

## 2015 Annual Report to the School Community

Quambatook Group School

School Number: 2443



Name of School Principal: Xanthie Girdwood

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Name of School Council President: Briony Baker

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Date of Endorsement: 20/4/2016

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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 2015.

## 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. In 2010 numbers began to decrease from 25 students to 5 in 2014. The decline in enrolments was due to a number of factors including a declining rural population, easy access to larger schools in Boort and Kerang and changes in leadership and teaching staff. However, since 2014 student numbers have remained steady with 5 students attending in 2014 and 2015. There are currently 1.8 teaching staff and .2 non teaching staff working at QGS.

Since 2014 the Student Family Occupation (SFO) has changed by 0.21. In 2014 it was 0.63 and in 2015 it was .84. Using the state SFO mean of .52 as a basis to indicate student achievement, it would be anticipated that students at QGS should perform slightly less than state mean. This has not been the case.

The school uses its classrooms well to suit the needs of the students. It has a double classroom, Literacy and Numeracy Intervention Room, library, teacher reference room/music room, Perceptual Motor Program (PMP) Room, Art Room and a staff room with basic cooking facilities.

Creating literate and numerate students is a prime focus at QGS. All students have individual learning plans and further intervention includes a Literacy and Numeracy Intervention Program to support and extend student learning. 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 used regularly. iPads were purchased in 2014 and students have continued to have access to these at home and at school to enhance their learning. The Apple TV is used regularly for classroom sessions viewing texts, projecting work and sharing learning.

The students have continued to be offered regular music instruction with a trained music teacher. In the program they participate in whole class music sessions as well as 1:1 individual lessons with specific musical instruments such as, they keyboard or drums.

In partnership with Wycheproof P-12 College, QGS offers the students a rich language program. The students participate in weekly Chinese sessions via Polycom gaining language skills and an appreciation for another culture. This is supported by two visits from the Chinese teacher.

Daily Physical Education is used to develop student motor coordination, games and socialisation skills.

In 2015 a cooking program was established with a local member of the community. Produce was purchased from the Quambatook General Store and the students gain invaluable skills in food handling and preparation, cooking and hygiene. The students were exposed to a range of new foods and have become increasingly more knowledgeable about produce and increasingly more willing to try new foods.

The students are offered craft on a regular basis with another local member of the community. They used materials and textiles to create a school project as well as gifts for special events.

QGS and the Quambatook community have a very positive and strong relationship. The local Lions Club, Amity, Co-operating Church, Catholic Church and School Parents provide breakfast for the students in Term 2 and 3. This provides many opportunities for students to interact with members of the local community. The Quambatook community also supports the students and school with their attendance at important events such as, school concerts, fund raisers and Challenge Based Learning (CBL) events.

## Achievement

The school has a very strong focus on Literacy and Numeracy and dedicates a non-negotiable two hour literacy and one hour numeracy block into each day. The low number of students at QGS, allowed teachers to closely monitor each student and tailor instruction to their individual needs. In addition, each student was given either individual tutoring as part of the literacy and numeracy intervention or alternatively extension activities to enhance their learning.

The student learning performance indicators show the school is successful in achieving outcomes superior to those that are predicted through the SFO. QGS has achieved results higher than “like” schools in literacy and numeracy. This is supported by the Year 3 NAPLAN data, which indicates the students are achieving well above the expected levels in literacy and numeracy.

Assessment is gathered through a variety of means including English Online Interviews, Maths Online and On Demand testing for Maths and English, PROBES, Running Records, NAPLAN, checklists and teacher observations. Teacher assessments show that most students are working at or above expected AusVELs levels (ie, A, B & C grades) in Literacy and Numeracy. Whilst student achievement indicators are strong, the principal and teaching staff are keen to continue to build teacher knowledge especially in data analysis and using the continuums to maximise student voice in their learning. Quambatook Group School will also be making a significant investment in improving student learning outcomes in Literacy and Numeracy by continuing the Literacy Intervention and Numeracy Programs.

## Engagement

In 2015, the students completed a detailed Student Opinion Survey. This survey called for them to reflect on a range of subjects such as: teaching staff, classroom organization, management and work. The options ranged from strongly agree, agree, neutral, disagree and strongly disagree. The results collected were all highly favourable. 4 students strongly agreed with the statement that their classroom teachers care about them with the remaining student agreeing. All students strongly agreed that the classroom teacher helps them with their learning and encourages them to work hard.

The 2015 Opinion Survey reflects the high opinion the parents hold of the school and teaching staff. Parent satisfaction was placed at 7, which is the highest score possible. This takes into account the school climate, student behaviour and student engagement.

The QGS 2015 attendance rate of 92% is at state level and matches the “like” schools. This is due to the proactive approach of the staff where all students are encouraged to value their learning experience and realize the importance of education. Parents at QGS see school as important and this is reflected in the attendance rate.

Camps and excursions were a wonderful means to engage the students in their learning as well as provide a rich opportunity to socialize with students from neighbouring schools. The parents at QGS supported the camps program and we were delighted with our 100% attendance rate for all camps. The parents also supported various sporting events and activities throughout the year such as, Cross Country, Swimming Sports, Athletics, concerts and the Book Week Parade.

In 2016 QGS will be upgrading the student’s notebooks. It is anticipated that students will work with new laptops, which aim to enhance student learning.

