of School Council President:

Briony Baker

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Date of Endorsement:

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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 - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Quambatook Group School (QGS) is a small rural school in a grain growing area of the Mallee in Northern Victoria. Numbers have fluctuated from 25 in 2010, 16 in 2011, 13 in 2012, 11 in 2013 and 5 at the start of 2014. The drop in enrolments was due to a number of factors including changes in staff and leadership, location in a declining rural population and easy access to larger schools in Boort and Kerang. There are currently 1.8 teaching staff and .2 non teaching staff.

The Student Family Occupation (SFO) has declined. In 2014 it was 0.63. In 2015 it will be .84. Using the state SFO mean of .52 as a basis to indicate student achievement, it can be expected that students at QGS should perform slightly less than state mean.

The school uses its classrooms to suit its needs. It has a school library, teacher reference room/music room, Literacy Intervention Room, Perceptual Motor Program (PMP) Room, Art Room and a large classroom.

Creating literate and numerate students is at the forefront of teaching at QGS. All students have individual learning plans and further intervention includes a Literacy Intervention Program and EMU Maths. Staff access professional learning opportunities through the network by actively participating in literacy and numeracy professional learning teams.

Information and Communications Technology (ICT) has been an integral part of students learning with laptops/notebooks used daily. Ipads were purchased in 2014 and students have access to these at home and at school to further their learning. A Music (including classroom and individual instrumental) and Chinese (in partnership with Wycheproof P-12 College) is used further engage and enhance learning. Daily PMP/Physical Education is used to assist student motor coordination.

The community has strong links with the school. The community always supports the School Concert with large attendance rates. A playgroup on the school site, was started in the middle of 2014.

### Achievement

Student learning performance indicators show the school is successful in achieving outcomes superior to those that might be predicted through the SFO. National Assessment Program: Literacy and Numeracy (NAPLAN) data is difficult to use as a benchmark because of the low cohorts. However because the overall cohort is low, each child has an Individual Learning plan and all students are achieving *at least* one year's growth for one year's learning. This is measured through Teacher Judgement data based on observation, English Online, Maths Online and On Demand testing for Maths and English. Teacher judgements show the proportions of students assessed as being at or above expected VELs/AusVELs levels (ie, A, B & C grades) in English and Mathematics are very strong in all years. The school has a strong focus on Literacy and Numeracy and dedicates a non-negotiable two hour literacy and one hour numeracy block into each day. Because of the low cohort, students are more able to be monitored very closely and there is significant time on task.

Whilst student achievement indicators are strong, the school Principal and staff are keen to continue to build teacher capacity especially in data analysis and using the continuums to maximise student voice in their learning. During 2014 and 2015 the school will focus on Writing and Numeracy. Quambatook Group School will also be making a significant investment in improving student learning outcomes in Literacy and Numeracy by continuing the Literacy Intervention Program and EMU Maths.

### Engagement

With no students in 2014 in Years 5 and 6, the Attitude to School survey (ATTS) has not been completed. However a student survey will be administered in 2015.

Attendance rate exceeded state means. All grade level attendances were **94% or above** which is outstanding. This is due to the proactive approach of the school in ensuring all students value their learning experience and the importance of every day and minute counting. Any issues are treated on an individual basis, with the Principal or teacher making contact with parents as appropriate. Parents at Quambatook see school as important and this is reflected in the attendance rate.

The 2014 Parent Opinion Survey also reflects that parents regard the school very highly. Parent satisfaction was placed at 7, which is the **highest score possible**. This takes into account the school climate, student behaviour and student engagement.

### Wellbeing

The school again adopted the 'You Can Do It' Program in 2014. The school values through the 'You Can Do It' program are **evident but not embedded** in the school culture. Further work to bring these values alive and enhance the culture, and ensure the qualities of resilience, persistence, organization, getting along and confidence grow within the students in 2015.

We did not have any new prep enrolments in 2014; however the school implemented a playgroup with the purpose of encouraging enrolments.

### Productivity

There is a wealth of data and anecdotal evidence to support the observation that the school has been successful in its pursuit success for each of its students.

Because the cohort is relatively small, the school links to community through face to face experiences as well as through ICT. Resources were allocated to the purchase of ipads to support learning, funding was allocated to ensure the music program could continue; students were given experiences through excursions; some major improvements were completed in the school grounds including the playground area.

There was clear evidence of strategic decision-making and resource allocation during 2014.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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 5 students were enrolled at this school in 2014, 1 female and 4 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 60% 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"> <li>English</li> <li>Mathematics</li> </ul> <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> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 3</b></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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p><b>NAPLAN Year 5</b></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:

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. 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="560 824 1034 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>95 %</td> <td>NA</td> <td>94 %</td> <td>98 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	NA	94 %	98 %	NA	NA	NA	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	NA	94 %	98 %	NA	NA	NA										

## 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><b>Students Attitudes 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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p>No Data Available</p> <p> Similar</p>

# How to read the Performance Summary

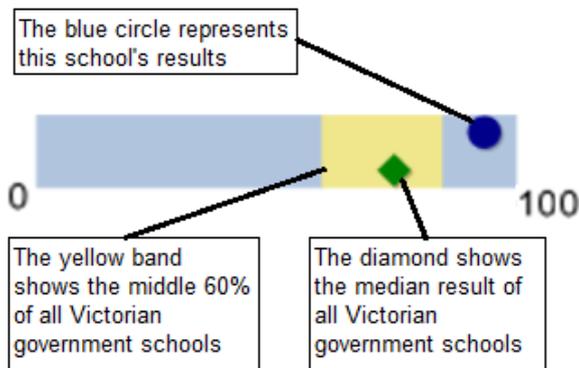
## What are student outcomes?

*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.

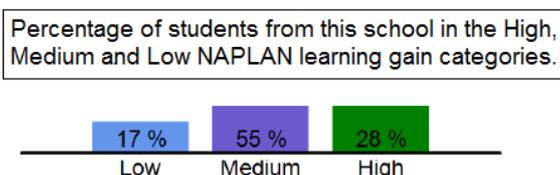
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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	\$208,583
Government Provided DE&T Grants	\$59,122
Revenue Other	\$23,987
Locally Raised Funds	\$3,729
<b>Total Operating Revenue</b>	<b>\$295,421</b>

Funds Available	Actual
High Yield Investment Account	\$55,201
Official Account	\$1,352
<b>Total Funds Available</b>	<b>\$56,554</b>

Expenditure	
Student Resource Package	\$197,455
Books & Publications	\$585
Communication Costs	\$1,645
Consumables	\$4,638
Miscellaneous Expense	\$11,536
Professional Development	\$19,358
Property and Equipment Services	\$22,051
Salaries & Allowances	\$27,790
Trading & Fundraising	\$1,245
Utilities	\$7,157

Financial Commitments	
Operating Reserve	\$14,011
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Region/Network/Cluster Funds	\$4,546
Maintenance -Buildings/Grounds incl SMS>12 months	\$27,997
<b>Total Financial Commitments</b>	<b>\$56,554</b>

**Total Operating Expenditure** **\$293,460**

**Net Operating Surplus/-Deficit** **\$1,960**

**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

[Insert financial commentary here]