**2020 Annual Report to**

**The School Community

School Name: Murrabit Group School (3859)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/%22%20%5Ct%20%22_blank)).
* 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 2020 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*.
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| Attested on 05 April 2021 at 01:12 PM by Martin Gray (Principal) |

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| The 2020 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.
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| Attested on 28 April 2021 at 07:10 PM by Angela Morton (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *‘About Our School’* section refer to?

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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’).

**About Our School**

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| 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 ongoing development of the grounds by students, staff, parents and community members continues to be a feature of the school.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-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. The workforce composition of the school included a 0.4 Business Manager, a Principal with part time teaching duties, a 1.0 Junior classroom teacher, a 0.8 and a 0.2 Middle/Upper classroom teacher and a 0.2 teacher aide and a 0.4 teacher aide.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 with possible socio-economic band values are: Low, Low-Medium, Medium and High. In 2020, Murrabit Group School's socio-economic band value was Medium.The enrol profile was made up of 42 students with 16 female and 26 male, 0% indigenous, 2% English as a second language (ESL), 0% Program for Students with Disabilities (PSD), 0% refugee. |
| Framework for Improving Student Outcomes (FISO) |
| The 2020 FISO Improvement initiative focus was 'building practice excellence'. Goal 1 was 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.The key improvement strategy aligned with this was to maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies. The second goal was to build teacher capacity and explicitly teach and assess mathematics, focusing on evidenced based approaches through team planning and feedback culture as well as strengthening curriculum knowledge. The key improvement strategy focused on developing a holistic approach to curriculum, pedagogy and assessment.In 2020, Murrabit Group School planned to implement these key improvement strategies by engaging the expertise of the Network Education Improvement Leader to support with strengthening curriculum documentation and knowledge. When the Covid pandemic introduced the school community to remote learning there was a change in direction with a real focus on the High Impacts Teaching Strategy of 'Worked Examples' where staff needed to be very explicit and concise in their instructions due to the lack of face to face instruction. |
| Achievement |
| During Remote Learning a balance of online and hard copy work was prepared for students. Students participated in 3 whole class Webex sessions and a small group reading session. One on one sessions were also provided to students requiring extra support. Some of the major challenges during the remote learning period was centred around the lack of reliable internet coverage for some families. The whole class sessions provided an opportunity to check in on student wellbeing and how they were tracking with their hard copy work packs. Students were also able to share their work with others and complete an online learning activity. The small group reading sessions provided the opportunity for students to read a shared text and complete an activity and discuss it with their peers.In the performance summary data it shows that Murrabit Group School continued to have a very high percentage of students at or above age expected standards in both English and Mathematics. This was well above both similar schools and the state average suggesting that students at Murrabit Group School generally coped well with Remote Learning.In response to interruptions of 2020, the 2021 AIP is focussed on the FISO dimension of 'Curriculum Planning and Assessment' with a goal of learning catchup and extension. A learning tutor has been employed for 2021 as part of the State Government's Learning Tutor Initiative and currently works two morning each week provided targeted intervention. Each teaching cycle will be reviewed every 5 weeks with the cohort receiving intervention being reviewed at this time. |
| Engagement |
| Student attendance data showed our school population to have an average of 7.8 days absent in 2020 which is much lower than the schools 4 year average with the effects of Remote Learning the most likely contributing factor. The 4 year average of student absence for Murrabit Group School remains well below both similar schools and the state average suggesting that students are engaged in their education and learning. The learning management program, Sentral, is used to efficiently track and identify attendance with explained attendances being followed up as per department guidelines.In response to interruptions of 2020, the 2021 AIP is focussed on the FISO dimension of 'Building Communities' with a goal of connecting the families and community of Murrabit Group School. Late in 2020 Murrabit Group school recognised the importance of connecting with families again and as soon as it was permissible arranged for a family night which was very well supported. This connection will remain in 2021 with families being welcomed back onsite whenever possible. |
| Wellbeing |
| The main focus throughout the remote learning period in 2020 was staff and student wellbeing. Remote Learning was a huge leap for many staff in delivering curriculum in this format and it was important that they were supported with the workload and had the support they required. Staff participated in online wellbeing professional development and parents were provided with resources and support service contacts through the school newsletter.The regular webex sessions with students gave staff the opportunity to connect with both students and families and if needed, extra support was arranged for those that appeared to be struggling. Staff did notice that families appeared to cope quite well during the lockdown period, however they did notice that towards the end of the second remote learning period that parents and students were beginning to lose patience.The M.G.S. 2020 Students Attitudes to School Survey data remained quite high with 83.8% of students feeling a sense of connectedness with the school, although this was a drop from 2019 where 100% of students felt connected. This data highlights the social connection that face to face teaching and learning offers. In response to interruptions of 2020, the 2021 AIP is focussed on the FISO dimension of Health and Wellbeing with a goal of prioritising happy, active and healthy kids. Murrabit Group School is consistently strong in this area and will again prioritise opportunities for students to collaborate and interact with their peers. |
| Financial performance and position |
| Murrabit Group School achieved an operating surplus in 2020 due to sound financial management systems and strategic planning, with the surplus in the SRP to go towards increased integration staff in 2021. Careful management of our budget ensures students requiring additional assistance receive this support and allows us to provide significant ‘professional learning opportunities’ for staff at our school.The school’s revenue in 2020 included DET Government grants, locally raised funds (fundraising). Commonwealth Government Grant allowed for the provision of the Sporting Schools Program. Money reserved contributes to the school finishing the year in a healthy financial position.Expenses and income remain similar to last year, and budgets were adhered too. Equity funding was used to cover the cost of a teacher aide, with a focus on supporting students in Years 1/2 and others at risk in literacy across the school. We continue to monitor our ICT resources and purchased new ipads for students use.Some of our fund raising efforts were impacted by the Covid 19 pandemic, the Murrabit Market being cancelled for the majority of the year which is a major fundraiser. We use local raised fund to continue to make improvements to the grounds and learning opportunities for students including the music program.Successful grant applications allowed us to restump, paint and clad the old school building, as well as replace carpets and curtains. |
| **For more detailed information regarding our school please visit our website at <https://www.murrabitps.vic.edu.au>** |

