

2018 Annual Report to The School Community



School Name: Noorat Primary School (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 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 07:31 AM by Rachael Buck
(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 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 03 April 2019 at 12:09 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 15 students enrolled and have a clear goal to increase enrollments over the next few years. A new principal was appointed in term 3 last year 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 temporary 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.

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, green screening and making podcasts. Sharing learning and communication with families is enhanced using Seesaw.

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.

Framework for Improving Student Outcomes (FISO)

The 2018 FISO priorities were:

Excellence in Teaching and Learning: Building Practice Excellence

This priority was addressed by:

Building expertise with Professional Learning at Sounds- Write (evidenced based reading instruction), DET support through a reading coach and regular in school professional learning.

Weekly direct 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.

Professional Learning Communities focusing on student data and planning.

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.

Positive Climate for Learning: Setting Expectations and Promoting Inclusion.

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.

Achievement

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 judgments is 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. After significant professional learning and improvements in the teaching of reading in 2018 we will have an explicit focus on the teaching of Mathematics in 2019 including engaging experts such as George Booker to work with staff and involvement in the DET Primary Maths Science Specialist (PMSS) initiative.

Engagement

Our average number of student absence days is higher than similar schools and will be a continued focus in 2019. We ensure we follow up with students who are absent with phone calls and texts and this data has already seen improvements in the beginning of 2019. We offer a very successful breakfast club program and students arrive on time for learning each day. We have included a Positive Education focus into our weekly program where we learn about character strengths such as how to show gratitude and kindness.

We have introduced a number of specialist programs to individualise student learning such as STEM, our animal and garden program and hands on learning experiences such as visits to May Noonan (Lyndoch) and locating and designing geocaches.

Wellbeing

With the introduction of a new Engagement and Well-being policy we have noticed positive changes in our school climate including 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 reinforced by awards and rewards programs where students are recognised for being excellent, respectful, responsible and caring. We promote positive education, inclusivity for all and individualised support for the differing circumstances for all families.

Positive and trusting relationships are integral to our work and although the Attitudes to School survey data for Sense of connectedness to management of bullying is lower than similar schools we feel that the implementation of new policies and strategies will see this turn around in 2019 and we are already seeing evidence of this.

Our parents are heavily involved in school programs and regularly give us feedback on areas of strength and areas requiring improvement and 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.

Financial performance and position

The financial performance and position of the school shows a deficit for 2018. This is due to a number of factors including declining enrollments. The new principal has put a number of strategies in place to improve the school's financial performance and was successful in securing Work Force Bridging (WFB) in 2018 to recover this debt. We received a number of grants in 2018 including a grant for our sensory garden and another for our biodiversity nature trail. Our Equity funding supported professional learning in the explicit teaching of phonics and phonemic awareness and allows for Education Support Staff to take small differentiated groups during the reading time.

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

Enrolment Profile

A total of 16 students were enrolled at this school in 2018, 7 female and 9 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



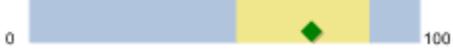
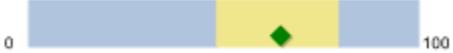
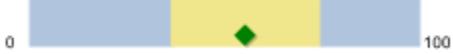
Performance Summary

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> Similar</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>No Data Available</p> <p> Similar</p> <p>No Data Available</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 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>NAPLAN Learning Gain does not require a School Comparison.</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: 

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>88 %</td> <td>95 %</td> <td>83 %</td> <td>96 %</td> <td>NA</td> <td>79 %</td> <td>83 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	95 %	83 %	96 %	NA	79 %	83 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	95 %	83 %	96 %	NA	79 %	83 %										

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 style="text-align: center;">○ Lower</p> <p style="text-align: center;">○ Lower</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 style="text-align: center;">○ Lower</p> <p style="text-align: center;">○ Lower</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$395,978	High Yield Investment Account	\$55,783
Government Provided DET Grants	\$28,217	Official Account	\$396
Revenue Other	\$6,434	Total Funds Available	\$56,179
Locally Raised Funds	\$16,681		
Total Operating Revenue	\$447,309		
Equity¹			
Equity (Social Disadvantage)	\$23,462		
Equity Total	\$23,462		
Expenditure		Financial Commitments	
Student Resource Package ²	\$399,715	Operating Reserve	\$13,646
Communication Costs	\$1,377	School Based Programs	\$24,189
Consumables	\$11,403	Repayable to the Department	\$18,345
Miscellaneous Expense ³	\$17,290	Total Financial Commitments	\$56,179
Professional Development	\$5,161		
Property and Equipment Services	\$42,983		
Salaries & Allowances ⁴	\$13,025		
Trading & Fundraising	\$2,763		
Travel & Subsistence	\$312		
Utilities	\$6,560		
Total Operating Expenditure	\$500,589		
Net Operating Surplus/-Deficit	(\$53,281)		
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 15 March 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)

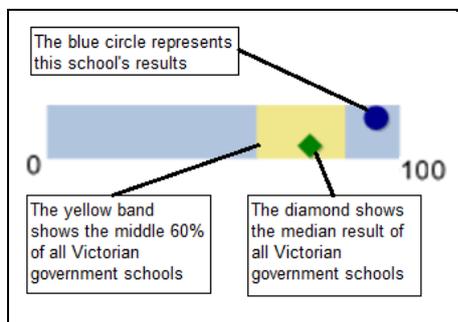
Engagement

- student attendance and engagement at school
- 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).

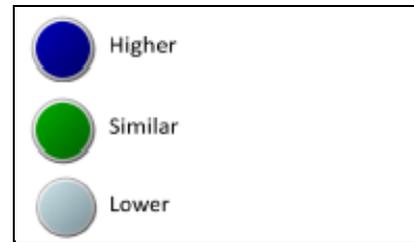


What does *School Comparison* refer to?

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*' 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').