

2016 Annual Report to the School Community



School Name: Murchison Primary School

School Number: 1126



Name of School Principal:	Melissa Houlihan _____
Name of School Council President:	Cecilie Munro _____
Date of Endorsement:	21/03/2017 _____

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

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

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



About Our School

School Context

Murchison Primary School's purpose is nurturing individuality in students to 'be the best they can be'. The school's values are Quality, Respect, Community and Responsibility.

Workforce composition is made up of the Principal and four (5) fulltime teaching staff, six (6) part-time teachers, one (1) 0.9 ES staff member (Business Manager) and three (3) part-time ES staff members, along with a part time After School Care Educator. There were 5 classrooms in operation: F/1, 1/2, 2/3, 4/5 and 5/6. At February census, we had 112 students enrolled at the school. Art, Music and Physical Education were the specialist subjects taught during 2016. Italian was introduced across the school in Semester 2.

A whole school Science Scope and Sequence was developed and the program was introduced across the school with one teacher allocated to each year level.

Literacy and Numeracy are a priority and implemented across the school. The curriculum covers AusVELS/Victorian Curriculum strands through a theme based, integrated and enquiry approach. An Investigations (Developmental Curriculum) program was implemented across the F/1/2 area.

Emphasis is placed upon the importance of older students caring for the needs of younger students. The 'You Can Do It' and 'Bounce Back' programs support children to develop self-discipline and pride in themselves, their work and school. The Restorative Practices approach to Student Engagement and Wellbeing continues to be used at the school.

School Council support our educational programs, fundraising, communication and fostering social links. Before School supervision, After School Care and Sporting School Programs are all in operation.

Framework for Improving Student Outcomes (FISO)

In 2016, Murchison Primary School's FISO focus was:

- 'Excellence in teaching and Learning'** – Building Practice Excellence and Curriculum planning and assessment,
- 'Community Engagement in learning'** – Building communities.

Some of the key pieces of work in each area were:

- Building Practice Excellence** – The development of a school teaching and learning vision, the development of an Instructional Model and a whole school focus on Numeracy, including participation in a FISO network
- Curriculum planning and assessment** – Development of a whole school Science program and review of our Assessment schedules.
- Building Communities** – The introduction of a Family Liaison Officer and opportunities for families to participate in the learning process such as the Science Expo.

Moving into 2017, the school will continue to focus on the two improvement initiatives under 'Excellence in teaching and learning'.

Achievement

Our school is always striving for continual improvement in Literacy and Numeracy. Through common assessments and teacher moderation, teacher judgement results indicate that students performed similar in English and Mathematics when you are looking at the School Comparison measure.

In 2016 our Year 3 NAPLAN results for Reading were lower in the school comparison measure and our 4-year average results for Reading were similar to the median of all Victorian government primary schools. Our Year 3 Numeracy results were lower in the school comparison measure and the schools 4-year average in Numeracy was similar.

Our Year 5 NAPLAN results for Reading were higher in the school comparison measure and the 4-year average shows similar growth to the median. In Numeracy, our Year 5 students were similar in the school comparison measure and our 4-year average indicates similar growth when compared to the median of all Victorian government primary schools.

In 2016, the school engaged a Numeracy consultant to build the capacity of staff when planning for and delivering numeracy lessons. The consultant worked with staff weekly, alternating between whole school PLT's and individual observation and coaching sessions and then supporting teams and individuals in planning and understanding the developmental pathways in the many areas of Numeracy.

We were very pleased with the number of students who showed high gain in Reading when looking at the Naplan learning gain, Year 3 to year 5. With the focus on Numeracy, we have started to see a shift in the percentage of students who are making medium to high gain in learning.

Students take ownership over their learning through development of their own short and long-term learning goals in Literacy and Numeracy.

All students who are working 12 months ahead or behind expected levels have an individual learning plan. These are reviewed regularly and discussed with Parents during interviews and Student Support Group Meetings.

Curriculum Framework implemented in 2016

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

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



Engagement

Attendance results are similar to the median of all Victorian government primary schools for both 2016 and over the 4-year average. However, when you look at the school comparison measure, we performed better.

An action plan for closely monitoring student attendance has continued to be implemented. Improving student attendance is maintained through reporting to parents in June and December, regular information to parents via the newsletter and by following up with individual students and families for students at risk of high absenteeism.

Students participate in our 'Learning to Learn' program at the beginning of the year to establish a classroom culture including learning and behavioural protocols. This creates an environment where students are strategic in their approach to learning. Each learning space has the same set of classroom rules and consequences for consistency across the school. Our school values continued to be a focus. They serve as an overarching umbrella and provide guidance to all stakeholders in the community. Class 'Student of the Week' awards and 'Aussie of the Month' awards recognise positive student learning and behaviour.

Student engagement is enhanced through students centered programs such as, Investigations where children in the junior school develop a range of skills and knowledge through a structured learning environment.

