

# 2019 Annual Report to The School Community



School Name: Murrabit Group School (3859)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 April 2020 at 02:55 PM by Greg Adams (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 11 May 2020 at 02:23 PM by Angela Morton (School Council President)

## About Our School

### School context

Murrabit Group School is a community centred school of 42 students, with 28 boys and 14 girls, where a dedicated team of 1 teaching principal, 2.4 teachers and .6 teacher aide and .4 business manager work together with the school community to provide positive educational outcomes for all students. The Murrabit township is located 3km from the Murray River in Northern Victoria, 30 km north of Kerang and 21km west of Koondrook.

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 but recent years has seen a rise in numbers with school numbers at there highest levels in 20 years. There has been a clear trend for families to have both parents/carers involved in, or seeking, part or full time employment, with employment coming from outside the farming sector.

Our vision is 'We want the children at Murrabit Group School to fly!' and our beliefs are based on the core values of respect, honesty, teamwork, learning and persistence.

- Respect: value yourself, others and the environment.
- Honesty: being open and honest in all transactions with all people.
- Teamwork: learning together to achieve the best possible outcomes.
- Learning: developing and acquiring knowledge, skills, values and attitudes.
- Persistence: through hard work, dedication and self-belief children can achieve their personal best.

Our staff realise the joint responsibility in helping your child grow by providing an environment where children can develop to their highest potential in all areas through offering engaging programs across a broad range of learning styles. Students are grouped into 3 classes for Literacy and Numeracy blocks. The groupings are flexible but with a basic framework of P-1, 2/3/4 and 5-6. The school curriculum is supplemented by weekly visits from the MARC Van (Library), MACC Van (Art) and Music/Italian teacher; Bike Ed Program, an intensive swimming program, a fitness program, a Science Program in senior school and Arts Council Productions and membership of the Murray Plains Cluster involving inter-school sporting and camping events.

The school has strong parent and wider community support which further enhances all children's education at our school. The Murrabit Advancement Association provides the opportunity to use the monthly market as an outstanding means of raising funds locally, we have a very proactive Parents and Friends and a School Council that works cohesively to ensure the smooth running of the school.

### Framework for Improving Student Outcomes (FISO)

Murrabit Group School had two Improvement Initiatives in 2019.

1. Excellence in Teaching and Learning  
Building Practice Excellence

#### Goal:

To build teacher capacity in explicitly teaching and assessing writing and number and algebra through team planning and feedback culture as well as strengthening curriculum knowledge

#### Key improvement Strategies:

- 1 Maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies.
2. Develop a feedback culture through strengthened Peer Observation.

3. Build teacher capacity to explicitly teach and assess writing.
4. To embed a collaborative approach to teaching assessment and data analysis whilst beginning to develop a collective efficacy approach with all staff.

2.  
Community Engagement in Learning  
Building Communities

Goal:  
Enhance the connection between the school and community to improve student engagement and wellbeing.

Key Improvement Strategies:

1. Establish partnerships within and beyond the Murrabit Community that will enhance programs and enrich the experiences of students.
2. Increase parent engagement with the school and their child's learning development.

## Achievement

An important goal for the school is to be recognised for its excellence in academic standards.

Naplan Data at Murrabit Group School in 2019 was very strong, being above state average in 8 out of the 10 areas in Grade 3 and 5. Reading, Writing and Numeracy were both above the state average in Grade 3 and 5, while Spelling was above in Grade 5 and Grammar and punctuation was above in Grade 3. 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 Grade 3 in Grammar and Punctuation and Reading 77% of students achieved the top two bands, while in writing and numeracy 66% achieved the top two bands. This is either slightly above or above the state average. Relative Growth from grades three to five has been a focus, and NAPLAN results in 2019 showed that Reading, Writing and Spelling showed strong relative growth.

Teacher Judgement data based on observation, English On line, Torch test, Standardised Spelling Tests and On demand Spelling Testing for English and Maths show that 90% of students at Murrabit GS achieved at or above the age expected level. This is greater than students from like schools. Further to this, teacher judgements show that at some levels in some literacy and numeracy areas, there are between 10% - 50% of students achieving above age expected levels. This is an outstanding achievement.

In 2019 staff were keen to build student outcomes by the following methods:

- \* Attend Six Traits PD
- \* Leadership staff to attend Teaching and Learning network and region sessions on expected numeracy sessions
- \* All staff to attend Teaching and Learning network and region sessions on expected HITS sessions
- \* Update the School's Assessment Schedule and ensure there is a balance of summative and formative assessment for literacy and numeracy
- \* Implement a data wall in the area of writing to improve teachers understanding and capacity of data literacy
- \* Moderation of students writing
- \* Implement peer observation practices to provide feedback for staff on the Murrabit Instructional Model

During 2020 our focus will follow on from 2019, where we will continue to build teacher capacity and explicitly teach and assess writing with a focus on conventions through team planning and a feedback culture as well as strengthening curriculum knowledge.

