

2017 Annual Report to the School Community

School Name: Marnoo Primary School

School Number: 1554





About Our School

School Context

Marnoo Primary School is a small rural school in the Wimmera that has served the community for over 130 years. The enrolment in 2017 was 13 with the majority of the students living on farms. The enrolment is likely to remain around 8 for 2018 and then increasing to around 10 in 2019. It is a relatively isolated school but enjoys the strong support of the parents and local community. The school is well resourced with attractive grounds including a gazebo, grassed areas and a playground with rubber softfall. The interior was extensively refurbished in 2010 and provides a stimulating learning environment. The school provides a comprehensive curriculum with a focus on Literacy and Numeracy and the incorporation of ICT into all areas. In regards to Literacy, the school delivers the Spalding Literacy Program which has a strong emphasis on the explicit teaching of phonics, spelling rules, writing, handwriting and reading comprehension. The school had a LOTE specialist who taught Chinese across the school.

Marnoo Primary School strives for its students to become motivated and independent learners through the provision of a wide range of learning choices.

The school aims to consistently encourage students to become lifelong learners who value themselves, others and learning.

It also aims to promote a social responsibility, resilience, perseverance and independence to capably prepare the students for an ever changing world.

The values of Marnoo PS are:

Courtesy - speaking nicely to others

Excellence - striving to be the best we can

Honesty - being truthful and trustworthy in action and deeds

Respect - displaying an attitude of caring and consideration for ourselves, others and our environment

Self-Discipline - keeping our feelings under control.

These values are used to support the students in becoming positive citizens within their community.

The school in 2017 had 1.6 equivalent full time teaching staff: 1.0 Principal Class, 0.6 teacher. The school also employed a LOTE teacher for 3.25 hours each fortnight, a cleaner for approximately 4 hours each week and a business manager who came in once a fortnight before the school outsourced its business manager work to the Local Administration Bureau (LAB) in Horsham. Following the outsourcing to the LAB, the school employed an office clerk (Education Support Worker) for 3 hours per week.

Framework for Improving Student Outcomes (FISO)

Marnoo Primary School had two FISO (Framework for Improving Student Outcomes) priorities in 2017. They were:

FISO – State-wide Priority – Excellence in Teaching and Learning

Dimension: Building Practice Excellence

School Goals 2017:

- 85% of students achieve at or above expected Victorian Curriculum levels in literacy (reading and viewing, writing), numeracy, science and The Humanities.
- 85% students achieving at or above the national average for their PAT year level in Literacy and Numeracy.

School Practice 2017: Teaching teams consistently used student assessment results to plan and evaluate their own teaching, and then adapted and differentiated their approaches to improve students' engagement and learning.

FISO State-wide Priority – Positive climate for learning

Dimension: Setting expectations and promoting inclusion

School Goal 2017: The School will work across its community to implement support to health, wellbeing, inclusion and engagement of all students

School Practice 2017: Respectful Relationship program training attended by teaching staff and the program commenced at the school for all year levels in Term 3.

- Engagement with the broader community through: utilising volunteers with specific skills/experience to help in the teaching/learning programs; participated in community events; engaged with local organisations such as the Marnoo Milk Bar, Marnoo CWA
- Student feedback used to inform programs supporting student wellbeing.

Achievement



The following shows the percentage of students who achieved at or above the national average for their year level in each of the areas tested. The percentages include the results achieved by the two English Second Language students who were in their first 8 months of being in Australia.

- Comprehension - 78% achieved at or above national average for year level
- Spelling - 89% achieved at or above national average for year level
- Grammar and Punctuation- 78% achieved at or above national average for year level
- Vocabulary - 67% achieved at or above national average for year level
- Maths - 89% achieved at or above national average for year level

The following shows the percentage of students who achieved at or above the expected Victorian Curriculum levels for their year level in English, Mathematics, Science and The Humanities. The percentages include the results achieved by the two English Second Language students who were in their first 8 months of being in Australia

Victorian Curriculum

- 77% of students achieved at or above expected Victorian Curriculum levels in literacy (reading and viewing, writing).
- 92% achieved at or above expected Victorian Curriculum levels in Numeracy.
- 100% achieved at or above expected Victorian Curriculum levels in Science and The Humanities.

