

# 2016 Annual Report to the School Community

School Name: Murrabit Group School

School Number: 3859



Name of School Principal:

Neil Hopkins

Name of School Council President:

Jodie Hartley

Date of Endorsement:

May 3, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Murrabit Group School's belief is that every student has the ability to learn, and that this best occurs in a flexible, warm, happy and positive environment.

The school aims to achieve this through:

- A well-balanced program that encourages growth in self-esteem, self-confidence, independent learning habits, creative and critical thinking, cooperation and tolerance.
- Acknowledging that success for students is fostered within an environment that encourages a close working relationship between students, staff, parents and the school community. Parent participation in the classroom, in Parents & Friends Club and School Council enriches the school program.

Projected Prep enrolments are steady and will total 20 over the next 3 years. This should see the school with an ongoing average enrolment in the mid-thirties for the next 4-5 years.

We commenced the 2016 school year with 32 students and ended with 36 students. They 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. In 2016 the school had 3.2 EFT teachers. This was made up of a full time teaching Principal and three classroom teachers (1.0, 0.8, 0.4 EFT). The staff also includes a Business Manager (0.4 EFT) and an Integration Aide (0.49 EFT). The effect of these arrangements is that the school has 3 classroom teachers, one of whom is the full-time principal. Students were grouped into 3 classes for Literacy & Numeracy blocks (P-1, 2/3, 4/5/6) with extra resources allocated to the Early Years.

#### **Other Significant Factors**

- The school SFO density in 2016 was 0.6552.
- The school received a new building, under the BER umbrella, in 2013 and it has provided a modern facility with up to date technologies, 2 learning areas, a shared project space, resource areas and administration sections. The original 2 room school building has been retained and has been in constant use as our third learning area.
- The school curriculum is supplemented by weekly visits from the Mobile Area Resource Centre, Science specialist one day per fortnight, weekly Music program via a visiting teacher, membership of the Kerang Cluster involving interschool sporting activities and other events, Bike Education and road safety, fire awareness, Interschool sports, an outstanding, intensive swimming program, Arts Council productions and an excellent camps program for the whole school.
- The school has spacious grounds and oval area, and an excellent school sports stadium which has provided an outstanding all weather facility. We also have access to community sporting facilities of golf, tennis, football, netball and cricket, with a large complex available for special activities. The development of the grounds by students, staff, parents and community members has been a feature of the school in the past 3 years.

### Framework for Improving Student Outcomes (FISO)

The school's FISO priorities and initiatives for 2016 were:

1. Excellence in teaching and learning – curriculum planning and assessment
2. Professional leadership – Building leadership teams.

We have discussed and completed documentation of our shared and agreed vision of quality teaching, models for quality Literacy Block and Maths lesson. From this we have developed a booklet for staff which also includes our pedagogical model (Gradual release of Responsibility). The adopting of a whole-school yearly Maths planner is an excellent step towards curriculum documentation and consistency of practice in our teaching.

The focus on building leadership saw all teachers taking part in the Bastow Leading Literacy program as well as teachers taking the lead role in the introduction of eSmart strategies in the school which saw a high level of collaborative work in order to attain full eSmart status.

## Achievement

An important goal for the school is to be recognised for the excellence of its academic standards and for the academic achievements of its students. We are proud of our achievements and remain committed to striving for continuous improvement and excellence in teaching and learning at all levels.

Overall achievement results from P-6 indicate that our school is slightly ahead of state averages, whilst Mathematics is clearly above and into the top 20% of schools. NAPLAN data for our school indicates that, after accounting for background characteristics known to make a difference to student results, as a group our year 3 students are performing well above state means in both Reading and Numeracy whilst our year five 4-year averages are similar to like schools in Reading but well above (into the top 20%) in Numeracy.

The previously identified flat spot in results in cohort growth from year 3 – 5 is being addressed through focused PD targeting assessment for learning and by deepening curriculum knowledge in the identified area. In 2016, NAPLAN data showed all students to be above NMS at year 3 and 5 in Reading, Writing and Numeracy. We were pleased to find that our year 5 students achieved medium or high growth in most areas of NAPLAN. Our year 5 students are all at or above the appropriate national benchmark; with one student being well above in Reading and Spelling. However, growth in Writing was rated low. This has been made a priority area for 2017.

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 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 shared and agreed vision of quality teaching at Murrabit Group School has had a strong positive influence as it provides a constant reference point reflecting high expectations.

Our focus on building staff capacity to positively affect student outcomes has been strongly supported by our teachers. Whilst we continued our ongoing investment in high quality PD in Maths, we also invested in staff involvement in the *Bastow Leading Literacy* program as we focus. This will hopefully be reflected in improved outcomes for all of our students.

Our staff are always willing to do that bit extra to improve student outcomes and this is evident in the consistently improved performance of our students and the growth that they are able to achieve.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

We continue to make positive steps in the area of student attendance and engagement. Re: student attendance we follow the “It’s Not Okay to Be Away’ protocols by following 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 are working closely with families on an individual basis to help overcome problems. We have achieved a solid trend of student absence rates that are lower than statewide means. Our programs and curriculum are evaluated continuously to ensure high level engagement. We have further strengthened our relationship with home and the community by implementing two new programs in 2016 which utilise community expertise; a partnership with our local Mens Shed and the School Brekky club. Our parent involvement through School Council and Parents & Friends Club is stronger than ever, as is our family involvement in our special days at school. We have 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. 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 Barham High School as we seek to broaden the options for our year 6 students. Families are accessing this option and we have had two past students enrol at Barham for 2017.

