

# 2021 Annual Report to The School Community



**School Name: Numurkah Primary School (2134)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 04 April 2022 at 03:17 PM by Debbie Oliver (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 10:46 AM by Carolyn Parkinson (School Council President)

# How to read the Annual Report

---

## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

---

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

---

## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

---

### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

---

### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

## About Our School

---

### School context

Numurkah Primary School is located in the town of Numurkah which is situated in northern Victoria close to the Murray River, in what is termed the Goulburn Valley Irrigation District. The town itself is situated on the Broken Creek, within the Moira Shire, and is 233 kilometres north of Melbourne, and 32 kilometres north of Shepparton, the regional centre for the Goulburn Valley area. In 2021 we had an enrolment of 179 students. Our workforce consisted of one Principal class officer, one Learning Specialist, one Leading Teacher, five full-time teachers, five part-time teachers, and seven education support officers. Eight classrooms operated in 2021, with specialist areas of French, Art, Music, and Science being conducted weekly. As outlined in the school's Strategic Plan, our purpose is to maximize learning growth and achievement for all students, to improve student agency in learning, and to maximize the social and emotional well-being of all students. Numurkah Primary School community aims to support our students to become motivated and independent learners who value and appreciate their own, and others' academic and social achievements. We promote social responsibility and work to prepare our students for an ever-changing world. As our motto states, "We are creating the future together."

We promote values through the School-Wide Positive Behaviours Framework and state, "At Numurkah Primary School we are learners, we are caring, we are responsible, we are respectful". Numurkah Primary School is committed to the principles of liberal democracy. We support and promote these principles and practices, including a commitment to: Elected government, The rule of law, Equal rights for all before the law, Freedom of religion, Freedom of speech and Association and the Values of Openness and Tolerance. Our school is very conscious of providing a range of social and educational programs to support the diverse and mobile socio-economic school population. Our school is committed to supporting the well-being of our students and has a team dedicated to this purpose. The team includes a Wellbeing Coordinator, PSD Coordinator, Psychologist (0.2), a Speech Pathologist, and a school Chaplin. Our current Student Family Occupation index is in the high range. We continue to work on providing students with challenging but enjoyable activities, as well as special events across the year. Examples include annual concert, visual arts displays, buddy activities, and a 1 to 1 device program.

---

### Framework for Improving Student Outcomes (FISO)

In Term 1 2021 our School Review was completed and the following focus areas were identified. They were:  
To maximize learning growth and achievement for all students.  
To improve student agency in learning.  
To maximize the social and emotional well-being of all students.

In 2021 we focused on maximising student growth and achievement for all students. To do this we worked on building teacher data literacy through the inquiry process of Professional Learning Communities. This meant that teachers could monitor the effectiveness of teaching practice, planning, and data use to inform differentiated planning. We also worked on building student agency in their learning to empower students to improve engagement with planning and monitoring their own learning, and as a result, improve learning outcomes over the next strategic planning period. Through our well-being focus area, we worked to build the capacity of teachers to meet more complex student needs and embedding whole school wellbeing programs, including strengthening community partnerships will maximise the social and emotional wellbeing of all students.

---

### Achievement

In 2021 we focused on increasing the number of students in the Top Three bands in Year 3 and Year 5 Reading, Writing, and Numeracy. We used our data walls to identify those students who with extra intervention could achieve in the Top Two bands and appointed a high-ability coordinator. Through the Tutor Learning Initiative, we also employed tutors who worked with targeted students that had grown less than 12 months in 2020. In Year 3 and Year 5 Reading

and also Year 5 Numeracy our school performed significantly higher than like schools and higher than all state schools. In Year 3 Numeracy our students performed below like and state school which is something we will take into consideration for 2022. In the area of NAPLAN Learning Gain between Year 3 in 2019 to Year 5 in 2021, we had more students in High Gain in Reading, Grammar and Punctuation, and Spelling than like schools. However in Writing, we had slightly fewer students with high gain but we did manage to have some students in the top 2 bands, and a marked decrease in the number of students with low gain in Writing.

Teacher judgments in English and Mathematics were slightly lower when compared to like schools. The school has been working on developing consistency and benchmarking in English and Mathematics as it has been noted that the gap between our school and like school has reduced significantly compared to the previous years. Overall the school has shown good learning progress in a year that was interrupted by remote learning due to COVID 19.

