

2019 Annual Report to The School Community



School Name: Jindivick Primary School (1951)



- 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 2019 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 25 March 2020 at 02:45 PM by Wendy Arnott (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 November 2020 at 10:09 AM by Sean Whitaker (School Council President)

About Our School

School context

Jindivick Primary School is a rural community primary school with a current enrolment of 66 students. Our school has 4 classrooms, an Art Room, a Music Room, a STEM room, undercover play areas, a multipurpose all-weather basketball court and picturesque school ground and views. Our school has first class facilities with a strong sustainability focus. Our school has 4.5 equivalent full-time staff: 1.0 Principal Class, 4.0 Teacher Class and 1.95 Education Support Staff. Morning class sessions concentrate on Numeracy and Literacy linking in with other curriculum strands. In the afternoon sessions, there are Art, Chinese (Mandarin), Music, Science and Sport/Health activities. The school is committed to flexible learning, meeting individual needs, and aims for continuous improvement.

Our school is a member of the Tarago Rural Schools Cluster and the Tarago Education Community (TEC). This strong partnership allows sharing of resources, planning and working together on PD and curriculum activities. The cluster regularly conducts grade and group days, camps and excursions as well as a strong focus on transition. The TEC have established a Sister School with Taqian P.S. in Changshu, China. We aim to provide our students with a globalized education - making links throughout the world.

The school is committed to the 5C values of Care, Courtesy, Consideration, Cooperation and Commonsense and these values are reinforced daily to build upon our students' development.

Our school's vision is to develop students to their potential: academically, socially and personally in a pleasant, stimulating and caring environment.

Framework for Improving Student Outcomes (FISO)

Our FISO improvement initiatives in 2019 focused on 'Building Practice Excellence' and Building Leadership Teams'. Our Key Improvement strategy to 'Join with schools in the local cluster, to adopt the principles, and use resources from the DET 'PLC Schools' initiative to enhance instructional leadership, teacher learning and shared responsibility with SEIL/EIL.' Teams from each of our Cluster schools completed the PLC training. Our Instructional Leaders, have led our Cluster PLC Inquiry Cycles on Reading throughout 2019. The successful results of our Inquiry Cycle 'Finding the Main Idea', gave all staff compelling evidence that the 'Inquiry Cycle' is a very powerful practice. The positive results clarified the understanding that through working strategically together, staff are building a more comprehensive and consistent approach to teaching and learning across the cluster. The second semester of PLC work has involved prioritising the 'Reading' curriculum in preparation for 2020, along with analysing Cluster Data including: Staff Opinion Survey, Naplan Student Growth, and Naplan Reading Item Analysis.

Our second Key Improvement Strategy: 'Further identify, refine and document high-impact teaching strategies that are consistently implemented across the school and enable teachers to target individual needs and teach to all students' point of learning', has resulted in an 'Essential Reading Agreement' and an agreed 'Reading Model' across our Cluster. These documents are providing teachers and students with consistency in the teaching of reading across the school and cluster.

Achievement

Our student achievement goal: 'To maximise performance and achieve high rates of learning growth for all students in Literacy and Numeracy'

Our Success Indicators:

* The proportion of students receiving an A or B in Reading and Number correlate with the proportion of students in the top two NAPLAN bands in 2019.

Grade 5 results correlated well between Teacher Judgement and Naplan results, whereas the Grade 3 results showed a higher proportion of students in the top two NAPLAN bands than receiving an A or B in Reading and Number.

* Reduce to 15% the number of students achieving in the bottom two bands of NAPLAN at Year 3 and 5 in Reading and Number.

We had one Grade 3 child in the bottom two bands in NAPLAN in Numeracy, and 3 children in Grade 5 Numeracy and Reading and 1 Grade 5 child in Writing.

* The percentage of students achieving high gain Years 3 - 5 in Reading and Number consistently match or exceed those for similar schools (Panorama Report).

Our results exceed those for similar schools in all areas of Grade 3. Our results for Grade 5 are slightly above those for similar schools in Reading and Maths, and just below in Writing.

Our future directions and strategies include the emphasis being on Mathematics, with the rotation of weekly Staff Meetings with Mathematic PLC in 2020. We plan to continue to prioritise the Mathematics Curriculum - moving on to 'Measurement and Geometry', Develop CATS for 'Measurement and Geometry' and develop a Spreadsheet to track CATs across the whole school/Cluster in Mathematics and Reading.

