**2022 Annual Report to the School Community**

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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/" \t "_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 of the previous calendar year 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. | |  |  |  | | --- | | * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | |  | |

School Name: Murrabit Group School (3859)

**About Our School**

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| **School context** |
| Murrabit Group School is a community-centred school beginning with 34 students in 2022 and increasing to 42 throughout the year.   This comprised 13 female and   21 male students. There is a  dedicated team of 1 teaching principal ( acting principal), 2.4 teachers and one part-time teacher aide and .4 business manager, and a locally funded LOTE/Music teacher, that 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 schools' SFOE has changed from medium to high, and we do not have any EAL or Aboriginal students. The school serves a farming area, with most students travelling to school by bus. The local Murrabit community has been dramatically affected by the surrounding floods in Nov/ Dec. and the ongoing impact of Covid. and other illnesses. 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.  Throughout the year, students, staff and parents worked together to unpack this further to develop a learner profile and what learning at Murrabit looks like. We unpacked what a positive learning environment is: working together in unity to create a positive, supportive, and caring learning and working environment. a place we all like to be. This included a staff cultural agreement. Our staff realise the joint responsibility of 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 three 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, Upschool inquiry in the senior class, and a STEAM Program in middle/senior school. Making learning fun and purposeful and developing inquisitive minds in a consistent, calm environment was a focus of 2022. This included engaging with the community again, more camping programs, gardening, and arts. The school has strong parent and broader community support, further enhancing all children’s education at our school. The Murrabit Advancement Association provides the opportunity to use the monthly market as an excellent means of raising funds locally; we have very proactive Parents and Friends and a School Council that works cohesively to ensure the smooth running of the school. Input by the community, parents and volunteers has significantly been restricted over the last couple of years. 2020 and 2021 saw disrupted leadership with up five or more acting principals in the position at different times. However, this year a consistent acting principal filled the role. The flooding event had a significant impact on the school, disrupting bussing, and access to the school, with some families surrounded by flood waters for weeks. Staff could not access the school. Despite these extenuating factors, student growth was positive across the school, and students' attitudes to school only dipped slightly significantly in community engagement opportunities and caring. Some areas of concern were flagged in parent and staff surveys and interviews, and an independent consultant was employed to work with staff to unpack concerns and develop a whole staff behavioural agreement. With consistent leadership and whole-school well-being practices prioritised, these concerns will be continued to be addressed in the future. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The learning focus for 2022 was Learning - Support for those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. Most targets were met, but not all staff were consistently available to implement whole school practice.A consistent instructional model around numeracy was discussed in Term 3. P/1 have a great structure and are coherent in their learning goals. Grade 5/6 have very clear individualised learning goals and pathways to improvement. Staff members participated in Numeracy Leaders PD and shared resources to help with this process. We followed the Top 10 and Essential assessment planners, and the data wall was also helpful for big-picture discussions. With the phasing out of OnDemand testing, we have commenced with DAL assessments; however, these are linear at this stage. PAT testing was also introduced to triangulate data gathered for unpacking. Digging deeper into consistently gathered data will become a 2023 focus. The Tutor program teacher had been absent for 50% of term 2, which has impacted the program. IEPs were written for all students involved for support and extension. The tutor teacher included detailed comments on the student's mid-year reports. Student participation was reviewed in terms 3 and 4. The Tutor mentor was a helpful resource providing templates and resource guides to the tutor and Principal. The school has made pleasing growth in most areas but has not met the 90% targets, as such targets in a small school set aren't reasonable considering the amount of change required. Four classes achieved the target of higher than 25% expected growth in numbers and algebra. Two-year groups reached more than 33% growth in writing, speaking and listening and reading which was an improvement. Students in grades 5 & 6 received at level or above results