

2019 Annual Report to The School Community



School Name: Noorat Primary School (1178)



Building the Mountains of Knowledge

- 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 19 March 2020 at 01:51 PM by Rachael Buck (Principal)

The 2019 Annual Report to the school community:

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

Attested on 19 March 2020 at 01:57 PM by Michael Castersen (School Council President)

About Our School

School context

Noorat Primary School (NPS) established in 1873 has a proud history of providing high quality education for its community within a safe, caring environment of community spirit, respect and honesty. Our school values of Be Caring, Be Excellent, Be Responsible and Be Respectful are evident in everything we do. We currently have 17 students enrolled and have a clear goal to increase enrollments over the next few years. A new principal was appointed in term 3 2018 and has implemented a number of policies and programs to enhance the school climate as well as the teaching and learning programs including a new student engagement and well-being policy and a rich and contemporary teaching and learning program.

Human resources consist of 3 staff, of which the breakdown is: 1.0 Principal, 1.0 Teacher and 1.0 Educational Support staff for both teaching and learning support and administration.

We have high expectations for the learning of all students and believe that every student can be successful. Noorat PS consists of a highly professional and committed staff who embrace meeting the diverse needs of all of our students. Personalised teaching in numeracy and literacy is assisted with individual learning plans and the school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 aligned with the new Victorian Curriculum.

Our strengths are the personalised approach we can offer on teaching and learning, localised learning with opportunities to connect and work with community projects, small groups to develop creativity and hands on experiences such as geocaching, creating environmental trails, breeding and caring for farm animals and other schools and community groups such as regular visits to Lyndoch (May Noonan). Our teaching and learning programs offer a comprehensive and successful education to meet the needs of the rapidly changing 21st Century. In 2019 we introduced Hands on Learning (HoL). HoL provides an opportunity for students to learn practical skills outside the classroom as well as social and emotional learning skills such as team work and respect. The HoL program runs one day a week and is available for students in grades 3 to 6.

Quality specialist programs are offered in STEM, The Arts, Physical Education, Japanese (LOTE), MARC Library and Environmental Studies which involves a kitchen garden program. Our staff meet with other small schools in our area fortnightly in Professional Learning Communities (PLC) to learn from each other and reflect on student learning data and evidence to improve our teaching and learning. All teaching and learning programs are enhanced by 1-1 iPads and a determined effort to use digital teaching and learning ubiquitously for collaboration and redefinition of tasks such as coding, movie making, and green screening. Sharing learning and communication with families is enhanced using Seesaw and regular communication to parents and families about our learning focus and individual student achievements.

A positive climate for learning including the well-being and engagement of all students, staff and families is a high priority at NPS. We are proud of the improvements we are making in this space with high expectations for everyone along with the Positive Education philosophy underpinning the school culture. In 2019 we enhance our Positive Education framework with the introduction of the Respectful Relationships Curriculum and our involvement with 'The Resilience Project'.

Framework for Improving Student Outcomes (FISO)

In 2019, the school's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Setting Expectations and Promoting Inclusion.

This included:

Excellence in Teaching and Learning: Building Practice Excellence

Develop and implement an agreed, documented whole school approach to the teaching of Numeracy (CoP - Numeracy Instructional Model), whilst embedding a whole school approach to the teaching of Reading.

This priority was addressed by:

Building expertise with Professor George Booker as part of GSWC Network Community of Practice (CoP) with Woolsthorpe, Allansford and Grasmere.

Numeracy Leaders collaborating one day a term to develop sequences of learning based on professional learning.

Classroom observations of teacher practice with feedback, learning walks and walkthroughs in the classroom.

A revised assessment schedule to ensure the assessments were utilised and reflected in the teaching and learning programs.

Weekly Professional Learning Communities (PLC) focusing on student data and planning with Cudjee and Panmure.

Individual Learning Plans for all students with individualised goals and next steps in learning.

A whole school teaching and learning model to ensure consistency across classrooms and reduce variability.

Primary Maths Specialist initiative across the PLC schools allowing for two teachers to implement professional learning and PLCs.

Involvement in the Wimmera South West (WSW) Reading Project including cluster meeting and master classes.

Positive Climate for Learning: Setting Expectations and Promoting Inclusion.

Develop staff capacity to implement the school engagement and well-being policy with precision.

The priority was addressed by:

The introduction of a new engagement and well-being policy, ensuring consistency in behaviour management and well-being practices.

A fortnightly well-being focus linked to our school values that is reflected on during assemblies, the newsletter and day to day interactions with students and parents.

The introduction of a restorative reflection as a form of short term remediation process whereby students are given an opportunity to correct their inappropriate behaviour and make a commitment not to repeat the misbehaviour a further time.

Staff Professional Learning including Positive Education at Geelong Grammar, Understanding Poverty and reading Distressed or Deliberately Defiant by Judith Howard.

Achievement

In 2019, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for every student.

Our NAPLAN data in both Reading and Numeracy is similar to like schools in Victoria. Over the past few years we have had small cohorts of students complete the NAPLAN assessment so some data is unavailable on the performance summary. Our teacher judgements are above the median of all Victorian Government Primary Schools for the percentage of students at or above age expected standards in English and Mathematics. We offer small group individualised instruction and a scientific evidenced based approach to the teaching of reading. We utilise our Education Support Staff to differentiate our instruction even further.