---

## Engagement

The Performance Summary information based on 2020 data (see following pages) indicates the following main points:

- Average number of days absent in 2021 was 21.1 days which was slightly higher than like schools on 19.2. Our four year average is slightly lower than like schools. The average attendance rate was 90% across all grades, which was slightly higher in 2020.
  - Individual students with high absences were identified during the course of the year and a range of strategies was used to support these “at-risk” children, including wellbeing support, chaplaincy support, attendance plans, incentives, and rewards. Referrals to local agencies were also made for a couple of students with numerous absences. Our Attendance Officer continued to follow up on unexplained absences and during the remote learning phase, the wellbeing team consistently monitored attendance and supported families.
- 

## Wellbeing

The Performance Summary information based on 2021 data (see following pages) indicates the following main points:

- Yr. 4-6 Attitude to School survey data for connectedness to school indicates the school was above like and all state schools for 2021.
- Yr. 4-6 Attitude to School survey data for the management of bullying indicates the school was above like and all state school for 2021.

This is in part because of our focus on building a Wellbeing Team incorporating a Wellbeing Coordinator, PSD & OHC Coordinator, Chaplain, and Speech Pathologist to support student wellbeing. In 2021 we continued to promote school values across the school, broadening connections with families via electronic means (including Compass, texts, Facebook group, feedback, surveys, acknowledgments), holding student support group meetings, and empowering students through student voice. In Term 1 we began staff professional development in Trauma-Informed practice which will continue into 2022.

---

## Finance performance and position

By the end of 2021, the school carried forward a surplus into 2022. School expenditure was less than expected in 2021 due to remote learning as a result of Covid 19. Literacy remained an important part of curriculum-related expenditure including the employment of a literacy intervention teacher, purchase of take-home readers, netbooks, library books, and other reading material and oral language activities/resources. Equity funding was also expended on intervention teacher release, releasing a teacher .5 to Coordinate Wellbeing, employing a psychologist .2, and the release of an Education Support Officer to coordinate PSD and OHC children. Through the Tutor Learning Initiative, several tutors were employed to work one on one and in small groups with students from Years One to Year 6. The school continued to employ the services of a speech pathologist and funding was also used as co-payment for the chaplaincy program. The Chaplain worked two days per week and her program included individual and group social support, making connections with families, and providing support to teachers and aides within classroom settings. The

school was also successful in its application for minor works funding for a new fence that encircles the whole school, a shade sail grant to be completed in 2022, and an Out of School Hours Grant to begin in 2022. Overall the school is in a healthy financial position heading into 2022.

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

# Performance Summary

The Performance Summary for government schools 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

### Enrolment Profile

A total of 179 students were enrolled at this school in 2021, 89 female and 90 male.

0 percent of students had English as an additional language and 12 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).

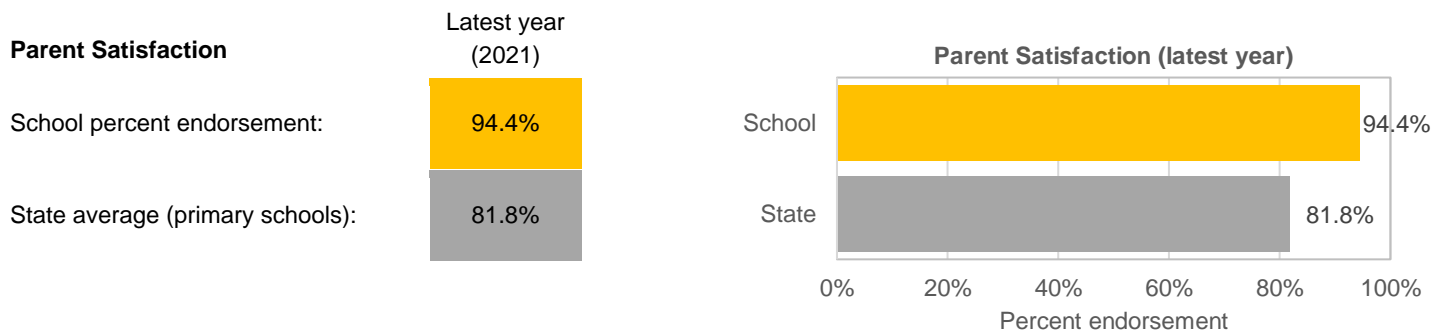
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### 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.

