

2014 Annual Report to the School Community

Noorat Primary School

School Number: 1178



Name of School Principal:

Ken Plummer

Name of School Council President:

Mark Wyss

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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

Noorat Primary School, 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. We have high expectations for the learning of all students and believe that every student can be successful. Consisting of a highly professional and committed staff who embrace meeting the diverse needs of all of our students, we have developed a sequential, inclusive curriculum in all strands and domains of the AusVELS. In both Literacy and Numeracy we model the highly successful Early Years approach to develop purposeful learning. The permanency in 2014 of two aides, one for each room further enriched our learning outcomes. Our Rotations program provides specialist expertise in PE, Science and LOTE (Japanese) and combines with our valuable music and Netbook program to provide 21st Century opportunities. You Can Do It enriches the Restorative Practices approach to discipline and wellbeing. We are implementing the Big Write program to benefit our literacy curriculum in 2015. We enjoy a strong partnership with parents and the Noorat community, and proactive school council and parents club. This school has 32 students: 1.0 Principal class, 1.6 Teachers and 0.92 Educational Support staff. Our students enjoy their learning and are very happy and stimulated to reach their goals. Noorat Primary School is proud of its achievements in student learning, wellbeing and the breadth of quality programs we provide.

Achievement

Staff holds high expectations for all students and strives for continuous improvement. We are similar in our Teacher Assessments to schools given the background characteristics of our students acknowledging that our Program for Students with Disabilities (PSD) students are included in our data for students with a 'C' or above. It is pleasing to see our Learning Gain in grammar and punctuation at High (67%) after a focus in 2014. Numeracy scored a medium of 80%. In 2014 we had 3 Year 3 students and 5 Year 5 students sit NAPLAN. We have the benefit of providing an aide in each classroom during the literacy and numeracy periods, and staff are using technology for planning, activities and assessments. A review of our Assessment Schedule resulted in a more coordinated collection of data in reading, writing and numeracy. Therefore teachers had student data at the beginning of 2015 to assist with grouping and the planning for point of need activities.

Engagement

Student attendance is an area that continued to be above the median for all Victorian government schools in 2014, and over the 2011-2014 periods. Our student attendance data revealed concerning absences due to extended family holidays possibly due to the seasonal work in the rural communities and illness. Although by school comparison we are similar to other schools given the background characteristics of our students, we consider this an area for continued focus. As a school we provide quality programs to meet individual needs, interests and point of need learning. Staff discuss the absence data as a part of our data discussions. The principal follows up attendance issues via phone and texts. In the Parent Opinion Survey Stimulated Learning is at the 90th percentile, with Student Motivation just below the 90th percentile and School Connectedness scored 6.18 on a 7 point scale.

Wellbeing

We utilise a whole school approach to student welfare, with students wellbeing supported through a focus on school values and school wide programs such as Restorative Practices in conjunction with our BMP and behaviour flow charts. We also develop authentic leadership opportunities and student centered classroom programs such as the weekly You Can Do It lessons. Our level of parent satisfaction as derived from the annual Parent Opinion survey is higher than the state median, with a 74% response rate. Our Junior School Council provides a strong sense of community support, engagement and enjoyment for our school, it allows students to have an authentic voice within our school to make a difference. For 2014 the Stimulated Learning and Teacher Empathy from the Year 5/6 Attitudes to School survey are above the State and region means. 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.

Productivity

Noorat PS is committed to effectively using the resources at our disposal to ensure we all continue to climb the mountain of knowledge together. With our rich community, together we draw on the history and expertise at various times to supplement our curriculum and community spirit. Following our consultation policy we make the best decisions regarding class composition, rotation programs, Individual Learning Improvement Programs (ILIPs) and our program budgets. During 2014 we extensively accessed the services of our Network School Support Staff to reinforce learning and development programs and were successful in our application for one student to be included in the Program for Students with Disabilities (PSD). We have a laser focus on ensuring that our morning instruction in literacy and numeracy is not interrupted.

