2018 Annual Report to The School Community

School Name: Narracan Primary School (2295)

- 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 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 18 March 2019 at 08:40 AM by Elizabeth Acreman (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 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 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 28 March 2019 at 12:05 AM by Hanno Schloetel (School Council President)

About Our School

School context

Narracan Primary School provides a caring and challenging learning environment that equips children with the necessary skills and knowledge to become valued members of the community and life long learners. Narracan Primary School is a delightful rural school, with original school buildings over one hundred years old, set in a picturesque valley 12 km south of Moe. Most of our students travel by our school bus or car from Moe, with some students living locally. Our school values are - empathy, persistence and learning confidence. Class sizes are small, with high quality teaching focussed on individualised learning. A comprehensive, broad curriculum is provided with a strong focus on literacy and numeracy skills. Our curriculum is based on the Victorian Curriculum and we offer specialist programs in PE, Visual Arts, Music and Italian. Our natural environment provides hands on, practical activities in our School Garden Kitchen Program, as well as encouraging opportunities for creative play and sustainability actions within our rural setting.   Since 2013, Narracan Primary School has had regular excursions to live performances at the Melbourne Arts Centre, and staff and students have attended creative workshops, which has allowed us to provide many cultural and creative opportunities for our students.   Each year students participate in camps, excursions, incursions, Sporting Schools programs and swimming lessons, as well as transition programs for kindergarten students and our Yr. 6 students.

Framework for Improving Student Outcomes (FISO)

Narracan Primary School is a member of the Moe Small Schools Cluster with four other small schools. Our focus is on developing teacher capacity to improve student learning outcomes through the use of data analysis, reflective practices, and the use of an instructional model of teaching that promotes the gradual release of responsibility for learning from the teacher to the student. We worked with, and supported, all schools in the cluster to develop practices and learning programs that enhance how teachers teach students, and how we track their achievements over time. Our staff have worked collaboratively with their colleagues to align our practice, and to strengthen our understanding of using data analysis to inform, and direct, improved teaching and learning outcomes. Our cluster developed documents that provided statements of proficiency for students in numeracy, as well as common assessment tasks, that would allow students to show achievement against the statements. Students also used these statements to set goals in their learning. We continued to have fortnightly Professional Learning Community (PLC) meetings focussed on collective building of quality teacher practice. Twice per term, Professional Learning Teams (PLTs) met for professional learning around the use of data to inform planned interventions to support student learning. These teams were made up of teachers at similar year levels across the cluster (Prep, 1/2s, 3/4s, 5/6s).

Achievement

Our achievement data shows that our students achieved at a higher level than schools who have similar characteristics to ours in Writing, and at a slightly lower level in the other Literacy areas and in Numeracy according to teacher judgement. Our results are consistent with other schools in our Network. All results were below the State mean. Results from the national testing program for Yr. 3 showed results above similar schools, network schools and the state in Numeracy. Yr. 5 results were higher than schools with similar characteristics. Our Yr. 3 and Yr. 5 Reading and Writing results were comparable to schools with similar characteristics. Teachers focussed on explicit teaching of key literacy and numeracy skills, with an emphasis on targeted interventions for students in numeracy. Students continued to develop their confidence and skills in taking responsibility for their own learning through the gradual release of responsibility instructional model of teaching. With the focus of teachers in the cluster to use data to inform teaching practice, and through the consistent use of pre- and post common assessment tasks in Numeracy, there has been an increased knowledge by teachers of the expected achievement standards, and this has been reflected in more accurate recording of student achievements according to teacher judgements.

