

2017 Annual Report to the School Community



School Name: Murrabit Group School

School Number: 3859

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



About Our School

School Context

Murrabit Group School is situated 30km north of Kerang, 21km west of Koondrook-Barham and 3km from the Murray River. The school has extensive, spacious grounds including an oval area and a school sports stadium that provides a well used all weather facility. Access is also available to community sporting facilities of golf, tennis, football 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 three years. The school received a new building, under the BER umbrella, in 2013 and it has provided a modern facility with up to date technologies, two learning areas, a shared project space, resource areas and administration sections. The original two room school building has been retained and has been in constant use as the third learning area.

The school serves a farming area with most students travelling to school by bus. The local Murrabit community has been greatly affected by the prevailing long-term rural downturn with a subsequent impact flowing on to school enrolments. The district and community were further heavily impacted by severe flooding at the beginning of 2011. There has been a clear trend for families to have both parents/carers involved in, or seeking, part or full time employment, with employment being outside the farming sector.

The school receives strong 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.

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.
- Acknowledgement 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.

A critically important goal for the school is to be recognised for the excellence of its academic standards and for the academic achievements of its students.

Demographics

School enrolments have consolidated around the mid-thirties for the past 10 years. Projected Prep enrolments are steady and should see the school with an ongoing average enrolment in the mid-thirties in the next 4-5 years. A strong transition program exists to enable smooth transition from pre-school to school, and then on to secondary school, and the school liaises closely with these institutions.

In 2017 the school had 3.2 EFT teachers, made up of a full time teaching Principal and three classroom teachers (1.0, 0.8, 0.4 EFT). The staff also included a Business Manager (0.4 EFT) and an Integration Aide (0.42 EFT). Students have been grouped into three classes for Literacy and Numeracy blocks. The groupings are flexible but with a basic framework of P-1, 2-4, 5/6. Actual class groupings are dependent on student numbers at each year level.

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 intensive swimming program, a Fitness Program, Arts Council productions and a camps program for the whole school.

Framework for Improving Student Outcomes (FISO)

Murrabit Group School's Improvement Initiative in 2017 was:

Building practice excellence

The 2017 AIP stated: "We had an experienced and stable staffing structure and feel that we would like to enhance and further develop the collaborative culture within our school. While all teachers spend time across all year levels, we are looking to share our skills and more effectively develop programs as a teaching team. We are in a period of change with regard to the Victorian Curriculum and new programs which we are looking to implement. To be able to bring about the implementation through whole-school planning and collaborative development would enhance our programs, increase teacher ownership of the total school program and as a consequence improve student and school outcomes."

To achieve this staff worked on the following key strategies in the AIP:

- Working in teams to agree on implementation of consistent instructional models and assessment. This was completed in 2017, with explicit teaching and catering for individual differences being focuses. Staff are looking to name and further embed the instructional model in 2018 and beyond.
- Strengthening of data literacy took place as staff utilised their assessment data to improve student outcomes.



- Staff planned lessons together in teams spanning multiple year levels to support targeted teaching and curriculum integration. This is an area that staff feel they can develop in 2018, utilising each other's strengths to support student learning.

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.

Naplan Data at Murrabit Group School in 2017 was very strong being above the state average in Grade 3 and 5 Numeracy, Grade 5 Reading and Grade 3 Writing. In Grade 3 Reading and Grade 5 Writing, while not above State average, Murrabit Group School was above similar schools. Student performance against similar schools throughout the state continues to be excellent. Students from Murrabit Group School have achieved a significantly high % in the top two bands compared to similar schools in both Grade 3 and 5 in the areas of Numeracy and Reading. Relative Growth in writing was addressed in 2017 and will continue to be so in 2018.

Teacher Judgement data based on observation, English Online, Torch Test, Standardised Spelling Tests and On Demand testing for Maths and English show that 90+% of students at Murrabit GS achieved at or above the age expected level. These were greater than students from like schools. The school has a strong focus on Literacy and Numeracy and dedicates a non-negotiable two hour literacy and one hour numeracy block into each day.

In 2018, the staff are keen to improve student outcomes by building teacher capacity in an instructional model and data analysis. During 2018, Writing will be an Annual Implementation Plan Goal, with a particular focus on Spelling. Further strategies to maximize student learning will include student engagement and providing staff access to Literacy professional learning through network Teaching and Learning Sessions as well as other Professional Development.