Challenge Based Learning was introduced to the students in 2015. It is an exciting approach to teaching that gives the students voice and choices within a framework. CBL provides opportunities for the students to express their learning in a variety of ways. It provides a unique range of experiences and has the benefit of making meaningful connections with the community and promoting the school and the students’ work. The students held a Heathy Lunch Day for their parents, created soldier care packages, ran a highly successful Endangered Animals cake stall, held a Sustainability Expo, and worked with a community member to produce a Gadgets and Gizmos iMovie.

Students are given regular opportunities to create their learning goals in Literacy and Numeracy. These goals provide direction for intervention and extension programs and are displayed, referred to and celebrated.

## Wellbeing

The school continues to utilise the principles of the 'You Can Do It' Program combined with the TRIBES principles. The students have benefitted from explicit teaching of the qualities: resilience, persistence, organization, getting along and confidence.

Student wellbeing is monitored informally and their feelings are valued with the daily sharing of the 3C's (cares, concerns or celebrations).

## Productivity

There is a wealth of data and anecdotal evidence supporting the fact that QGS has been successful in promoting high levels of learning outcomes for each of its students.

Due to a small cohort of students, interactions are extended through links to the community, real life experiences and the use of ICT. Resources were allocated to continue the funding of the music program whereby students were given whole class and individual instrumental tuition. School funding was also allocated to the Friday Cooking Club program and craft activities. A range of experiences was co-funded by school and parents to provide enriching camps and excursions.

In 2015 there were many physical changes to the school including a new safety glass front door. The corridors were painted and the walls were redecorated with a special surface for displays. A chook shed and veggie patch was created to link the CBL and FCC school programs.

Resources were used effectively to fund Professional Development Programs for teacher. These programs specifically targeted the needs of the students at QGS.

To further improve the school in 2016 an ART program is to be implemented giving students a wider range of experiences and skills with mediums such as, painting, drawing, sketching and photography. Grants will be sort for different purposes including film production. It is anticipated that the principal and teaching staff will work in closer partnership with neighbouring schools for curriculum planning, professional development and school activities. New seedlings will be planted in the Veggie patch and should be used where possible as part of the Friday Cooking Club program. The new reporting format of 'Sentral' will be introduced, Facebook posts and photos will continue and minor updates will occur on the school website.

For more detailed information regarding our school please visit our website at  
[http:// www.quambygs.vic.edu.au](http://www.quambygs.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.

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 5 students were enrolled at this school in 2015, 1 female and 4 male. There were 0% of EAL (English as an Additional Language) students and < 20% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### 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 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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p>No Data Available</p> <p> Higher</p> <p>No Data Available</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>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>

## 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 Learning Gain</b> 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>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

### Engagement

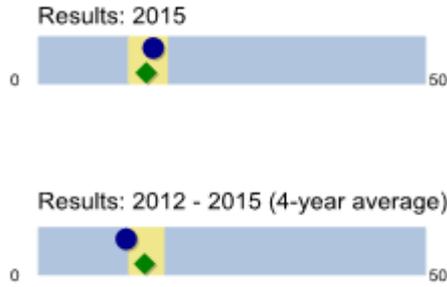
#### Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

### Student Outcomes



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
NA	90 %	NA	93 %	92 %	NA	NA

### School Comparison

Similar

Similar

## 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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>No Data Available</p> <p> Lower</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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p>No Data Available</p> <p> Similar</p>

# How to read the Performance Summary

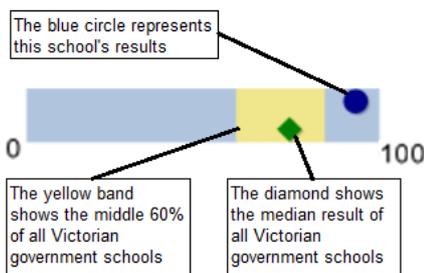
## What are student outcomes?

*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.

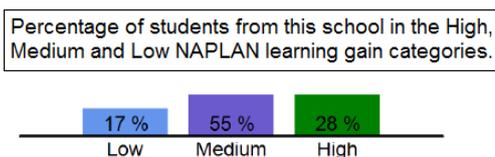
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

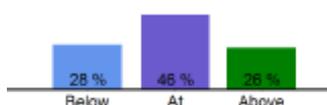


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$208,716	High Yield Investment Account	\$58,975
Government Provided DE&T Grants	\$91,381	Official Account	\$1,931
Government Grants Commonwealth	\$254	<b>Total Funds Available</b>	<b>\$60,906</b>
Government Grants State	\$500		
Revenue Other	\$16,536		
Locally Raised Funds	\$5,218		
<b>Total Operating Revenue</b>	<b>\$322,605</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$194,561	Operating Reserve	\$12,109
Books & Publications	\$229	Asset/Equipment Replacement < 12 months	\$7,900
Communication Costs	\$1,935	Capital - Buildings/Grounds incl SMS<12 months	\$7,000
Consumables	\$3,656	School Based Programs	\$8,500
Miscellaneous Expense	\$7,887	Repayable to DEECD	\$6,473
Professional Development	\$15,762	Capital - Buildings/Grounds incl SMS>12 months	\$8,924
Property and Equipment Services	\$42,017	<b>Total Financial Commitments</b>	<b>\$50,906</b>
Salaries & Allowances	\$30,300		
Trading & Fundraising	\$968		
Utilities	\$7,611		
<b>Total Operating Expenditure</b>	<b>\$304,926</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$17,680</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 04 March 2016 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.*

### Financial performance and position commentary

[Insert financial commentary here]