Engagement

Narracan Primary School has continued to work hard to ensure that students and their families felt connected to our school. We offered programs that challenged the students, celebrated their learning, and gave families an opportunity to contribute to their child's school through working bees, fundraising activities, community events and participation on School Council. We have provided students opportunities to socialize together which built a sense of belonging and attachment to our school, particularly for new families and their children. Volunteers at our school run the breakfast program, a successful strategy that has encouraged a higher level of attendance for some students. Other volunteers have enabled students to participate in hands on activities in our garden and cooking classes. Our 2018 data for student absences is comparable to schools of similar characteristics. In 2018 we purchased a school mobile phone and iPad, to allow easy communication with parents and carers on the day that a student was absent, so that the reason could be recorded in our attendance system in a timely manner. This has also allowed us to address any other issues around student non-attendance (that was not illness or extended family holidays) in a timely manner.

Wellbeing

Wellbeing has been a strong focus for our school over several years. Our data reflects the positive changes that have been made in the way we teach students, and in how we interact with them on a daily basis. Our conversations are restorative and solution based. Our staff worked diligently with students and their families to develop positive skill sets of resilience, respect and problem solving. In Term 4 we had external observers come to our school to provide feedback and direction to support us in managing some challenging student behaviours. In 2019 we have started to implement some of their recommendations. Our school is proud of our engagement data with it continuing to be above the State median and comparable to schools of similar characteristics.

Financial performance and position

Our school recorded a surplus of $30,353 as at the end of December 2018. With the reconciliation process, and finalisation of accounts owing, this amount reduced to $22,000. This surplus was spent on expenditures relating to running our school and our school bus. Extra funds were allocated to support the Moe Small Schools Cluster work.

For more detailed information regarding our school please visit our website at
https://narracanps.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 28 students were enrolled at this school in 2018, 13 female and 15 male.

ND were EAL (English as an Additional Language) students and 13 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.
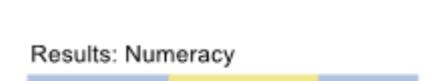
School Staff Survey

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

Achievement	Student Outcomes	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 0 ─────────────●◆─ 100 Results: Mathematics 0 ───────────●──◆─ 100	Similar Similar

Performance Summary

Achievement	Student Outcomes	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.		Similar Similar Similar Higher
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.		No Data Available No Data Available No Data Available No Data Available

Performance Summary

Achievement	Student Outcomes	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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	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

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.

Average 2018 attendance rate by year level:

Results: 2018

0 ——— 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 ——— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
89 %	92 %	98 %	93 %	95 %	88 %	96 %

● Similar

● Similar

Performance Summary

Wellbeing	Student Outcomes	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: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar Similar
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: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar Similar

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	
Revenue	**Actual**
Student Resource Package	$399,656
Government Provided DET Grants	$105,948
Government Grants Commonwealth	$6,100
Revenue Other	$4,895
Locally Raised Funds	$28,661
Total Operating Revenue	**$545,259**

Equity¹	
Equity (Social Disadvantage)	$16,540
Equity Total	**$16,540**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$85,994
Official Account	$11,328
Total Funds Available	**$97,322**

Expenditure	
Student Resource Package²	$377,070
Communication Costs	$1,801
Consumables	$7,266
Miscellaneous Expense³	$17,511
Professional Development	$1,881
Property and Equipment Services	$26,106
Salaries & Allowances⁴	$70,543
Trading & Fundraising	$449
Travel & Subsistence	$8,100
Utilities	$4,180

Financial Commitments	
Operating Reserve	$20,511
Other Recurrent Expenditure	$6,035
School Based Programs	$65,776
Maintenance - Buildings/Grounds < 12 months	$5,000
Total Financial Commitments	**$97,322**

Total Operating Expenditure	**$514,906**
Net Operating Surplus/-Deficit	**$30,353**
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.
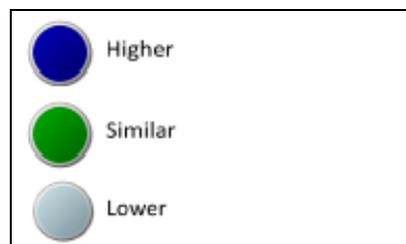
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').