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

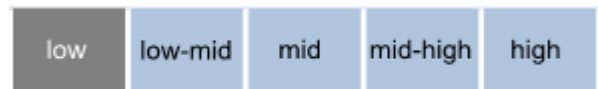
A total of 31 students were enrolled at this school in 2014, 15 female and 16 male.

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"> English Mathematics <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>NAPLAN Year 3</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</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: ◆




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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low (%)</th> <th>Medium (%)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>80%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33% (Medium)</td> <td>67% (High)</td> </tr> </tbody> </table>	Domain	Low (%)	Medium (%)	Reading	60%	40%	Numeracy	20%	80%	Writing	50%	50%	Spelling	67%	33%	Grammar and Punctuation	33% (Medium)	67% (High)	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Writing	50%	50%																		
Spelling	67%	33%																		
Grammar and Punctuation	33% (Medium)	67% (High)																		





Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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="560 824 1034 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>92 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>89 %</td> <td>81 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	94 %	93 %	94 %	89 %	81 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	94 %	93 %	94 %	89 %	81 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</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>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

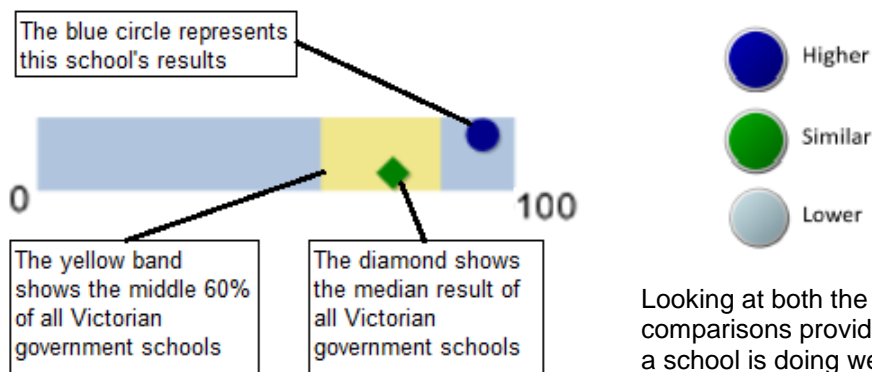
What are student outcomes?

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.

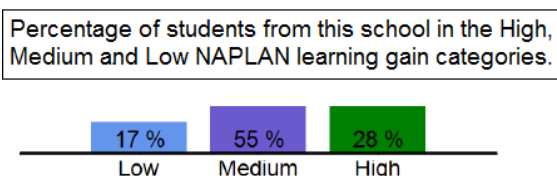
You can see these results for the latest year, as well as the average of the last four years (where available).

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
Student Resource Package	\$371,540
Government Provided DE&T Grants	\$72,297
Government Grants Commonwealth	\$563
Revenue Other	\$9,289
Locally Raised Funds	\$33,315
Total Operating Revenue	\$487,004

Funds Available	Actual
High Yield Investment Account	\$49,516
Official Account	\$972
Total Funds Available	\$50,488

Expenditure	
Student Resource Package	\$357,570
Books & Publications	\$3,297
Communication Costs	\$1,686
Consumables	\$8,555
Miscellaneous Expense	\$14,463
Professional Development	\$855
Property and Equipment Services	\$34,638
Salaries & Allowances	\$7,383
Trading & Fundraising	\$6,094
Utilities	\$6,906
Total Operating Expenditure	\$441,446

Financial Commitments	
Operating Reserve	\$10,000
School Based Programs	\$40,488
Total Financial Commitments	\$50,488

Net Operating Surplus/-Deficit	\$45,558
Asset Acquisitions	\$0

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

Noorat PS closely administers its finances to realize the potential for resources for our school and programs. During 2014 we received grants for school Honour Boards and the purchase and installation of air conditioners in the classrooms, fundraising by Parents Friends Association also was terrific. School Council decided to fund new shade sails between the existing and new BER building, these latter two projects will require 50% payment in 2015. We also have funds to continue our relationship with the Local Administrative Bureau (LAB).

We aimed to increase our Net Operating Surplus in 2014 so as we can align our program budgets to and respond to the development of our new Strategic Plan. The Principal and the Business Manager work closely together with the Finance committee and School Council to present this positive Financial Performance statement.