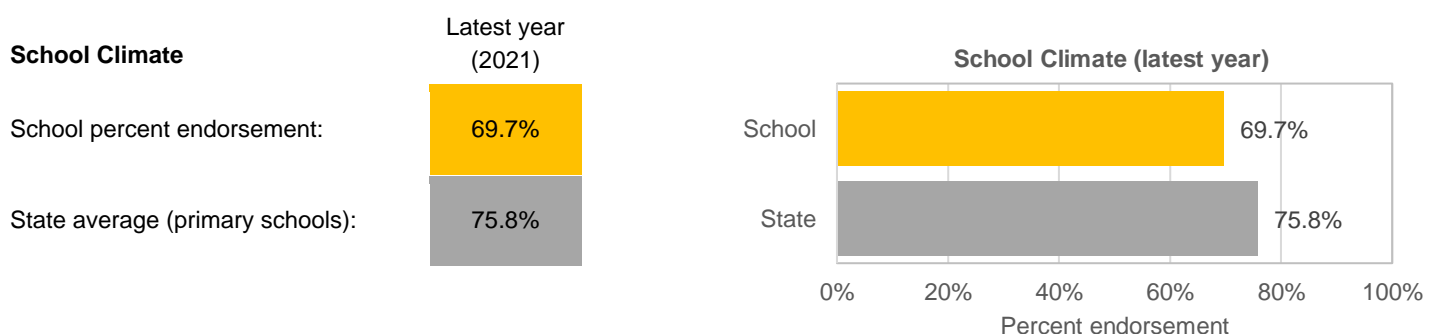


### School Staff Survey

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.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

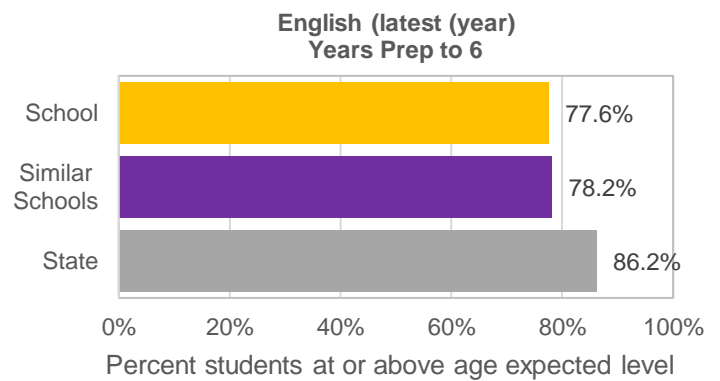
77.6%

Similar Schools average:

78.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

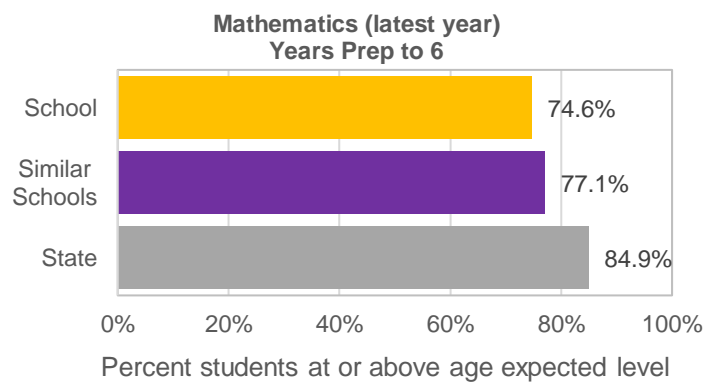
74.6%

Similar Schools average:

77.1%

State average:

84.9%





**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

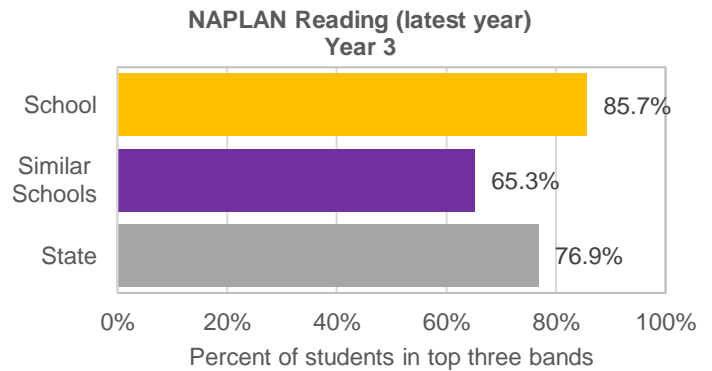
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

