

2014 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:

May 6 2015

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 2014.

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.

Our 29 students were provided with a broad curriculum that was strong in Maths and Literacy, and has excellent Science, PE/Health, sport, camps and instrumental music programs. A MARC van visits the school weekly. The school has 3.99 EFT staff: 1 principal class, 2.3 teachers and 0.69 Education Support staff. In 2014 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 with a strong redevelopment program well underway which 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.

Our student outcomes from P-6 in both English and Maths are above state means and trending clearly above the mid 60% of schools. 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 above the appropriate national benchmark. This is in itself a sound achievement as two of the three students were exempted from the testing in year 3.

We have 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.

Year 3 students' 4-year averages in Numeracy and Reading are very 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.

Our investment in development and growth of: staff knowledge and effective use of planning, focus on differentiation in learning tasks and more effective ongoing assessment to inform teaching & learning, curriculum knowledge and documentation relevant to teaching and learning will see us entering 2015 with an agreed understanding of these elements and an increased and more effective use of documentation which can 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 will assist with consistency of instruction through the school. We also have developed documentation detailing our vision of quality teaching at Murrabit Group School.

Staff have been supported with ongoing investment in high quality PD in Maths as we continue to 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

Our overall student attendance for 2014 shows improvement and is slightly above the state median. However, we continue to strive for further positive movement in this area. The ideals of the 'It's Not Okay to be Away' program are becoming embedded as values at our school and provide a strong tool for altering attitudes impacting on student absence. 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.

The Attitudes to School survey shows our year 5 and 6 students' connectedness to school as very strong, and growing, and is well above the state median. The 4-year average continues to be well above state means.

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 they 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 students. However, all five of our year 6 exit students are enrolled in the local state secondary school for 2015.

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. We have further developed and upgraded our behaviour management strategies and Student Engagement Policies. The consistency and clarity this gives is understood, 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 *Kidsmatter* as the overarching Wellbeing framework for our school and its community. We also began 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. We have enhanced our connections with the school community by expanding our school -to- home contact to cater more broadly for all. We now ensure that our families receive school messages and information via three media forms; newsletter, email and SMS.

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.

We have established a Buddy system for new parents which is overseen by our P & F club with Induction sessions re: school ethos, protocols and practices having been offered to all families.

Productivity

Through thoughtful team and whole-school planning – incorporating parent groups, School Council, staff, students and community - we are maximizing our resources in all areas – buildings, staff and financial. With regard to our buildings and grounds development, we have costed in advance, carefully planned and prioritised grounds projects to optimize our available fundings. 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.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key:	Range of results for the middle 60% of Victorian government schools:	
	Result for this school:	
	Median of all Victorian government schools:	

School Profile

School Enrolments

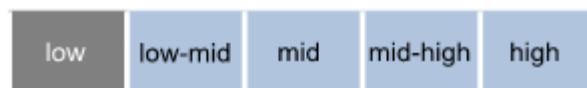
A total of 29 students were enrolled at this school in 2014, 12 female and 17 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey


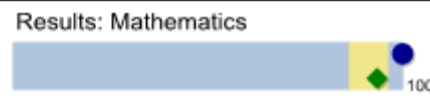


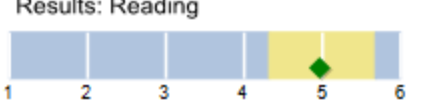

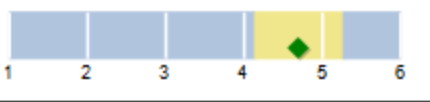
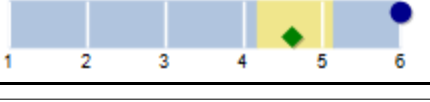


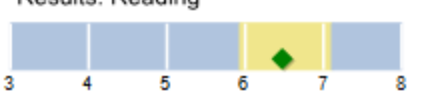
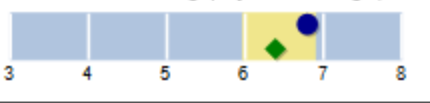
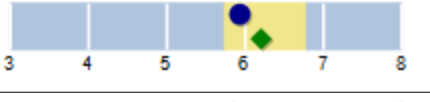
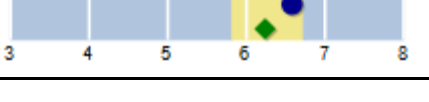



Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:  Result for this school:  Median of all Victorian government schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> 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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p> Higher</p> <p>No Data Available</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>

Performance Summary

Key:	Range of results for the middle 60% of Victorian government schools:	
	Result for this school:	Median of all Victorian government schools:

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>	<div> <p>Reading</p> <p>100 %</p> <p>Low</p> </div> <div> <p>Numeracy</p> <p>100 %</p> <p>Low</p> </div> <div> <p>Writing</p> <p>100 %</p> <p>Medium</p> </div> <div> <p>Spelling</p> <p>100 %</p> <p>Medium</p> </div> <div> <p>Grammar and Punctuation</p> <p>100 %</p> <p>Low</p> </div>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement

Student Outcomes

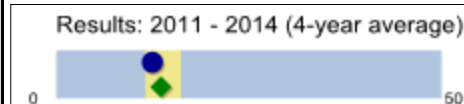
School Comparison

Student Attendance

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 2014 attendance rate by year level:







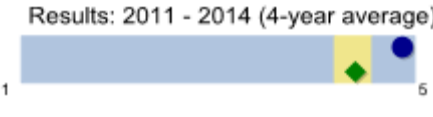


Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	90 %	96 %	94 %	93 %	91 %	91 %

 Similar

 Similar

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

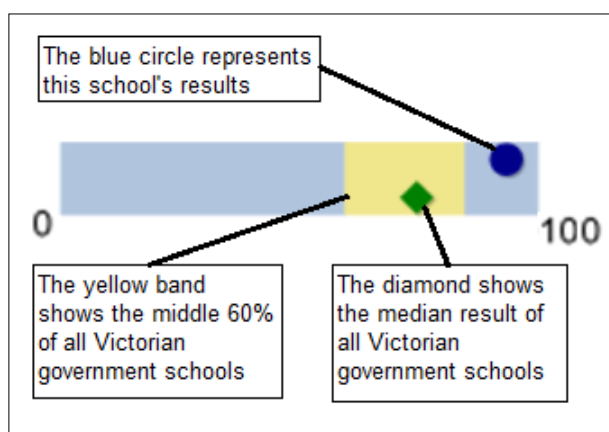
What are student outcomes?

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.

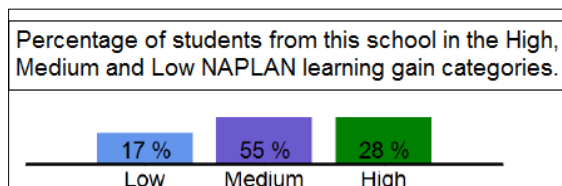
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

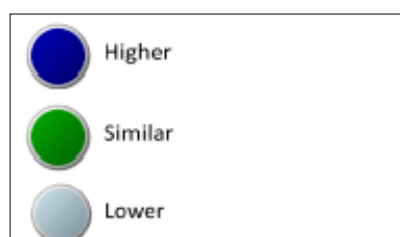


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performance.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Revenue	Actual
Student Resource Package	\$336,528
Government Provided DE&T Grants	\$44,593
Revenue Other	\$4,945
Locally Raised Funds	\$207,932
Total Operating Revenue	\$593,998

Expenditure	
Student Resource Package	\$349,664
Books & Publications	\$4,347
Communication Costs	\$1,599
Consumables	\$11,509
Miscellaneous Expense	\$13,551
Professional Development	\$1,109
Property and Equipment Services	\$58,771
Salaries & Allowances	\$29,410
Trading & Fundraising	\$178,134
Utilities	\$9,704
Total Operating Expenditure	\$657,797

Net Operating Surplus/-Deficit	(\$63,799)
Asset Acquisitions	\$0

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

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 completion of our new building and the subsequent and ongoing development of the school grounds to complement this. Grants which have previously been carefully husbanded, are now being used, as planned, to ensure the successful completion of all aspects of our grounds redevelopment program to provide the outstanding facility that we wish to see for the ongoing education of children in our local area.

Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$39,140
Official Account	\$1,615
Other Accounts	\$102,591
Total Funds Available	\$143,346

Financial Commitments	
Operating Reserve	\$46,012
Asset/Equipment Replacement < 12 months	\$8,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
School Based Programs	\$16,133
Repayable to DEECD	\$26,200
Asset/Equipment Replacement > 12 months	\$12,000
Total Financial Commitments	\$143,346