

2015 Annual Report to the School Community

Murrabit Group School

School Number: 3859



Name of School Principal:

Neil Hopkins

Name of School Council President:

Jodie Hartley

Date of Endorsement:

20/4/2016

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 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

At Murrabit Group School we believe that every student has the ability to learn, and that this best occurs in a flexible, happy, supportive, positive environment.

We aim to achieve this via a well-balanced program encouraging growth in self-esteem, self-confidence, independent learning habits, creative and critical thinking, cooperation and tolerance. We believe that success for students is fostered where a close working relationship between students, staff, parents and the school community exists. Parent participation in our school programs, in Parents & Friends Club and in School Council is at a wonderfully high level and enriches our school. The school receives wonderful support from, and is an integral part of, the local community and this is reciprocated by school facilities being made available for community use.

We commenced the year with 30 students and they were provided with a broad curriculum strong in Maths and Literacy, and with excellent Science, PE/Health, sport, camps and instrumental music programs. A MARC van visits the school weekly. The school had 3.99 EFT staff: 1 principal class, 2.3 teachers and 0.69 Education Support staff. In 2015 the school was arranged into 3 classes for Numeracy & Literacy - P/1, 2/3 & 4/5/6 - with extra resources allocated to the Early Years.

Our new school building provides an outstanding facility for all concerned. Our school has very spacious grounds and the well-planned redevelopment program is rejuvenating and beautifying the grounds in general to complement the new buildings and meet the needs of our students. We have an outstanding indoor sports stadium and access to community sporting facilities.

Achievement

We are proud of our achievements and remain committed to striving for continuous improvement and excellence in teaching and learning at all levels.

NAPLAN data for our school indicates that all of our year 3 students are performing at or above a similar level to other schools after accounting for background characteristics known to make a difference to student results. Our year 5 students are all at or above the appropriate national benchmark; with one student being well above in Numeracy. This is in itself a sound achievement as one of the three students in the cohort was exempted from the testing in year 3.

We had previously identified a trend area of slightly flattened results in year 4 Maths and we have addressed this through focused PD targeting assessment for learning and by deepening curriculum knowledge in the identified area. In 2015, NAPLAN data showed all students to be above NMS at year 5 in Numeracy.

Year 3 students' 4-year averages in Numeracy and Reading are significantly above the state mean. The 4-year averages for our year 5 students in both Numeracy and Reading continue to trend upwards and are now clearly above state means.

We have maintained our investment in development of staff knowledge and effectiveness in the areas of: planning, focus on differentiation in learning tasks, more effective ongoing assessment to inform teaching & learning, curriculum knowledge and documentation relevant to teaching and learning. The agreed understanding of these elements with which we began 2016, coupled with the more effective use of documentation will have a highly positive impact on the teaching and learning at our school. Staff have embraced the notion of creating ILPs for students to ensure maximum focus in teaching. Our ongoing conversations re: pedagogy, teaching method and instructional models have produced curriculum documents for English and Mathematics which continue to assist with consistency of instruction through the school. The development of our vision of quality teaching at Murrabit Group School has had a strong positive influence as it provides a constant reference point reflecting high expectations.

Staff have been supported in undertaking PD in individually targeted areas. We have also continued with our ongoing investment in high quality PD in Maths as we focus on building capacity to positively affect student outcomes. We have further developed our effective analysis of student assessment tasks to accurately identify stages of student learning in order to use these to support individual learning.

Our staff are always willing to 'go the extra yard' to improve student outcomes which is evident in the consistently improved performance of our students and the growth that they are able to achieve.

Engagement

We continue to strive for further positive movement in the area of student attendance. We make active use of ‘It’s Not Okay to Be Away’ protocols and follow up all absences so that parents and students understand the importance of being at school and that each and every day is important to their educational wellbeing. We have arrested previous trends of rising absence rates and these are now at or lower than statewide means. We are working closely with families on an individual basis to help overcome problems. Our programs and curriculum are evaluated continuously to ensure high level engagement. We have further strengthened our relationship with home and the community, increased parent involvement at school and enhanced our Transition programs at all levels to ensure high level engagement between our students and our school.