Engagement

Jindivick Primary School students are engaged and connected to their school, and programs put into place to continually develop and support their engagement, confidence and resilience. This year we focused on KIS related to the FISO dimension Positive Climate for Learning. The work in this area is ongoing, and in 2019 included programs such as Junior School Council, student led fund-raising events, student-led assemblies and our continued Buddy program. The school had a focus on improving student's 'Stimulated Learning', 'Sense of Confidence' and 'Motivation and Interest'. Although the target of increase to 85% of positive endorsement, the target was not met.

The average number of Student Absence Days for 2019 were 16.6 days, slightly above the State Median of 15.1%. Regular attendance is encouraged and celebrated with regular articles in our Newsletter. We also celebrate 100% attendance at the end of each term with a certificate, and morning tea with the Principal at the end of the year.

Wellbeing

According to the Attitudes to School Survey, 'Sense of Connectedness' 93% and management of Bullying' 94.4% are both well above the state median. Junior School Council has been established at Jindivick Primary School, comprising of two students from each of grade 3 - 6.

At the suggestion of Junior School Council we are now running 'Clubs' with the assistance of parents and community members for one hour per week. Students are involved in a range of Clubs including choir, yoga, football, knitting, science, gardening/cooking, tie-dying and claymation. Clubs have been an enormous success helping to foster connections between our school, parents and community.

Our focus on the 5C's (Care, Courtesy, Consideration, Common-sense and Cooperation), as our values, combined with a Positive Behaviour program has allowed our school to focus on rewarding positive behaviour. This has been the basis of our school's well-being policy of many years.

Financial performance and position

Locally raised funds included school family payments for camps and excursions. Funds from the Targeted Funding Initiatives included PLC Core Learning and the CLIL course. Fundraising through the year included the annual School Fun Run, school raffles and the annual Music Soiree, which raised funds to purchase a keyboard for the Music program.

A \$20,000 credit to cash transfer was made from the SRP to pay for plumbing / electrical / building projects as well as fittings and equipment for the STEM / Multipurpose classroom.

Access works for a disabled student were paid for by the school, and then reimbursed by the Department. This included \$17,000 for ramp / pathway projects

Jindivick Primary School finished the year with an operating reserve of \$21,141.59

For more detailed information regarding our school please visit our website at
<https://www.jindivick.vic.gov.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.

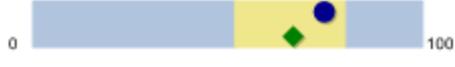
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 73 students were enrolled at this school in 2019, 39 female and 34 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Below </p> <p>Below </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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>67%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>63%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>38%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	29%	29%	Numeracy	33%	67%	0%	Writing	25%	63%	13%	Spelling	50%	38%	13%	Grammar and Punctuation	50%	25%	25%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
Domain	Low	Medium	High																							
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Spelling	50%	38%	13%																							
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>93 %</td> <td>95 %</td> <td>91 %</td> <td>92 %</td> <td>83 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	90 %	93 %	95 %	91 %	92 %	83 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	90 %	93 %	95 %	91 %	92 %	83 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$760,993	High Yield Investment Account	\$44,094
Government Provided DET Grants	\$142,900	Official Account	\$6,118
Revenue Other	\$23,550	Total Funds Available	\$50,212
Locally Raised Funds	\$41,913		
Total Operating Revenue	\$969,355		
Equity¹			
Equity (Social Disadvantage)	\$6,037		
Equity Total	\$6,037		
Expenditure		Financial Commitments	
Student Resource Package ²	\$716,742	Operating Reserve	\$21,142
Books & Publications	\$3,812	Asset/Equipment Replacement < 12 months	\$8,000
Communication Costs	\$867	Maintenance - Buildings/Grounds < 12 months	\$22,000
Consumables	\$15,481	Total Financial Commitments	\$51,142
Miscellaneous Expense ³	\$41,164		
Professional Development	\$2,564		
Property and Equipment Services	\$64,706		
Salaries & Allowances ⁴	\$25,556		
Trading & Fundraising	\$4,660		
Utilities	\$3,770		
Total Operating Expenditure	\$879,323		
Net Operating Surplus/-Deficit	\$90,033		
Asset Acquisitions	\$8,746		

- (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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').