The school did not have any students sit NAPLAN in 2017 due to the two eligible students having only been in Australia for a short period prior to NAPLAN.

The following factors contributed to the success in student achievement:

- The triangulation of assessment using On Demand tests, teacher Victorian Curriculum assessments and the Progressive Assessment Tests (PAT) to ensure the validation of achievement
- Student involvement in analysing their assessment data then setting SMART goals for to their Individual Learning Plans (ILPs)
- The use of apps by students on their iPads to support their learning of phonics and reading, including access to the Fitzroy Reading Program readers and Sunshine readers
- Ensuring maximum time was allocated to ensure literacy and numeracy instruction were priorities
- Implementation of the Spalding Literacy Program and the Top Ten Mathematics program.

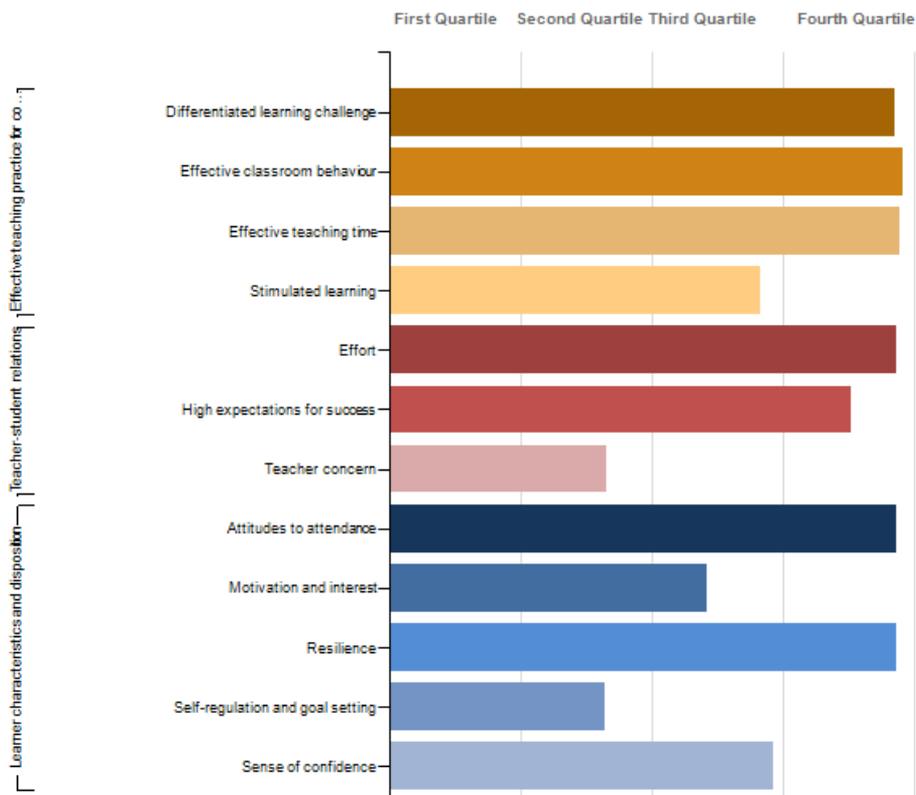
Engagement

The following graph shows results from the school's 2017 Attitudes to School survey (undertaken by the Year 4-6 students) that relate to Student Engagement. It shows that in the main, the students are highly engaged with their learning. To support student engagement in 2017 the following occurred at the school:

- Weekly student awards, jobs for students that include garden, yard, bookshelves etc. Participation in community events e.g. ANZAC Day. Participation in the History Enrichment program for gifted and talented students.
- Staff meetings focussed on student learning. Whole school student meeting held each week