Engagement

Student attendance rates at Murrabit Group School is relative to a similar school group in 2017. This included average absence days (14), and % of students with 20 or more days absence (15%.) This figure lowered from previous years. 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. 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 Men's Shed and the School Breakfast Club. Our parent involvement through School Council and Parents & Friends Club is strong, 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.

The 2017 Parent Opinion Survey also reflects that parents regard the school very highly in 2017. Parent satisfaction was outstanding, as evidenced by the parent opinion survey. Survey results show that for Pride and Confidence, 100% of Parents were satisfied with the school overall.

The 2017 Staff Survey gives an indication on how staff feel about the school climate they are working in. In 2017 it was 83% of staff were positive about the school climate.

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 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.

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 an important 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. This will be broadened in 2018 to include Facebook and Class Dojo.

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.

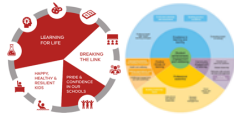
All new families into the school receive our information booklet giving a comprehensive outline of our School ethos and organisational structures. Families of new Prep students also receive a starter pack to make their child feel welcome.

Individual learning plans are in place for all students. These are regularly reviewed and adjusted depending on needs.

Personal issues are dealt with on a private interview basis.

The Student Attitudes to School Survey showed that 92% of students felt connected to the school.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 31 students were enrolled at this school in 2017, 11 female and 20 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>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

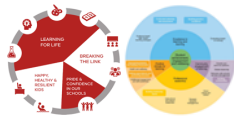
Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>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>No Data Available</p> <p> Higher</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</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>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">No Data Available</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Grammar and Punctuation</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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison 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="549 913 1035 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>93 %</td> <td>97 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	97 %	93 %	92 %	94 %	91 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	97 %	93 %	92 %	94 %	91 %	95 %										



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>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 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)

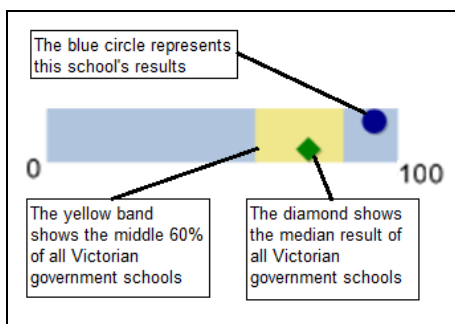
Engagement

- 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).

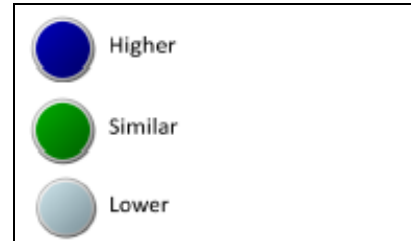


What does *School Comparison* refer to?

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

Our school has performed 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 our Parent Group) as do other locally raised monies and donations (from local Clubs and groups). Our Parents & Friends Club are a successful fund-raising group for our school. We have been able to maintain a healthy budget to accompany and support the ongoing redevelopment of the school grounds to complement our new building. Grants have in the past 3 years been utilised, as planned, to ensure the successful completion of many 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. Local funds were used to support the Library and teacher aide position and this has been a crucial role in developing student literacy outcomes within the school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$386,564	High Yield Investment Account	\$34,667
Government Provided DET Grants	\$67,151	Official Account	\$4,162
Government Grants Commonwealth	\$3,100	Other Accounts	\$50,000
Government Grants State	\$11,818	Total Funds Available	\$88,829
Revenue Other	\$55,011		
Locally Raised Funds	\$42,541		
Total Operating Revenue	\$566,185		
Equity¹			
Equity (Social Disadvantage)	\$19,433		
Equity Total	\$19,433		
Expenditure		Financial Commitments	
Student Resource Package ²	\$398,862	Operating Reserve	\$30,701
Books & Publications	\$1,949	Asset/Equipment Replacement < 12 months	\$15,000
Communication Costs	\$1,806	Maintenance - Buildings/Grounds incl SMS<12 months	\$21,000
Consumables	\$15,373	School Based Programs	\$11,775
Miscellaneous Expense ³	\$69,076	Capital - Buildings/Grounds incl SMS>12 months	\$10,353
Professional Development	\$1,705	Total Financial Commitments	\$88,829
Property and Equipment Services	\$44,273		
Salaries & Allowances ⁴	\$29,709		
Trading & Fundraising	\$21,971		
Utilities	\$8,164		
Total Operating Expenditure	\$592,888		
Net Operating Surplus/-Deficit	(\$26,703)		
Asset Acquisitions	\$0		



- (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.