All new families into the school received our information booklet giving a comprehensive outline of our School ethos and organisational structures. We have implemented a Buddy system between the Parents Club and all new families. Families of new Prep students also receive a starter pack to make their child feel welcome. Prep students’ transition to school is aided initially by the fostering and growth of a strong partnership with the local Playgroup. This is enhanced via the school’s comprehensive transition program consisting of a series of 2 hour, half-day and then full day visits in term 4. The development during the Transition process, and the readiness with which the children make the adjustment to full time schooling is proof of the effectiveness of this excellent program.

We have strong links with the local state secondary school in Kerang and have also established firm links with other secondary schools in the area as we seek to broaden the options for our year 6 students. It was pleasing to see students access this choice with three students enrolled to attend secondary school in Kerang, whilst two are attending Barham High for the 2016 school year.

The wonderfully ‘inclusive’ ethos of the school and attitude of the students, families and staff make for smooth and successful transitions into and through the school.

Wellbeing

Our major focus is on building resilience in our students, growing school connectedness and raising the levels of perception of school safety. We have continued to develop and upgrade our behaviour management strategies and Student Engagement Policies, and have tried to ensure that these were communicated effectively to all staff as well as to our community. This has helped to ensure consistency and clarity of our work in this area, and it has been accepted and appreciated by staff, students and parents. This has resulted in the students and parents developing a very strong belief that our school is providing a safe, nurturing environment.

We have undertaken the initial stages of, and begun our journey, as an eSmart (anti bullying & cyber safety program) school. The skills and understandings these can provide will strengthen and embed the importance of social & emotional learnings for us all.

Whilst we have a very strong relationship with the local community and receive marvellous support from them, a major focus is to deepen this connection, in particular the involvement of the students’ families in school life.

We have further strengthened our relationship with home and the community, increased parent involvement at school and enhanced our Transition programs at all levels to ensure high level engagement between our students and our school. The introduction of targeted parent forums during the year has increased the family understanding and ‘ownership’ of our school. We have enhanced our connections with the school community by expanding our school –to-home contact to cater more broadly for all. Continuing to ensure that our families receive school messages and information via three media forms; newsletter, email and SMS, has both enhanced our contact and increased our parent response in many areas.

All new families into the school receive our information booklet giving a comprehensive outline of our School ethos and organisational structures. Families of new Prep students also receive a starter pack to make their child feel welcome.

The Buddy system which was established to help new families coming into our school, is overseen by our P & F club with Induction sessions re: school ethos, protocols and practices having been offered to all families.

Productivity




We are seeking to maximize our resources in all areas – buildings, staff and financial - and have put in place a protocol to review each of these 3 aspects annually prior to budgeting to ensure optimal effectiveness. Through thoughtful team and whole-school planning – incorporating parent groups, School Council, staff, students and community – we feel that we are being highly effective in the use of our resources. With regard to our buildings and grounds development, we are following a grounds projects program which had been carefully planned, prioritised and regularly reviewed to optimize our available funding. We have also been able to secure outstanding community support, in both man hours and expertise, to augment our efforts in this work. We have an excellent staff-student ratio which we have been able to maintain, whilst also offering a no. of specialist classes through careful budgeting and judicious use of locally raised funds. The willingness of staff to be flexible in our timetabling and teaching structures is critical to being able to provide these extra programs and learning opportunities for our students. Our buildings are extremely well utilized for teaching & learning as well as for numerous community functions.

