2019 Annual Report to
The School Community

THE **EDUCATION** STATE

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).
- 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 26 April 2020 at 07:04 PM by Debbie Oliver (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 10 September 2020 at 06:58 PM by Carolyn Parkinson (School Council President)

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 2019 we had an enrolment of 206 students. Our workforce consisted of one principal class officers, one Leading Teacher, one Learning Specialist, nine full-time teachers, one part-time teacher and four education support officers. Nine classrooms operated in 2019, with specialist areas of French, Art, Music and Science being conducted weekly. As outlined in the school's Strategic Plan, our purpose is to support 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 students for an ever-changing world.
We promote values through the School-Wide Positive Behaviours Framework and state that, "At Numurkah Primary School we are learners, we are caring, we are responsible, we are respectful". The school is very conscious of providing a range of social and educational programs to support the diverse and mobile socio-economic school population. Our current Student Family Occupation index is in the low range. Development of Literacy, Numeracy and Integrated Theme programs which support the needs of our students, remain our major focus. 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 Yr. 3-6 own your own device netbook program.

Framework for Improving Student Outcomes (FISO)

Priority Excellence in Teaching – the initiatives were building practice excellence and curriculum planning and assessment. To achieve this the school has focused on developing an instructional teaching model incorporating whole school frameworks in Literacy and Numeracy. In 2019 the particular focus was on incorporating and building staff knowledge around high impact teaching strategies and building a robust professional learning community. This involved an in-depth analysis of school data and using the improvement cycle to bring about an improvement in student results particularly in reading and writing. The school invested in building staff capacity to lead Professional Learning Communities and Literacy. Learning walks and peer observations were an integral part of professional development. The school has invested in providing targeted intervention employing a speech pathologist part time, an intervention teacher, and a literacy trainee.

Achievement

The Performance Summary information based on 2019 data (see following pages) indicates the following main points:
•   Teacher Assessment results for our school across Pr-6 in were lower in English and lower in
    Mathematics when compared to like schools.
•   NAPLAN Yr. 3 Top Two Bands Reading results are above range compared to like schools.
•   NAPLAN YR. 3 Top Two Bands Numeracy results are above range compared to like schools in
    2019
•   NAPLAN Yr. 5 Top Two Bands Reading results are below range compared to like schools.
•   NAPLAN YR. 5 Top Two Bands Numeracy results are below range compared to like schools in
    2019
•   NAPLAN Yr. 3-5 (2017-2019) Learning Gain. In Reading 57.2% of students and had medium to high gain. In Numeracy 82.6% of students had medium to high gain. In Writing 76.2% of students achieved medium to high growth.

A focus for 2020 is to increase the number of students in the Top Two bands in Year 5 Reading, Writing and Numeracy by identifying those students who with extra intervention could achieve in the Top Two bands. Also using a similar process, we will look at identifying students with low growth and providing extra tuition, and focused classroom support.

Engagement

The Performance Summary information based on 2019 data (see following pages) indicates the following main points:
•   Average number of days absent in 2019 was 16.5 days which was similar to like schools and one day extra than the preceding year. The average attendance rate was 91% across all grades, which was similar to 2018.
•   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 unexplained absences and these were lower in 2019 than in previous years.

Wellbeing

The Performance Summary information based on 2019 data (see following pages) indicates the following main points:
•   Yr. 5-6 Attitude to School survey data for connectedness to school indicates the school is above range compared to like schools for 2019.
•   Yr. 5-6 Attitude to School survey data for management of bullying indicates the school is above range compared to like school for 2019.
This data was a large improvement on data from previous years.
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 2019 we continued to promote school values across the school, broadening connections with families via electronic means (including Compass, texts, Facebook group, feedback, surveys, acknowledgements), holding student support group meetings and empowering students through student voice.

Financial performance and position

By the end of 2019 the school carried forward a surplus into 2020. No unexpected major purchases were made meaning that we could follow cash budget expenditure as outlined at the start of 2019. Literacy remained an important part of curriculum-related expenditure including the employment of a literacy intervention teacher, purchase of take home readers, library books and other reading material and oral language activities/resources. Professional Development costs included the building of teacher leadership capacity through Bastow courses, our Wellbeing Coordinator was released .5 to support staff in building a whole school positive behaviour culture. 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, providing support to teachers and aides within classroom settings. Some of our locally raised funds were used to update the Science room, Library and purchase resources for school.

For more detailed information regarding our school please visit our website at
**https://www.numurkahps.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 206 students were enrolled at this school in 2019, 101 female and 105 male.

ND were EAL (English as an Additional Language) students and 7 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.

| low | low-mid | mid | high |
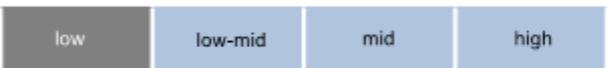
Parent Satisfaction Summary

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: 🔶	Key:	Similar School Comparison 🔵 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Below 🔵 Below 🔵

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

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above ● Above ●
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below ● Below ●

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the 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'.		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. Statewide Distribution of Learning Gain (all domains)

Student Outcomes chart values:

Reading: Low 43%, Medium 52%, High 5%

Numeracy: Low 17%, Medium 61%, High 22%

Writing: Low 24%, Medium 62%, High 14%

Spelling: Low 32%, Medium 59%, High 9%

Grammar and Punctuation: Low 18%, Medium 41%, High 41%

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶		🟢 Above 🔵 Similar 🔵 Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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.	Results: 2019 0 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 50 Few absences <------> Many absences	Similar 🔵

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	93 %	92 %	92 %	92 %	92 %	91 %	91 %	

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above

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	
Revenue	**Actual**
Student Resource Package	$1,741,999
Government Provided DET Grants	$388,371
Government Grants Commonwealth	$5,750
Revenue Other	$15,679
Locally Raised Funds	$88,680
Total Operating Revenue	**$2,240,478**

Equity[1]	
Equity (Social Disadvantage)	$232,749
Equity Total	**$232,749**

Expenditure	
Student Resource Package[2]	$1,731,833
Books & Publications	$2,831
Communication Costs	$3,619
Consumables	$33,017
Miscellaneous Expense[3]	$157,905
Professional Development	$6,943
Property and Equipment Services	$163,054
Salaries & Allowances[4]	$104,883
Trading & Fundraising	$20,394
Travel & Subsistence	$2,324
Utilities	$28,590

Total Operating Expenditure	**$2,255,393**
Net Operating Surplus/-Deficit	**($14,915)**
Asset Acquisitions	**$19,031**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$119,146
Official Account	$1,489
Total Funds Available	**$120,635**

Financial Commitments	
Operating Reserve	$77,932
Funds Received in Advance	$4,984
Funds for Committees/Shared Arrangements	$7,897
Asset/Equipment Replacement < 12 months	$4,847
Total Financial Commitments	**$95,660**

(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)
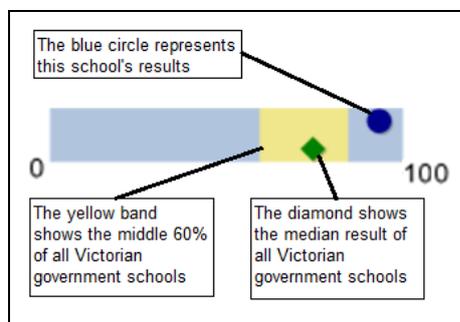
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Above

Similar

Below

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').