

## 2014 Annual Report to the School Community

Narracan Primary School

School Number: 2295



Name of School Principal:

Kevin Bradford

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Name of School Council President:

Carrie Clark

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Date of Endorsement:

5/05/2015

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Narracan Primary School strives to provide a caring and challenging learning environment that equips children with the necessary skills and knowledge to become valued members of the community and lifelong learners. The school is located in a picturesque valley, 12 km south of Moe. Narracan is a delightful rural school populated with a number of students from the local areas and others who travel, by bus, from Moe each day. At Narracan Primary our school community core 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 focus upon the development of literacy and numeracy skills. Other curriculum areas covered include: Art, Music, Physical Education and integrated studies focussing on Health, Science, History and Geography. Our curriculum provides practical, hands on activities and our natural environment encourages opportunities for creative play, sustainability actions and the Stephanie Alexander Kitchen Garden Program. Since 2013, Narracan Primary School has been a proud partner school of the Melbourne Arts Centre, that provides many cultural and creative arts opportunities' for our students.

Parents are not only welcomed at Narracan Primary School but are regarded as essential as they play an important role in implementing programs and projects within the school community. Each year the school provides a variety of school activities including camps, incursions & excursions as well as transition programs for kindergarten children and Grade 5/6 students'.

### Achievement

Our achievement data indicates that students are achieving similar to the State median in literacy and numeracy. They are performing similar to expected Levels given their background and experience. Results on the national testing program for years three and five indicate similar performance on the school comparison measure.

Since 2013, the school focused on implementing strategies for building student resilience, learning confidence and less reliance on teacher direction. This was achieved through inquiry learning. The students were able to construct knowledge and collaborate with other learners.

Teachers focused on linking inquiry based learning, higher order thinking and explicit teaching of key literacy/numeracy skills.

### Engagement

The school has run a breakfast program since 2013 as a strategy to improve attendance and learning. Pre, the school breakfast program (2012) our 26 students in total were absent from school 769 days compared to our 18.2 students in 2014, in total were absent from school 273 days A comparison between our average 2013 attendance rate by year level compared to our 2014 average attendance rate by year level is :-

|      | Prep | Yr1  | Yr2  | Yr3  | Yr4  | Yr5  | Yr6  |
|------|------|------|------|------|------|------|------|
| 2013 | 91 % | 76 % | 82 % | 83 % | 58 % | 89 % | 96 % |
| 2014 | 93 % | 92 % | 86 % | 91 % | 94 % | 97 % | 94 % |

### Wellbeing

The school is very proud of our engagement data. It includes questions about students' engagement in and enjoyment of school.

Our 2014 engagement and wellbeing data indicates that our students are achieving higher than the state median and higher in the 2011-2014, four year average.

### Productivity

#### Lost funding between 2013/2014

|                   |               |  |             |               |                   |
|-------------------|---------------|--|-------------|---------------|-------------------|
| <b>2013</b>       | 23.6 students |  | <b>2014</b> | 18.2 students | decrease 5.4      |
| Total SRP         | \$352,968     |  |             | \$286,811     | decrease \$66,157 |
| Primary Rural adj | \$34,786      |  |             | \$10,147      | decrease \$24,638 |
| Low SES           | \$14,665      |  |             | \$10,737      | decrease \$3,928  |
| Program for D&I   | \$41,571      |  |             | \$27,884      | decrease \$13,687 |

**Total shortfall \$108,411 resulting in SRP deficit= \$36,947. Paid back over 3 years \$16,000=2015 /\$10,000=2016/ \$10,000=2017**

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

### School Profile

#### School Enrolments

A total of 18 students were enrolled at this school in 2014, 9 female and 9 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



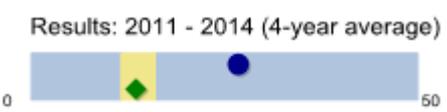
## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

| Achievement   | Student Outcomes  | School Comparison   |
|---|---|---|
| <p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p>Results: English</p> <p>Results: Mathematics</p>   | <p> Similar</p> <p> Similar</p>   |
| <p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Similar</p> <p> Similar</p>          |
| <p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> |