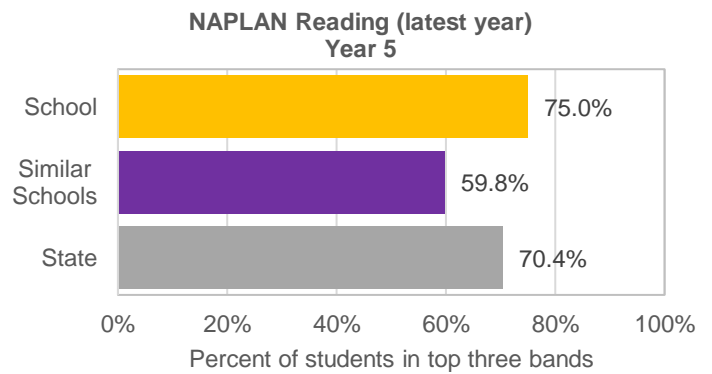
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	86.8%
Similar Schools average:	65.3%	65.9%
State average:	76.9%	76.5%



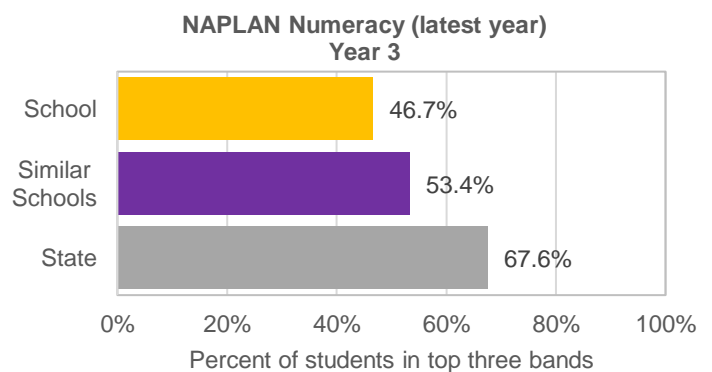
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	64.6%
Similar Schools average:	59.8%	56.5%
State average:	70.4%	67.7%



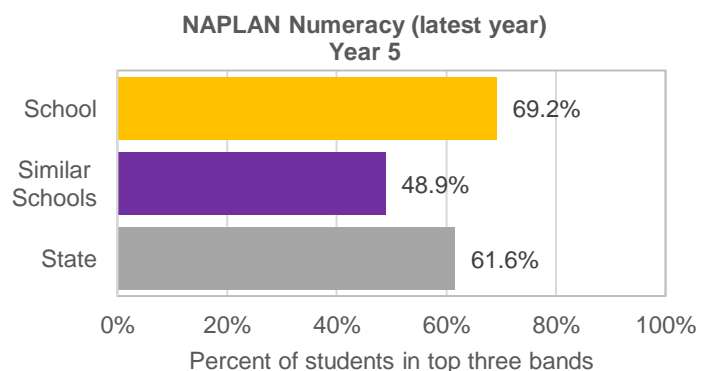
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.7%	64.7%
Similar Schools average:	53.4%	58.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.2%	52.6%
Similar Schools average:	48.9%	46.7%
State average:	61.6%	60.0%



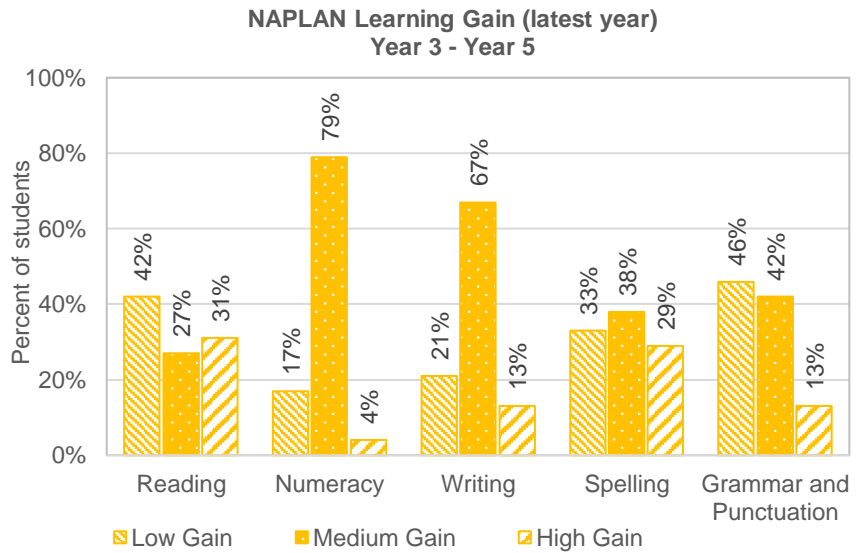
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	42%	27%	31%	23%
Numeracy:	17%	79%	4%	19%
Writing:	21%	67%	13%	16%
Spelling:	33%	38%	29%	16%
Grammar and Punctuation:	46%	42%	13%	18%