Students at Murchison Primary School are given the opportunity to take part in a wide variety of programs. The Sporting Schools program was offered to students during lunchtime and after school. School Netball and Soccer teams were coached by parents and many students represented the school in swimming, athletics and cross country. All students in P – 6 take part in our camps programs along with our annual school concert.

Wellbeing

The results from the Attitudes to School Survey filled out by Grade 5 & 6 students indicates that we rated similarly to the median in Connectedness to School and above in the area of Student Perceptions of Safety. When looking at the comparison measure, we rated similarly in all areas except the 4 year average in Student Perceptions of Safety, where we have performed higher.

Through programs such as You Can Do It and Bounce Back along with 'Restorative Practices' we aim to empower students to be responsible for their behaviour.

Our 5/6 leadership teams of Sports Leaders, Environment & Safety Leaders, Community Leaders and JSC Leaders continue to offer our students the opportunity to develop their leadership skills and the chance to implement programs that enhance our school environment. In 2016, our grade 5 leaders participated in a volunteer program with the local Neighborhood House and Nursing Home. This helped to build an awareness of who lives in our community but also to develop the skills needed to work with others.

The Wellbeing team meets regularly to discuss a proactive approach to supporting students academic, social and emotional needs. Regular Student Support Group meetings also support individual students and their families to achieve positive outcomes. We also link with outside organisations such as Family Care and SCOPE (Speech therapy and Occupational therapy).

Our transition process from kindergarten to school and primary school to secondary school is supportive, encouraging and accommodating for both students and their families.

The school also promotes a strong sense of family involvement through an active School Council, excursions, sporting teams and activity days.

For more detailed information regarding our school please visit our website at
www.murchps.vic.edu.au.

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 112 students were enrolled at this school in 2016, 50 female and 62 male. There were 0% of EAL (English as an Additional Language) students and 5% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</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> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>35%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>59%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>82%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>71%</td> <td>6%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>41%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	35%	41%	Numeracy	29%	59%	12%	Writing	18%	82%	-	Spelling	24%	71%	6%	Grammar and Punctuation	24%	41%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>91 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	94 %	94 %	93 %	92 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	94 %	94 %	93 %	92 %	92 %										



Performance Summary

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

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

How to read the Performance Summary

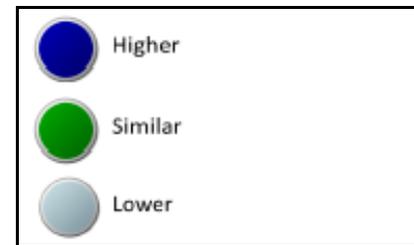
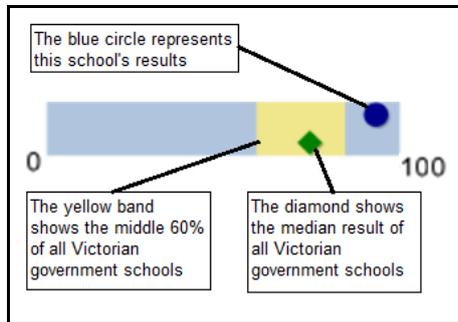
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

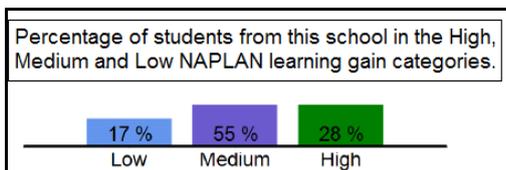
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

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

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

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Murchison Primary School finished 2016 with a surplus. Careful financial management of both income and expenditure contributed to this result. We have carried forward some funds for projects to be undertaken during 2017 that will support the school community's needs.

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

Revenue	Actual
Student Resource Package	\$987,841
Government Provided DET Grants	\$171,818
Government Grants Commonwealth	\$26,703
Revenue Other	\$10,680
Locally Raised Funds	\$73,528
Total Operating Revenue	\$1,270,570

Expenditure	
Student Resource Package	\$917,513
Books & Publications	\$1,017
Communication Costs	\$2,198
Consumables	\$17,334
Miscellaneous Expense	\$72,198
Professional Development	\$9,945
Property and Equipment Services	\$59,214
Salaries & Allowances	\$85,887
Trading & Fundraising	\$12,612
Utilities	\$10,109

Total Operating Expenditure **\$1,188,027**

Net Operating Surplus/-Deficit **\$82,543**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$46,048
Official Account	\$3,270
Total Funds Available	\$49,318

Financial Commitments	
Operating Reserve	\$10,000
Asset/Equipment Replacement < 12 months	\$8,000
Capital - Buildings/Grounds incl SMS<12 months	\$4,318
Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
School Based Programs	\$17,000
Asset/Equipment Replacement > 12 months	\$5,000
Total Financial Commitments	\$49,318

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.