## Engagement

Student attendance rates at Murrabit Group School has improved in 2019, with absences dropping from 14.2 to 13.1. This is a significant improvement. The state median was 16.3. Our common reasons for non attendance were illness and extended family holidays. The average absence days (13.1) is now the same as the school's four year average (13.1), and less than the state median of (15.5). Class attendance rates were 88-96%. We will continue to monitor student attendance closely although it will not be a part of our AIP. The Sentral system will continue to track student attendance. Staff contacting parents on the day of absence could be a contributing factor in improved attendance rate. Our programs and curriculum are evaluated continuously to ensure high level engagement. We have further strengthened our relationship with home and the community by continuing to utilise community expertise (eg: a partnership with our local Men's Shed and the School Breakfast Club). Parents are also used to assist the reading program in the P/1 class. Our parent involvement through School Council and Parents & Friends Club is strong, as is our family involvement in our special days at school, including end of term days, sporting events, Biggest Morning Tea and Mother's Day Luncheon. We have enhanced our Transition programs at all levels to ensure high level engagement between our students and our school. This includes a comprehensive Murrabit Group School Transition Program where next year's Foundation students visit a number of times and are made feel comfortable before starting school. Our Grade 6 had a well structured program with Kerang Technical High School that prepared them for their journey into secondary 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 established firm links with Barham High School. 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.

2019 saw a link being made with the Murrabit Playgroup, as students in Grade 5/6 visited them once a term and undertaking reading and play activities that engaged the playgroup students and enhanced the leadership of our students.

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 2019 Parent Opinion Survey also reflects that parents regard the school very highly. Parent satisfaction was outstanding, as evidenced by the parent opinion survey. Survey results show that the percent of positive responses for Parent Satisfaction was 94.2%. The State Median was 85.8%.

The 2018 Staff Survey gives an indication on how staff feel about the school climate they are working in. 93.9% of staff at Murrabit Group School gave positive endorsement about the climate they were working in. The state median was 79.5%.



## 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. The students participated in the National "Say No To Bullying Day" and this helped to raise an awareness of bullying within the school community. On the ATSS 97% of students gave a positive endorsement on the schools management of bullying (State median 81.6%)

Student Leadership has been important at Murrabit Group School for many years and was a big focus in 2018, with Grade 6 students attending the Grip Leadership program in Bendigo and the students in Grades 4/5/6 organising Leadership activities. Leadership tasks also occur through School Captain, Sports Captains and Bus Captains Roles. This emphasis on building leadership skills will continue in 2020.

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 various media forms including facebook, newsletter, email, SMS and class dojo has enhanced our contact and increased our parent response in many areas. In 2019 we upgraded our school website.

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 gave a 100% positive response to Sense of Connectedness to the school. (The state median was 80.9%) The school's three year average is 93.9%.

## Financial performance and position

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 and numeracy outcomes within the school.

For more detailed information regarding our school please visit our website at  
[www.murrabitps.vic.edu.au](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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 40 students were enrolled at this school in 2019, 16 female and 24 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	94.2	85.8	79.2	92.0

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	93.9	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.5	89.7	81.7	95.0	Above
Mathematics	94.6	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	100.0	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	88.9	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	np	67.6	50.0	83.1	np
Year 5	Numeracy (latest year)	np	59.3	41.2	76.4	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	90.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	90.5	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	92.3	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	100.0	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.



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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.1	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.1	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	93	88	95	93	96	93

**WELLBEING**

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	100.0	80.9	71.8	88.9	Above
<b>Percent endorsement (3 year average)</b>	93.9	81.4	73.9	88.1	-

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	97.0	81.6	72.2	90.0	Above
<b>Percent endorsement (3 year average)</b>	96.2	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$435,247
Government Provided DET Grants	\$89,094
Government Grants Commonwealth	\$1,800
Government Grants State	\$3,436
Revenue Other	\$7,048
Locally Raised Funds	\$49,604
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$586,229</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,352
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,352</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$421,180
Adjustments	\$0
Books & Publications	\$787
Communication Costs	\$863
Consumables	\$20,956
Miscellaneous Expense <sup>3</sup>	\$15,495
Professional Development	\$3,507
Property and Equipment Services	\$39,070
Salaries & Allowances <sup>4</sup>	\$40,894
Trading & Fundraising	\$23,833
Travel & Subsistence	\$0
Utilities	\$9,458
<b>Total Operating Expenditure</b>	<b>\$576,044</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$10,185</b>
<b>Asset Acquisitions</b>	<b>(\$42)</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$62,342
Official Account	\$2,920
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$65,262</b>

Financial Commitments	Actual
Operating Reserve	\$24,147
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$634
School Based Programs	\$28,784
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$88,065</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 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.*

# 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, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').