

# 2017 Annual Report to the School Community



School Name: Congupna Primary School

School Number: 2563



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 17 May 2018 at 02:54 PM by Adam Cleary (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 Regulation 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 2017 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 18 May 2018 at 03:23 PM by Andrew Miles (School Council President)



## About Our School

### School Context

Congupna Primary School is located five kilometers north of Shepparton and caters not only for the bustling township of Congupna, but also for the major growth area of North Shepparton. In 2018, the official school enrolment is 50 and the school has three teachers and three educational support staff looking after our three classrooms; In 2018, our classrooms consist of a Grade F/1, Grade 1/2/3 and a Grade 3/4/5/6 composite. The school bus services the Congupna and North Shepparton areas and helps transport students for our After-School Care Program.

The school boasts fantastic facilities, provides specialist IT devices and provides many things only a small school can provide including vegetable gardens, cooking and looking after school pets such as chooks and guinea pigs. Additional resources such as two undercover playgrounds, football oval, rebound walls, soccer pitch and undercover sandpit provide our active children with many avenues to participate in physical activity to help expend some of their boundless energy. Children currently attend specialist classes in STEM, Art and Library, the school participates in the Sporting Schools Program and all classrooms participate in whole-school programs that focus specifically on Writing, Spelling and Numeracy in 2018.

Congupna Primary School is an active member of a Cluster of Small Shepparton Schools and together we strive to offer our collective students all of the opportunities afforded to children in larger schools. We attend Cluster events each Term, attend Grade 3/4 and 5/6 School Camps together, share teacher resources and strive to provide real transition support for our senior cluster students before they attend larger Secondary Colleges together.

### Framework for Improving Student Outcomes (FISO)

#### **Excellence in Teaching and Learning: Building Practice Excellence**

Teaching Practice will be:

- *Evidence-based and data driven to guide improvement and measure impact, and*
- *On-going, supported and fully integrated into the culture of the school.*

#### **Community Engagement in Learning: Building Communities**

School Community Partnerships will be:

- *Partnerships to support student health, wellbeing and achievement.*

### Achievement

Student learning is our primary focus at Congupna Primary School. The three whole-school programs being implemented in 2018 aim to provide consistency between classrooms, improve areas of need and have been chosen because they cater for a diverse range of student learning capabilities and preferences. These programs have been chosen in response to the School's Strategic Plan 2015-18 and filter down through the school's 2018 Annual Implementation Plan and Teacher and Education Support Performance and Development Plans for 2018.

These programs are 'Words Their Way' to target spelling, 'The Big Write & VCOP' to target writing and the implementation of 'Number Fluency Tasks' to enhance student numeracy. Whilst these three programs look different in each of our three classrooms, individual learning tasks, student goals and assessment will all be the same. These are focused improvement areas for the school but will in no way inhibit the teaching of other important subject areas which form our Victorian Curriculum framework for 2018.



## Engagement

Congupna Primary School uses an enquiry-based Teaching model in order to engage students in their learning. Teachers aim to Engage, Explore, Explain, Elaborate and Evaluate in all teaching and learning tasks that they design. This encourages our students to participate at the beginning of a topic and to explore and ask their own questions before teachers give them the tools to find their own answers. This methodology promotes 'hands-on' learning, using collaborative learning teams and promoting student autonomy. Teaching and learning in STEM (Science, Technology, Engineering & Mathematics) will continue to be a large focus in 2018.

Students participate in many 'hands-on' learning activities including designing, planting and maintaining the school vegetable gardens, harvesting the gardens and designing and delivering meals in the kitchen, using the sensory garden as an outdoor classroom, using our Sporting Schools program to complement our physical education curriculum, attending and participating in environmental science excursions, attending student wellbeing cluster days, attending indigenous education cluster days, providing a two-week annual swimming program and combining with Cluster schools to offer shared camps for Grade 3/4 and 5/6 students respectively each year.

The school also aims to engage local families by providing opportunities such as participation in our four school soccer sides, The Congupna Cruzers, participation in an Auskick program and offering a parent-led Playgroup here at school. The Parents and Friends group also helps cater for the local Football/Netball club while raising much appreciated funds for our school.