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

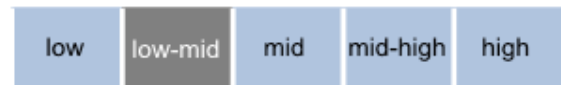
School Profile

Enrolment Profile

A total of 30 students were enrolled at this school in 2015, 10 female and 20 male.
There were 0% of EAL (English as an Additional Language) students and 0% 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



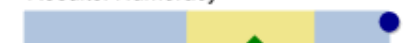
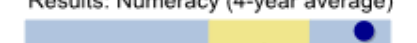




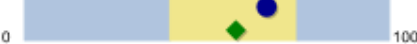

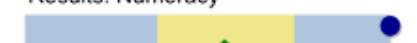
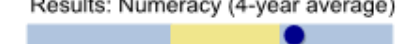




Key: Range of results for the middle 60 % of Victorian government primary year levels:

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"> 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>Towards Foundation Level AusVELS</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>English</p> <p>No Data Available</p> <p>Mathematics</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>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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation 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	Student Outcomes	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. 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 2015 attendance rate by year level:</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>92 %</td><td>93 %</td><td>91 %</td><td>95 %</td><td>97 %</td><td>92 %</td><td>89 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	91 %	95 %	97 %	92 %	89 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	91 %	95 %	97 %	92 %	89 %										

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>Students Attitudes to School - Connectedness to School</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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p>No Data Available</p> <p>● Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p>No Data Available</p> <p>● Higher</p>

How to read the Performance Summary

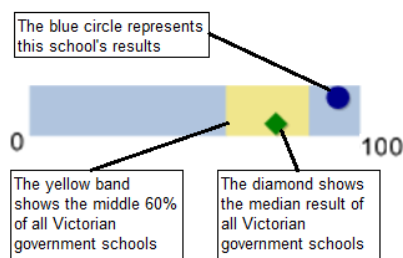
What are student outcomes?

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.

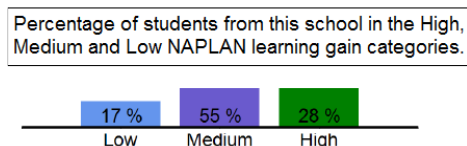
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

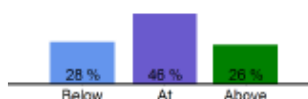


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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.

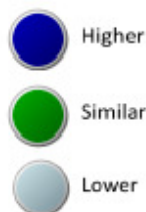


What is a *School Comparison*?

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	\$361,088	High Yield Investment Account	\$5,885
Government Provided DET Grants	\$48,515	Official Account	\$210
Revenue Other	\$9,919	Other Accounts	\$105,872
Locally Raised Funds	\$49,247	Total Funds Available	\$111,967
Total Operating Revenue	\$468,769		
Expenditure		Financial Commitments	
Student Resource Package	\$362,582	Operating Reserve	\$21,371
Books & Publications	\$2,106	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$2,121	Capital - Buildings/Grounds incl SMS<12 months	\$4,000
Consumables	\$13,038	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Miscellaneous Expense	\$16,368	School Based Programs	\$11,829
Professional Development	\$3,532	Provision Accounts	\$4,767
Property and Equipment Services	\$29,268	Total Financial Commitments	\$111,967
Salaries & Allowances	\$39,468		
Trading & Fundraising	\$26,126		
Utilities	\$7,290		
Total Operating Expenditure	\$501,898		
Net Operating Surplus/-Deficit	(\$33,129)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 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

Our school has performed very well financially with our revenue being significantly augmented via a number of external sources. The monthly local Murrabit market continues to be an excellent source (via the hard work of the majority of our families) as do other locally raised monies and donations (from local Clubs and groups). We have been able to maintain a very healthy budget to accompany and support the ongoing redevelopment of the school grounds to complement our new building. Grants which have previously been carefully husbanded, have in the past 2 years been utilised, as planned, to ensure the successful completion of all aspects of our grounds redevelopment program and to provide the outstanding facility that we wish to see for the ongoing education of children in our local area.