in all areas, spelling and grammar needing the most attention. Grade 5 showed above benchmark growth from 10%-13% writing, and 14%-30% numeracy.An important goal for the school continues to be recognised for its excellence in academic standards. NAPLAN data was not available for last year's cohort. The school's performance data based on a four-year average without 2020 showed the reading percentage of students in the top three bands,  in grade 3 at 90% ( no change), reading Gr 5, 75% ( a decrease from 85.7%), Grade 3 numeracy 90%,( no change) and Gr 5 maths 75%, a decrease from 87.7%. The Grade 5 cohort was very small. This data was still much higher than similar state school averages. Teacher Judgement data based on observation, English Online, Standardised Spelling Tests and On-demand Spelling Testing, Essential Assessment in Math and Literacy, show that 87.1% (2021-93.1%) of students at Murrabit GS achieved at or above the age expected level in English and 90% (2021-94.1%)  in Math. This is greater than students from like schools and the state average. Staff were keen to build student outcomes by the following methods  Leadership staff to attend Teaching and Learning network and region sessions on expected numeracy or get school support from EIL, Update the School's Assessment Schedule and ensure a balance of summative and formative assessments for literacy and numeracy. Work with a data coach and continue this into 2023. Moderation of students' writing \*Implement peer observation practices to provide feedback for staff on the Murrabit Instructional Model. In 2022, the assessment schedule was reviewed, and new data collection programs were introduced. Staff had the opportunity to develop in identifying student point of need to clarify teaching opportunities and planning, especially the new graduate teacher. Teacher reflection time and team planning weren't enabled with so many staff unavailable. Staff felt we had made good progress setting up a collaborative platform, but confidence, consistent usage, and collaborative data analysis need to be planned for going forward. Staff participated in reviewing assessment platforms twice throughout the year. They felt that the target of planned numeracy lessons and learning goals was met. Most staff were able to participate in PD, and more have been planned; however, natural disasters in term four hindered many plans. Further collaborative conversations would be useful next year. The whole school assessment program was revised and ready for implementation in 2023.SPA was introduced to collect and analyse data on a digital platform and encourage collaborative professional conversations. |
| Wellbeing |
| Our essential action was to implement and continually refine a whole school approach to mental health and well-being for students, staff and families.In 2022 we achieved our planned activities with a major emphasis on well-being across the whole school community. The flooding event at the end of the year hit the community hard, but we all worked together to support each other and keep schooling consistent. Staff stepped up when other staff could not physically access the school. The school enabled the celebration of achievements through assemblies, community days and promotion. Senior students showcased learning at their inquiry exhibition and Upschool Conference, speakers were invited in, and communication pathways were proactively used so parents and the community could share the achievements. Parents were encouraged to engage with teachers about student learning and well-being. Individual IEPs were established for at-risk students. Tutor funding allowed staff to be replaced when we had teacher shortages and individual group sessions for at-risk and high-ability students. Students participated in the high-ability program.Professional Development, including Berry Street trauma-informed practice, staff culture, mandatory reporting, Respectful Relationships, child-safe practices, OHS, and first aid PD, was a priority. Connections to supporting agencies were made and support enabled.We celebrated calmer classrooms, inquisitive thinkers, everyone's contribution, diversity and efforts, and valuing each other. Students and teachers referred to the class pledges, use school value language, visual whole school RR and Pledges- well-being Structure was evident within most classrooms.90% or more of students and parents respond positively to the SSS and POS. The validity and worth of the survey were questioned, and going forward, the consistency of implementation across the school will be reviewed. There were several areas where student data deceased in Grades 5/6 by 5-10%. In such a small cohort, some statistics weren't available, and in a class of 8 students, the negative perception of 1 or 2 children will sway the feedback. The previous cohort only had three students. The school environment is calm, and students are striving to learn. Grade 4 students had 100% positive feedback, which leads to a wondering. Students' perceptions are relevant to where they live and what they understand and have also been effect by Covid, lack of leadership and staffing consistency and fear of the unknown. Overall the data was 94% compared to like schools at 87%. The motivation was at 86%, compared to like schools at 81% and 2021 at 54%. Student Voice 84% like schools 71%, and 2021- 77%. Self-regulation, goal setting 98% like 86% and 2021 -77%. Teacher Concern was an area to monitor at 74%, like schools at 77% and 2021 -31%. Students indicated missing the community connections even though there were many more opportunities this year. As a small connected community, this will be a future target. School Staff Opinions Survey showed major improvements in many areas at the target level or close to it, particularly monitoring effectiveness using data, collective efficacy, and believing student engagement is key to promoting student ownership of learning goals. Areas to work on are trusting colleagues at 53%, like schools at 89%, collaboration to improve the curriculum at 50%, like schools at 80% and using student feedback at 75%, like schools at 76%. These areas were an improvement from previous data and varied in reaching targets. Celebrating calmer classrooms, inquisitive thinkers, everyone's contribution, diversity and efforts, and valuing each other. Students' work, effort, and behaviour is celebrated in the classroom and through students of the week at assemblies. Classroom pledges were developed with students in term one and displayed. School values were reviewed, and Grade 5/6 students created new posters about these and displayed at the front entrance. Grade 5/6 and Italian students were asked what they needed to be good learners. Students created a whole school infographic about what positive students look like, displayed in all classrooms. Students and teachers refer to the class pledges and use school value language. Positive staff and environment infographics were developed, with all staff and parent input. The discussion around this was a good starting point for building staff connection, trust and consistency of practice. Staff are building on being respectful and showing kindness. Recording positive and negative behaviour incidents/ meetings/ observations have been encouraged on Sentral. This creates a record of positive/ negative patterns and communications. This also protects staff if used well to show professional conversations. The Edusafe and SAL platform was also used more. Staff were provided with clear role descriptions and asked for feedback on areas they needed support for growth or to enable them to fulfil their roles. Parent Opinion survey results were still to be shared. A snapshot showed high participation and mainly positive feedback. To note were the many areas of neutrality where parents couldn't commit to answers as a whole staff. Extending high achievers was also mentioned.Our primary focus is building resilience in our students, growing school connectedness and raising the 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. The continuing whole-of-school initiatives and a focus on well-being continued in 2022.  On the ATSS, 97%  of students gave a positive endorsement of the school's management of bullying, an improvement from 2021 87.2% (State median 75.8%). Student Leadership has been significant at Murrabit Group School for many years, with Grade 6 students attending the Grip Leadership program in Bendigo Leadership tasks also occur through School Captain, Sports Captains and Bus Captains Roles. This emphasis on building leadership skills and student agency will be continued in 2022 with new initiatives such as the student Vlog, adding to the newsletter, developing learning goals and having input in their learning.. We have a very strong relationship with the local community and receive marvellous support from them, but this is never taken for granted. Maintaining and deepening this connection, in particular, the involvement of the student's families in school life, is always an important focus for the school. Ensuring that our families receive school messages and information via various media forms, including Facebook, newsletter, email, and SMS  has 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 school visits beginning in term 2, with parents also encouraged to become involved in the transition programs to allow for informed decision-making when possible. 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 children feel welcome. Individual learning plans are in place for all students. These are regularly reviewed and adjusted depending on needs, primarily through the Tutor initiative. Personal issues are dealt with on a private interview basis The Student Attitudes to School Survey gave an 88.0% (80% 2021) positive response to Sense of Connectedness to the school. (The state median was 78.1%) The school's four-year average is 87.4%.Connecting to external well-being supports, engaging services experts as required, and communicating with the broader community. Communications with the wider community take place via the digital and paper newsletter, Murrabit Community News, and Facebook and by inviting the community into school for Education Week, project exhibitions and sports days in the future. Several SSS referrals have been made for further support. The connection has also been made to other departments when support is required. We've also connected with Orange Door, MFC, NDCHS, Kerang Police, Headspace, Kids helpline and sporting groups.Consistency in leadership and whole-school well-being initiatives was a focus in 2022. |
| Engagement |
