

2018 Annual Report to The School Community



School Name: Murchison Primary School (1126)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2018 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 29 March 2019 at 05:57 PM by Karen Goodwin
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 April 2019 at 09:24 AM by Cecilie Munro (School
Council President)

About Our School

School context

Murchison Primary School (MPS) is located in the North Eastern Region and has a long history of providing education for all students in our community. Our current enrolment of 102 students is of varied background including approximately 6% Indigenous Australians. Our school strives to ensure that our students receive a high quality education in a nurturing environment. All students are encouraged to 'Be the best they can be'. Murchison Primary School has four values that underpin our curriculum and school process and practices; these four values being responsible, respectful, safe and learners. Our school uses the School Wide Positive Behaviour Framework to teach and develop social skills. In 2018 our school comprised of 5 classes; F/1, 1/2, 3/4, 4/5 and 5/6. In addition to the principal, there were three full time teachers and five part-time. The school also employed three Education Support Staff (all part time), a business manager (0.9) and an After School Care Educator. The school had specialist subjects of Art, LOTE-Italian and Music. Mathematics and English remain a priority throughout the school. The Schools in Partnership funding allowed our school to partner with a local school to access high quality professional learning to increase student learning outcomes. A Numeracy Consultant working with staff to assist them with planning and teaching mathematics. A strong sporting program allows students to participate in a wide range of sports at school, local and state level. Our school has close links to the community with students regularly involved with a variety of community groups such as the CFA, Historical Society and Community House to name a few. Our Wellbeing program and multi-age learning programs aim to ensure all students are well prepared for the next stage of school.

Framework for Improving Student Outcomes (FISO)

The 2018 school's foci was on Building Practice Excellence, improve student engagement and connectedness to school and ensure the wellbeing of all students. A whole school approach was undertaken to improve student learning. Murchison Primary School values the need to provide high quality teaching and learning with high expectations for all stakeholders to improve student outcomes. Providing students with a challenging curriculum and opportunities to influence their learning played a role in connecting students to their school and community. Our school continued to strengthen partnerships with families and the community through communication and the creation of a positive learning environment.

Achievement

Teacher judgements of students in Years F-6 revealed that as a cohort, our students were achieving within the range of results for 60% of Victorian Government Primary Schools in both English and Mathematics. However, our students' results fell slightly below the Median of all Victorian Government Primary Schools. This gave Murchison Primary School a School Comparison result of 'Similar' to like schools.

The NAPLAN results in Year Three show that in Reading, our students on average, achieved well below the Median of all Victorian Government Schools and well below the 60% of results for Victorian Government Schools for achievement in the top three bands. The four-year average shows similar results. This provided Murchison Primary School with a School Comparison Result of 'Similar' in the areas of Year 3 Numeracy (4 year average) and Year 5 Reading (average).

The 2018 NAPLAN Learning Gain results show below expected number of students in the high growth area while higher than expected levels of students showed low learning growth in Reading, Numeracy and Writing.

Engagement

The Average Number of Student Absence Days shows that in 2018, Murchison Primary School had an average attendance rate of between 91% and 95% across the year levels. Our 2018 and four-year results gave the school a 'Higher' rating by school comparison, indicating that Murchison Primary School recorded less absences than expected given the background characteristics of students. Close monitoring of student attendance and follow up on student absences have led to this pleasing result.

Student engagement is achieved by way of the additional programs offered, these are in addition to the curriculum areas mandated by the Victorian Curriculum. Programs such as the Year Five/Six Community Groups, participation in Young Leaders and GRIP leadership, camps for Years 3-6 and sleepover for our younger students, Junior School Council and Student Led Assembly. Murchison Primary School participates in the Sporting Schools Program, this is in addition to encouraging and supporting our students to compete in the school-based, district and division sporting events (swimming, athletics and cross-country).

Wellbeing

In 2018, our Years Four to Six Students completed an Attitudes To School Survey. Results indicate that our students show a 'lower' sense of connectedness, and a lower percentage of positive responses to Management of Bullying than similar schools. During 2018 our school introduced School Wide Positive Behaviour Support to develop a common language and common expectations to improve student behaviour and a sense of belonging. This framework has received high buy in from staff and positive responses from students and parents since its introduction.

Financial performance and position

The annual result shows the a surplus for 2018 due to SIPs and Inclusive Boost funding which where not know about the time of budget development. Higher than expected levels of fundraising was achieved through activities including a school fete and donations from various local services. Equity funding allowed for targeted intervention to support students at risk. Upgraded student furniture and classroom library recourses were purchased during the year.

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 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 102 students were enrolled at this school in 2018, 47 female and 55 male.

0 percent of students had English as an additional language and 6 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)	67.3	85.1	78.3	91.6

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)	45.2	77.7	66.6	86.7

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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	83.2	90.1	82.6	95.3	Similar
Mathematics	88.2	91.1	84.0	96.4	Similar

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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	41.7	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	33.3	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	23.5	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	12.5	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	50.0	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	50.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	51.6	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	38.1	54.8	39.2	71.4	Lower

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'.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	58.8	29.4	11.8
Numeracy	62.5	31.3	6.3
Writing	58.8	41.2	0.0
Spelling	23.5	58.8	17.6
Grammar and Punctuation	29.4	52.9	17.6

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.4	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	14.0	15.2	13.2	17.8	Higher

Attendance Rate

Average 2018 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)	94	93	95	94	93	93	91

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	36.6	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	43.9	81.7	73.8	88.7	Lower

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	51.8	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	52.8	81.8	73.7	89.7	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$972,462
Government Provided DET Grants	\$257,277
Government Grants Commonwealth	\$36,648
Government Grants State	\$0
Revenue Other	\$9,438
Locally Raised Funds	\$77,594
Total Operating Revenue	\$1,353,419

Equity ¹	Actual
Equity (Social Disadvantage)	\$78,212
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$78,212

Expenditure	Actual
Student Resource Package ²	\$984,712
Adjustments	\$0
Books & Publications	\$9,385
Communication Costs	\$3,062
Consumables	\$19,516
Miscellaneous Expense ³	\$87,694
Professional Development	\$8,059
Property and Equipment Services	\$54,350
Salaries & Allowances ⁴	\$92,003
Trading & Fundraising	\$9,172
Travel & Subsistence	\$0
Utilities	\$12,214
Total Operating Expenditure	\$1,280,167
Net Operating Surplus/-Deficit	\$73,252
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$114,952
Official Account	(\$17,597)
Other Accounts	\$0
Total Funds Available	\$97,355

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$22,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,500
Capital - Buildings/Grounds < 12 months	\$31,000
Maintenance - Buildings/Grounds < 12 months	\$21,655
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$97,355

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 04 Mar 2019 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 SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

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 and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F–10 sets out what every student should learn during 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').