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.

Pre-school children in the area have access to centres at Kerang, Koondrook and Barham with the majority attending in Kerang. A very well-attended Play Group also operates for younger children in the Murrabit township.

The school receives wonderful support from the local community and this is reciprocated by school facilities being made available for community use. The Murrabit Advancement Association provides the opportunity to use the monthly market as an outstanding means of raising funds locally. The school is an integral part of the community and this is reflected by the publication of a local newsletter, community participation in special functions at the school and strong involvement of the school in many significant community activities.

## 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 have completed the revising of our Student Engagement Policy in readiness for sharing with our school families in 2017. We have tried to ensure that we are communicating this effectively to our community as it will ensure consistency and clarity of our work in this area.

Our work in recent years has resulted in the students and parents developing a very strong belief that our school is providing a safe, nurturing environment as can be seen from the *Student Perception of Safety* measures which are well above state means and actually in the top 5% of schools. A Social Skills unit was introduced for the senior students. This was delivered by a qualified professional and sourced through DET It was very well received by the students and feedback from them was very positive.

In 2016 we completed our journey to achieve full status as an eSmart (anti bullying & cyber safety program) school. This was the result of a concerted effort by all staff and the skills and understandings it will provide will strengthen and embed the importance of social & emotional learnings for us all.

We have a very strong relationship with the local community and receive marvellous support from them but this is never taken for granted. The maintaining and deepening of this connection, in particular the involvement of the students’ families in school life, is always a major focus for the 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.

We have actively sought to widen the options for Secondary education for our students. We have established close relationships with three local Secondary schools in Kerang and Barham. Students are involved in several visits to the schools beginning in term 2 with parents also encouraged to become involved in the Transition programs to allow for informed decision making.

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.

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 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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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 33 students were enrolled at this school in 2016, 10 female and 23 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### 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><b>Teacher judgment of student achievement</b></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 Performance Summary</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 year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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 year levels:   
 Result for this school:  Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison					
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Reading</b> No Data Available</td> </tr> <tr> <td><b>Numeracy</b> No Data Available</td> </tr> <tr> <td><b>Writing</b> No Data Available</td> </tr> <tr> <td><b>Spelling</b> No Data Available</td> </tr> <tr> <td><b>Grammar and Punctuation</b> No Data Available</td> </tr> </table>	<b>Reading</b> No Data Available	<b>Numeracy</b> No Data Available	<b>Writing</b> No Data Available	<b>Spelling</b> No Data Available	<b>Grammar and Punctuation</b> No Data Available	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<b>Reading</b> No Data Available							
<b>Numeracy</b> No Data Available							
<b>Writing</b> No Data Available							
<b>Spelling</b> No Data Available							
<b>Grammar and Punctuation</b> No Data Available							

## 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><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. 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="563 831 1045 922"> <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>93 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> <td>97 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	91 %	94 %	91 %	97 %	92 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	91 %	94 %	91 %	97 %	92 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary

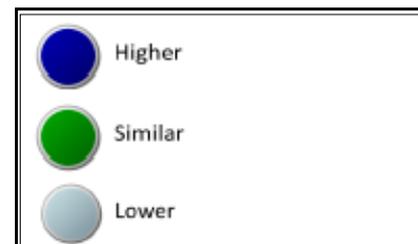
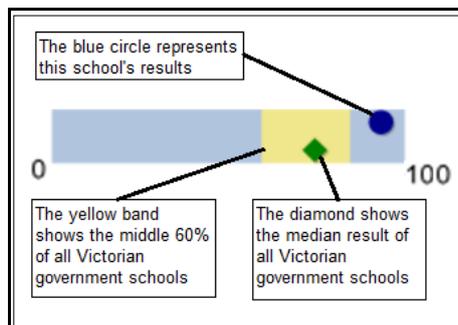
## What are student outcomes?

*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, P-12 and specialist schools, 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.

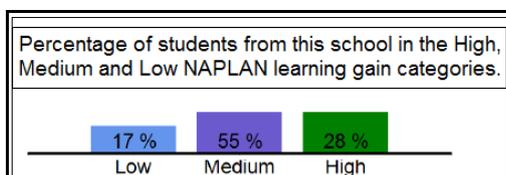
You can see these results for the latest year, as well as the average of the last four years (where available).

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 are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$392,346
Government Provided DET Grants	\$68,109
Government Grants State	\$1,300
Revenue Other	\$13,388
Locally Raised Funds	\$50,229
<b>Total Operating Revenue</b>	<b>\$525,372</b>

Expenditure	
Student Resource Package	\$392,980
Books & Publications	\$1,861
Communication Costs	\$2,140
Consumables	\$17,409
Miscellaneous Expense	\$13,930
Professional Development	\$2,247
Property and Equipment Services	\$28,749
Salaries & Allowances	\$28,943
Trading & Fundraising	\$28,246
Utilities	\$8,067

**Total Operating Expenditure**      **\$524,572**

**Net Operating Surplus/-Deficit**      **\$800**

**Asset Acquisitions**      **\$5,360**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$57,384
Official Account	\$2,191
Other Accounts	\$50,654
<b>Total Funds Available</b>	<b>\$110,229</b>

Financial Commitments	
Operating Reserve	\$20,811
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
School Based Programs	\$21,731
Provision Accounts	\$2,687
Capital - Buildings/Grounds incl SMS>12 months	\$10,000
<b>Total Financial Commitments</b>	<b>\$110,229</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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). Our Parents & Friends Club are a highly active and very successful fund-raising group for our school. 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 3 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.