## ENGAGEMENT

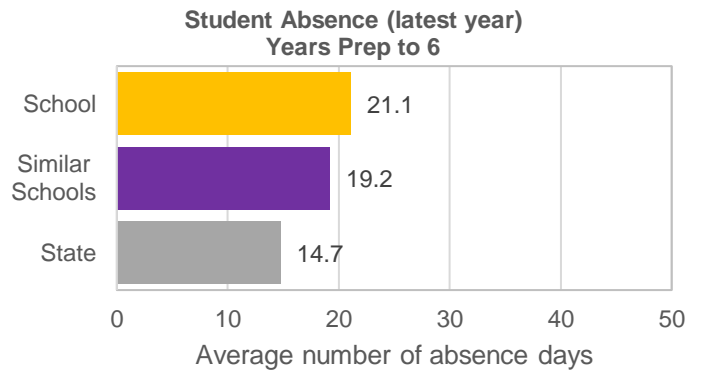
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.1	16.6
Similar Schools average:	19.2	17.4
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	90%	91%	89%	86%	90%	90%

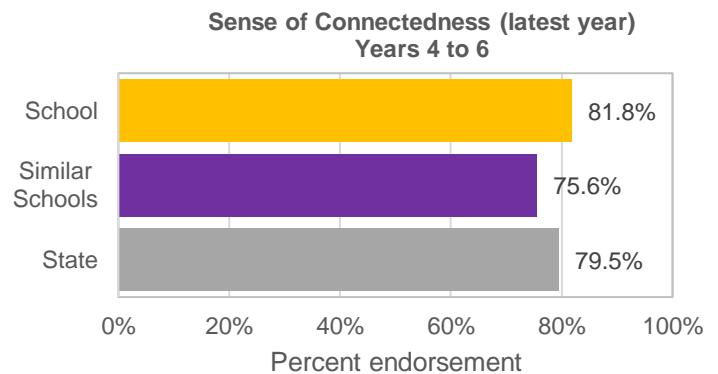
## WELLBEING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.8%	80.0%
Similar Schools average:	75.6%	77.6%
State average:	79.5%	80.4%

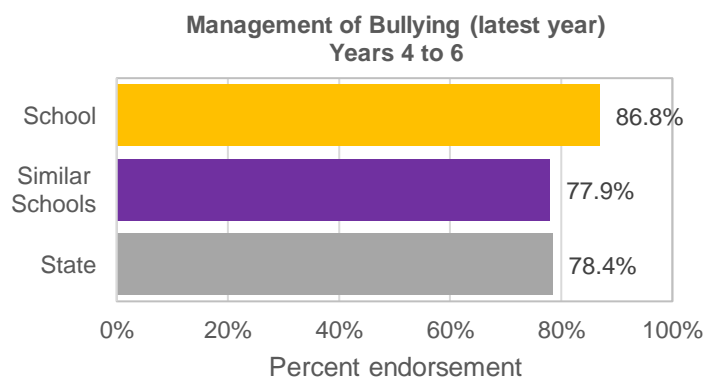


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.8%	82.9%
Similar Schools average:	77.9%	78.7%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,834,008
Government Provided DET Grants	\$437,614
Government Grants Commonwealth	\$6,160
Government Grants State	\$0
Revenue Other	\$37,703
Locally Raised Funds	\$35,626
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,351,111</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$301,504
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$301,504</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,809,229
Adjustments	\$0
Books & Publications	\$5,298
Camps/Excursions/Activities	\$14,266
Communication Costs	\$7,526
Consumables	\$35,157
Miscellaneous Expense <sup>3</sup>	\$5,953
Professional Development	\$9,420
Equipment/Maintenance/Hire	\$92,452
Property Services	\$94,561
Salaries & Allowances <sup>4</sup>	\$126,685
Support Services	\$34,422
Trading & Fundraising	\$11,841
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,090
<b>Total Operating Expenditure</b>	<b>\$2,272,899</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$78,212</b>
<b>Asset Acquisitions</b>	<b>\$24,689</b>

- (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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$225,583
Official Account	\$13,772
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$239,355</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$68,740
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$11,545
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,823
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$36,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$126,108</b>

*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.*