Over the last two years staff have engaged in a number of professional learning opportunities in both the teaching of Reading and Numeracy. These opportunities have been through the Professional Learning Community with staff from Cudjee and Panmure and also involvement in our Community of Practice and working with experts such as Professor George Booker. The evidence and data collected at the end of 2019 showed improvements across all areas including PAT assessments and Mathematics Online Interview. An agreed Instructional Model across the school has helped ensure consistency of practice and high quality teaching and learning.

Moving forward with a new strategic plan in 2020 we will begin to look at the teaching and learning of writing.

Engagement

Noorat Primary School students are engaged and connected to their school and we are really proud of the programs we offer to support students in building upon our school values of being excellent, caring, respectful and responsible.

Our average number of student absence days has improved significantly over the last 12 months. Our school has a similar school comparison rating of 'above' which indicates the school records less absences than expected, relative to the similar schools group with similar characteristics. We also record fewer absences than the median of all Victorian Government primary schools.

We have continued a number of specialist programs to individualise student learning such as STEM, our animal and garden program that this year included raising lambs and our Biodiversity Nature Trail and the introduction of Hands on Learning (HoL). HoL provides an innovative education program that caters to the different ways young people learn, giving participants the hope and aspiration to stay at school and realise their potential. It also gives students to work together and develop skills in team work, resilience and confidence.

In 2019, Noorat Primary School continued to work with families to ensure students were at school and learning. We continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences.

Wellbeing

This year, the school focused on KIS related to the FISO dimension Setting Expectations and Promoting Inclusion. The work in this area is ongoing, intentional and, in 2019 included programs such as Hands on Learning, Positive Education and The Resilience Project.

With the introduction of a new Engagement and Wellbeing policy at the end of 2018 we have continued to noticed positive changes in our school climate throughout 2019. This has included behaviours exhibited by staff and students. Staff recognise the importance of the school values and these are formally taught to students along with our Positive Education character strengths. These values are reinforced by awards and rewards programs where students are recognised for being excellent, respectful, responsible and caring. We promote the Positive Education philosophy, inclusivity for all and individualised support for the differing circumstances for all families.

Positive and trusting relationships are integral to our work, unfortunately due to low cohort numbers in 2019 we didn't receive any Attitudes to School Data in 2019. However, we did collect our own data and saw a reduction in suspensions, restorative reflections and incidents of bullying according to our termly bullying audit. We also had a reduced amount of days absent and are above similar schools in this area.

Our parents are heavily involved in school programs and regularly give us feedback on areas of strength and areas requiring improvement and our Student Leadership Team provide a strong sense of student voice and purpose for our students and school. Parent satisfaction, according to the Parent Opinion Survey had 100% positive endorsement in 2019.

Noorat PS aims to nurture students and provide quality teaching and learning and our staff are dedicated to retaining a strong positive culture with high expectations for everyone. Student wellbeing continues to be a focus. If students are not feeling safe, learning can often be difficult. In 2019, the school continued to promote a positive learning environment for all students through the teaching of social and emotional learning and a consistent approach to our Wellbeing and Engagement policy.

Financial performance and position

The Financial Performance and Position report shows an end of year surplus of \$9256 which is a significant turn around from the 2018 deficit. The school Strategic Plan, along with the 2019 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities. We employed a number of

strategies to secure Workforce Bridging in 2018.

We received a grant from Brophy School Focused Youth Services for approximately \$18000 to implement Hands on Learning in 2019 and other small grants and donations to support our nature program. We also fundraised for and purchased a 3D printer.

The school received a small amount of equity funding that was used to support further differentiation in the classroom and literacy intervention.

For more detailed information regarding our school please visit our website at
<https://www.nooratps.vic.edu.au/>

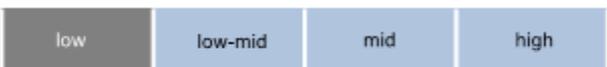
Performance Summary

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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 15 students were enrolled at this school in 2019, 6 female and 9 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>97 %</td> <td>87 %</td> <td>94 %</td> <td>93 %</td> <td>97 %</td> <td>NA</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	97 %	87 %	94 %	93 %	97 %	NA	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>No Data Available</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$480,821	High Yield Investment Account	\$52,643
Government Provided DET Grants	\$63,107	Official Account	\$1,222
Government Grants Commonwealth	\$5,500	Total Funds Available	\$53,865
Revenue Other	\$23,553		
Locally Raised Funds	\$19,709		
Total Operating Revenue	\$592,691		
Equity¹			
Equity (Social Disadvantage)	\$12,954		
Equity Total	\$12,954		
Expenditure		Financial Commitments	
Student Resource Package ²	\$480,821	Operating Reserve	\$14,723
Books & Publications	\$344	School Based Programs	\$26,142
Communication Costs	\$1,101	Repayable to the Department	\$27,262
Consumables	\$12,878	Total Financial Commitments	\$68,127
Miscellaneous Expense ³	\$30,674		
Professional Development	\$2,992		
Property and Equipment Services	\$35,410		
Salaries & Allowances ⁴	\$4,274		
Trading & Fundraising	\$7,049		
Travel & Subsistence	\$677		
Utilities	\$7,215		
Total Operating Expenditure	\$583,435		
Net Operating Surplus/-Deficit	\$9,256		
Asset Acquisitions	\$10,783		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- 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)
- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



What does '*Data not available*' or '*ND*' 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 their first 11 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').