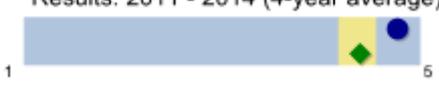
## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

| Engagement   | Student Outcomes | School Comparison |      |      |      |      |     |      |      |      |      |      |      |      |   |   |
|--|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---|
| <p><b>Student Attendance</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1046 920"> <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>93 %</td> <td>92 %</td> <td>86 %</td> <td>91 %</td> <td>94 %</td> <td>97 %</td> <td>94 %</td> </tr> </tbody> </table> | Prep             | Yr1               | Yr2  | Yr3  | Yr4  | Yr5  | Yr6 | 93 % | 92 % | 86 % | 91 % | 94 % | 97 % | 94 % | <p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p>  | <p> Similar</p> <p> Lower</p> |
| Prep   | Yr1              | Yr2               | Yr3  | Yr4  | Yr5  | Yr6  |     |      |      |      |      |      |      |      |   |   |
| 93 %   | 92 %             | 86 %              | 91 % | 94 % | 97 % | 94 % |     |      |      |      |      |      |      |      |   |   |

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

| Wellbeing  | Student Outcomes  | School Comparison   |
|--|---|---|
| <p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p>  | <p> Higher</p> <p> Higher</p> |

# How to read the Performance Summary

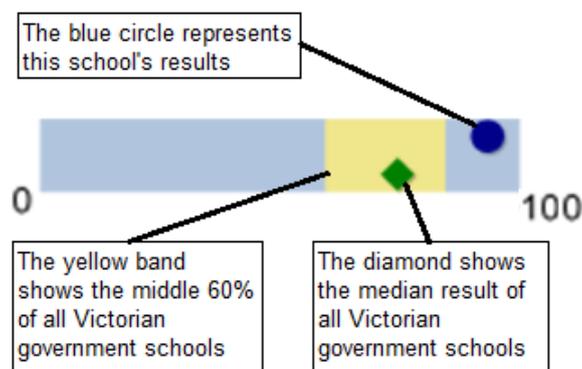
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

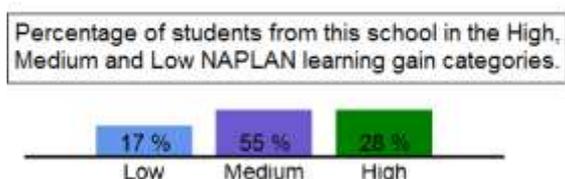
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

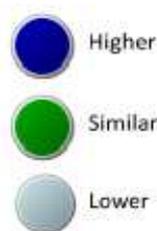


## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

| Revenue                               | Actual            | Funds Available                                       | Actual          |
|---------------------------------------|-------------------|---|-----------------|
| Student Resource Package              | \$264,034         | High Yield Investment Account                         | \$46,605        |
| Government Provided DE&T Grants       | \$32,522          | Official Account                                      | \$7,172         |
| Government Grants Commonwealth        | \$5,145           | <b>Total Funds Available</b>                          | <b>\$53,777</b> |
| Revenue Other                         | \$25,189          |   |                 |
| Locally Raised Funds                  | \$19,005          |   |                 |
| <b>Total Operating Revenue</b>        | <b>\$345,895</b>  |   |                 |
| Expenditure                           |                   | Financial Commitments                                 |                 |
| Student Resource Package              | \$300,981         | Operating Reserve                                     | \$10,000        |
| Books & Publications                  | \$83              | Maintenance - Buildings/Grounds incl<br>SMS<12 months | \$2,000         |
| Communication Costs                   | \$1,622           | School Based Programs                                 | \$21,777        |
| Consumables                           | \$4,260           | Repayable to DEECD                                    | \$20,000        |
| Miscellaneous Expense                 | \$4,927           | <b>Total Financial Commitments</b>                    | <b>\$53,777</b> |
| Professional Development              | \$1,308           |   |                 |
| Property and Equipment Services       | \$7,717           |   |                 |
| Salaries & Allowances                 | \$27,315          |   |                 |
| Trading & Fundraising                 | \$702             |   |                 |
| Travel & Subsistence                  | \$7,970           |   |                 |
| Utilities                             | \$4,015           |   |                 |
| <b>Total Operating Expenditure</b>    | <b>\$360,901</b>  |   |                 |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$15,006)</b> |   |                 |
| <b>Asset Acquisitions</b>             | <b>\$0</b>        |   |                 |

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

Narracan Primary (2014) Net Operating Deficit = \$15,006 was caused by a drop in enrollments and having two E.S staff named 'excess' on the payroll for the entire 2014 school year. Please refer to the above productivity statement for more details.