

2017 Annual Report to the School Community



School Name: Noorat Primary School

School Number: 1178



- 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 Regulation 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 2017 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 02 May 2018 at 04:08 PM by Kenneth Plummer (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 Regulation 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 2017 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 06 June 2018 at 02:27 PM by Melissa Worrall (School Council President)



About Our School

School Context

Noorat Primary School, 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. 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. The permanency in 2017 of our aide, working with 2 funded students, further enriched our learning outcomes.

Our Rotations program provides specialist expertise in PE, Science and LOTE (Japanese) and combines with our valuable music and ICT program to provide 21st Century opportunities. You Can Do It enriches the Restorative Practices approach to discipline and our School Wide Positive Behaviour program has set a very positive tone for all students wellbeing.

We enjoy a strong partnership with parents and the Noorat community, and proactive school council and parents club. This school has 20 students: 1.0 Principal class, 1.6 Teachers and 0.92 Educational Support staff. Our students enjoy their learning and are very happy and stimulated to reach their goals. Noorat Primary School is proud of its achievements in student learning, wellbeing and the breadth of quality programs we provide.

Framework for Improving Student Outcomes (FISO)

During 2017 staff consolidated their Meeting schedule and by research developed a powerful Instructional Model to be used in all lessons and developed Professional Learning Communities that would drive professional development and also curriculum planning strictly through the use of data and teamwork. Staff are also to be congratulated for finalising prioritised standards for English, Numeracy, Arts and Science. These documents also provided clear evaluation lists for staff to use for assessment of and for future learning. Staff are refining their use of learning intentions and success criteria to reflect current research, and combined with individual learning goals have made quite an improvement in outcomes. With assistance of our SEIL we also developed our numeracy program through using a pre-test and post test method through the school.

The above mentioned conditions have been very successful drivers of improvement for our school and we plan to refine them further in 2018.

Achievement

Both in English and Maths for Teacher Judgements, the students data was at the higher edge of the of the middle 60% of all Government Schools and above the median of all Government Schools. When staff analysed their December 2017 data we found that we had 5 children achieve over 12 months improvement in Reading, 7 children achieve over 12 months in Writing and 4 children achieve over 12 months improvement in Number- well done to all staff.

Staff holds high expectations for all students and strives for continuous improvements. During 2017 staff completed developing Prioritised Standards to the curriculum that guarantee a timely and viable curriculum for all students at Noorat PS.

Upon reflection we are a school who includes our Programs for Students with Disabilities in our NAPLAN program. The NAPLAN Learning Gain was high in reading and spelling and large cohorts of medium gains in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation. A review of our evaluation schedule resulted in a more coordinated collection of data in reading, writing and numeracy through our PLC process.

Engagement

Student attendance is an area that continued to be above the median for all Victorian government schools in 2017, and over the 2012-2015 periods. Our student attendance data revealed concerning absences due to extended family holidays possibly due to the seasonal work in the rural communities and illness. Although by school comparison we are similar to other schools given the background characteristics of our students, we consider this an area for continued focus. We have implemented the successful "Its not ok to be away" program, staff discuss the absence data as a part of our data discussions. The principal and Business Manager follows up attendance issues via phone and texts. As a school we provide quality programs to meet individual needs, interests and point of need learning

In the Parent Opinion Survey Stimulated Learning had a mean at 6.56, with the Student Motivation mean at 6.16 and School Connectedness scored a mean of 6.4, all above State means on a 7 point scale.

Wellbeing



With the introduction of the School Wide Positive Behaviours by our community we have noticed positive wave of behaviours from our students. Staff recognise the importance of the school values and these are formally taught to students, reinforced by awards and rewards programs where we 'catch' student being excellent, respectful, responsible and caring.

With the variable of Sense of connectedness and management of bullying our school is similar to other schools and slightly below the median of all primary schools. We would suggest that after the survey was completed, in the latter half of the year the SWPB and values lessons gained traction and made quite a difference to these variables. Our Junior School Council provides a strong sense of student voice and purpose for our students and school. 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 more detailed information regarding our school please visit our website at 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 20 students were enrolled at this school in 2017, 11 female and 9 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 10 percent 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>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

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

Achievement	Student Outcomes	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>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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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>No Data Available</p> <p> Lower</p> <p>No Data Available</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



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: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr> <td>67 %</td> <td>33 %</td> </tr> <tr> <td>Medium</td> <td>High</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>50 %</td> <td>50 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>33 %</td> <td>67 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>25 %</td> <td>50 %</td> <td>25 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>50 %</td> <td>50 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> </tr> </table>	67 %	33 %	Medium	High	50 %	50 %	Low	Medium	33 %	67 %	Low	Medium	25 %	50 %	25 %	Low	Medium	High	50 %	50 %	Low	Medium	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
67 %	33 %																							
Medium	High																							
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50 %	50 %																							
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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:

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</p> <p>School Comparison 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>95 %</td> <td>89 %</td> <td>95 %</td> <td>65 %</td> <td>87 %</td> <td>90 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	89 %	95 %	65 %	87 %	90 %	96 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	89 %	95 %	65 %	87 %	90 %	96 %										



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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

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 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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

We are proud of the figures below as they demonstrate that we are in a very healthy financial state due to prudent financial management and excellent fundraising. The school council and Business Manager monitor the financial management of the school through monthly meetings. The salary deficit has been included in the 2018 program budget.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$325,470	High Yield Investment Account	\$105,582
Government Provided DET Grants	\$65,869	Official Account	\$516
Government Grants Commonwealth	\$112	Total Funds Available	\$106,098
Government Grants State	(\$32)		
Revenue Other	\$6,448		
Locally Raised Funds	\$16,058		
Total Operating Revenue	\$413,925		
Equity¹			
Equity (Social Disadvantage)	\$11,413		
Equity Total	\$11,413		
Expenditure		Financial Commitments	
Student Resource Package ²	\$362,929	Operating Reserve	\$11,331
Communication Costs	\$2,302	Capital - Buildings/Grounds incl SMS<12 months	\$15,075
Consumables	\$11,496	Maintenance - Buildings/Grounds incl SMS<12 months	\$27,562
Miscellaneous Expense ³	\$17,628	School Based Programs	\$87
Professional Development	\$930	Region Coordination	\$13,456
Property and Equipment Services	\$44,503	Repayable to DET	\$38,587
Salaries & Allowances ⁴	\$5,854	Total Financial Commitments	\$106,098
Trading & Fundraising	\$3,751		
Utilities	\$5,938		
Total Operating Expenditure	\$455,330		
Net Operating Surplus/-Deficit	(\$41,405)		
Asset Acquisitions	\$0		

(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 05 March 2018 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.