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 42 students were enrolled at this school in 2020, 16 female and 26 male.

NDP 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: 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 86.4% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | NDP |
| State average: | 77.8% |

ACHIEVEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

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| **English****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 92.1% |
| Similar Schools average: | 86.4% |
| State average: | 86.3% |

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| **Mathematics****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 95.2% |
| Similar Schools average: | 85.4% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence****Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 7.8 | 11.7 |
| Similar Schools average: | 12.8 | 14.6 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | NDP | 95% | 95% | 96% | 97% | 94% | NDP |

WELLBEING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 83.8% | 90.6% |
| Similar Schools average: | 84.2% | 83.4% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 91.7% | 95.0% |
| Similar Schools average: | 85.5% | 85.4% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $475,583 |
| Government Provided DET Grants | $135,793 |
| Government Grants Commonwealth | $4,250 |
| Government Grants State | $24,800 |
| Revenue Other | $3,932 |
| Locally Raised Funds | $25,056 |
| Capital Grants | NDA |
| Total Operating Revenue | **$669,413** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $25,839 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$25,839** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $467,279 |
| Adjustments | NDA |
| Books & Publications | $524 |
| Camps/Excursions/Activities | $3,762 |
| Communication Costs | $894 |
| Consumables | $17,376 |
| Miscellaneous Expense 3 | $3,299 |
| Professional Development | $1,031 |
| Equipment/Maintenance/Hire | $5,766 |
| Property Services | $21,814 |
| Salaries & Allowances 4 | $41,596 |
| Support Services | NDA |
| Trading & Fundraising | $15,314 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $9,214 |
| Total Operating Expenditure | **$587,867** |
| Net Operating Surplus/-Deficit | **$81,546** |
| Asset Acquisitions | **$47,738** |

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 01 Mar 2021 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $88,855 |
| Official Account | $4,579 |
| Other Accounts | NDA |
| Total Funds Available | **$93,434** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $17,102 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | $1,800 |
| School Based Programs | $23,589 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | $27,000 |
| Asset/Equipment Replacement < 12 months | $10,000 |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $23,629 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$102,931** |

*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.*