| Student attendance rates at Murrabit Group School have increased based on the four-year average, from 12.4 to 13. This is lower than similar and state school averages. Considering the complicated medical and well-being and changing environment, the impact on attendance has been minor. Our common reason for non-attendance was an illness, floods and renewed opportunity for family reunions and holidays.. Attendance by year level that could be monitored was between 84 and 94%. 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 to an improved attendance rate. Our programs and curriculum are evaluated continuously to ensure high-level engagement. All new families in 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 children feel welcome. Prep students’ transition to school is aided initially by the fostering and growth of a strong partnership with the local Playgroup. Transition programs from Kinder to Prep and high school returned this year. 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 the attitude of the students, families and staff make for smooth and successful transitions into and through the school. Pre-school children in the area can access centres at Kerang, Koondrook and Barham. Some families continued their children's education in these towns even though they live in the Murrabit area.  The school receives wonderful support from the local community, which 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 excellent means of raising funds locally. The school is an integral part of the community, which is reflected by the publication of a local newsletter, student vlog, social media, community participation in special functions at the school and strong involvement of the school in many significant community activities when restrictions allow. The 2022 Parent Opinion Survey had more parents participating. The satisfaction rate increased from the flagged 71.4% last year to 84.2%, whereas the state satisfaction response decreased. In  2019 the school feedback was 94.2%. Some parents felt their responses had to remain neutral as feedback was about the whole school. The state median is 79.9%. Parent and community participation and involvement, effective and enthusiastic teaching and high expectations rank highly, whilst teacher communication, student motivation and support and celebrating all successes need further analysis. The 2021 Staff Survey did not have enough participants to share data even though more participated. Increasing staff participation in surveys will need attention in 2023. In 2018 the average was 93.9%. The school climate average was 80.3%, an increase from 77.3%, whilst the state average was 73.4%, a decrease. With intensive work on staff voice, morale and culture, we are working towards further increasing the school climate in 2023. Parents' feedback and voice have been responded to and will form the basis of positive school culture moving forward. |
| **Other highlights from the school year** |
| Further highlights for 2022 included:Upschool Student International Conference- Grade 5//6 were keynote speakers, and parents attended to watch their presentation at the school. A purposeful and meaningful project which connected school and community and enabled true agency.New graduate teacher commenced with MGS in Grade P/1Tutor funding - small group work, extension and supportMural completed in Term 4 with Professional artists Bryan Itch and Chuck MayfieldNew garden areas created with the school communityActive SchoolStephanie Alexander's garden was reestablished, and students and staff made Tomato chutney.Students progressed to the regional level of the Lions Speaking competitionStudents represented the school at the regional level in swimming, tball, athletics and cross country. Won cluster swimming sports and aths.Major maintenance of the school and grounds, including a new flag pole and completion of the chicken coup.Shipping container placed for storage solutionShade structure completed- outdoor learning spaceIt upgrades and plans establishedSchool Concert at the hall after several yearsCamps- Anglesea funded Gr 3-6            -School sleepover P-2             Grade 5/6 camp funded 15 Mile CreekExtra Curricula programs- Italian/ Music/Art and MARC- libraryHealth and puberty sessionsCybersafety awarenessANZAC Day ceremony |
| **Financial performance** |
| Murrabit Group School achieved an operating surplus in 2020 due to sound financial management systems and strategic planning, with the local funds and 2022 disability and equity funds going towards teacher support staff in 2022. 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 2021 included DET Government grants and locally raised funds (increased by approx. $10,000 to $38,673 as markets were allowed again). 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 to. Equity funding was used to cover the cost of teacher support staff, focusing on supporting students in Years 2/3/4 and others at risk in literacy across the school. We continue to monitor our ICT resources with a budget developed for the next five years. We use locally raised funds to continue improving the grounds and learning opportunities for students, including the music program. Successful grant applications allowed us to supplement the SRP cash component, DET $110,562, State $13,360 and Commonwealth Grants $3600; extra funding for Covid cleaning also occurred, and mosquito fogging was also funded.. A new shade structure was completed, and overdue maintenance and improvement works commenced. |
| **For more detailed information regarding our school please visit our website at <www.murrabitps.vic,edu.au>** |