## Wellbeing

We have placed great importance on the Wellbeing of all students, staff and our wider school community at Congupna Primary School. 2018 has been another very busy year engaging specialists outside of the school and running a series of community workshops to determine a set of new school values: We are KIND, We are BRAVE, We are CURIOUS.

2018 has seen the school continue to participate as a Respectful Relationships Lead School. The school is determined to create a powerful culture that reflects our school values and to develop a custom-made Social & Emotional Learning Skills program that reflects our school and the environment in which we teach and learn.

<http://www.congupnaps.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	
<p><b>Enrolment Profile</b></p> <p>A total of 49 students were enrolled at this school in 2017, 15 female and 34 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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

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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</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><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> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p>No Data Available</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><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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</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</p> <p><b>School Comparison</b> 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>96 %</td> <td>96 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> <td>86 %</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	96 %	95 %	95 %	96 %	86 %	97 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	96 %	95 %	95 %	96 %	86 %	97 %										





## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	Similar

# 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)

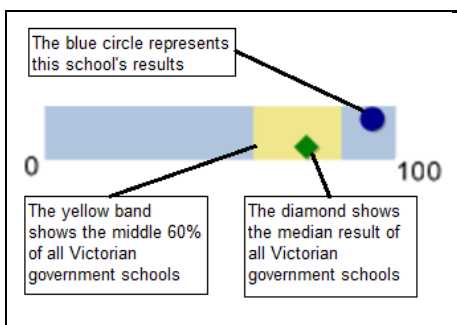
### Engagement

- 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).

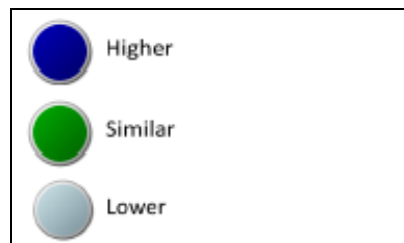


## What does *School Comparison* refer to?

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*' 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').

## Financial Performance and Position

### Financial performance and position commentary

The school had a successful financial year adhering to the budget and keeping track of revenue and expenditure well throughout the year. The School ran two Mobile Art Services in 2017 that periodically replace the required vans or utilities. Due to the fact that no vehicles were replaced in this time, the school recorded a surplus. The School also made Grant Claims of over \$10,000 during this Calendar Year as a Respectful Relationships Lead School. Equity funding was spent predominantly on Staff Training, Community Engagement and on purchasing Classroom Learning Resources.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$720,732	High Yield Investment Account	\$19,296
Government Provided DET Grants	\$109,186	Official Account	\$30,419
Government Grants Commonwealth	\$11,550	Other Accounts	\$80,307
Government Grants State	\$2,800	<b>Total Funds Available</b>	<b>\$130,022</b>
Revenue Other	\$48,255		
Locally Raised Funds	\$39,314		
<b>Total Operating Revenue</b>	<b>\$931,837</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$16,681		
<b>Equity Total</b>	<b>\$16,681</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$718,452	Operating Reserve	\$30,645
Communication Costs	\$5,833	Asset/Equipment Replacement < 12 months	\$15,000
Consumables	\$30,464	Maintenance - Buildings/Grounds incl SMS<12 months	\$2,000
Miscellaneous Expense <sup>3</sup>	\$28,762	Revenue Received in Advance	\$600
Professional Development	\$13,936	School Based Programs	\$14,000
Property and Equipment Services	\$47,218	Region Coordination	\$65,277
Salaries & Allowances <sup>4</sup>	\$42,042	School/Network/Cluster Coordination	\$1,000
Trading & Fundraising	\$12,775	Other recurrent expenditure	\$1,500
Travel & Subsistence	\$11,334	<b>Total Financial Commitments</b>	<b>\$130,022</b>
Utilities	\$5,734		
<b>Total Operating Expenditure</b>	<b>\$916,548</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$15,289</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 05 March 2018 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.