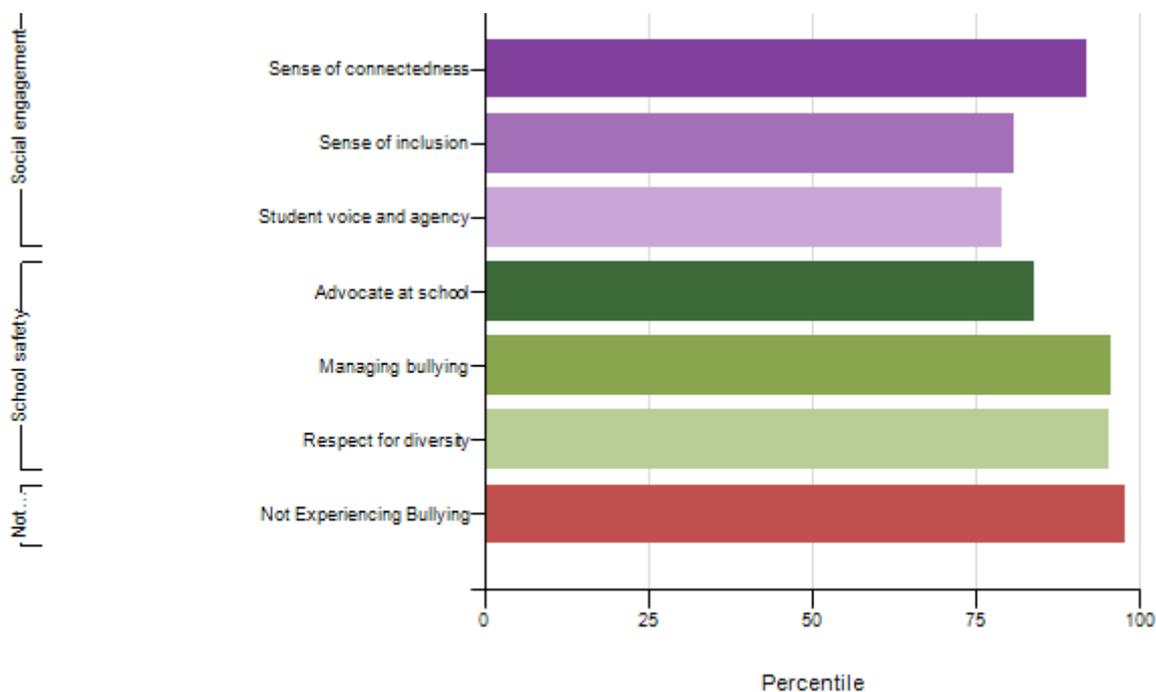
Factor Percentiles relative to all Victorian Primary school - 2017 - Years 4-6



Wellbeing

The following graph shows the results from the school's 2017 Attitudes to School survey (undertaken by the Year 4-6 students) that relate to Student Wellbeing. The results indicate that the school is meeting the wellbeing needs of the students. To support Student Wellbeing in 2017 the following occurred at the school:

- Implementation of the Respectful Relationships program and the You Can Do It program.
- Effective implementation of the Student Wellbeing policy.





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	
<p>Enrolment Profile</p> <p>A total of 11 students were enrolled at this school in 2017, 5 female and 6 male.</p> <p>31 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	<p>No Data Available</p>



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:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



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:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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 Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>88 %</td> <td>89 %</td> <td>88 %</td> <td>99 %</td> <td>NA</td> <td>99 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	89 %	88 %	99 %	NA	99 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	89 %	88 %	99 %	NA	99 %	93 %										



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: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	<p>No Data Available</p>

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)

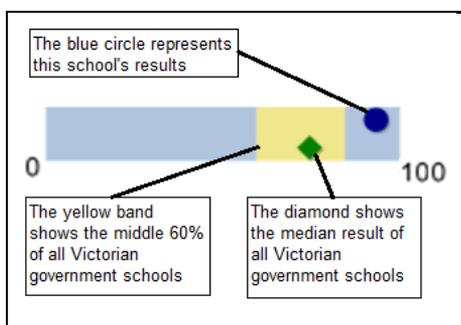
Engagement

- 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).

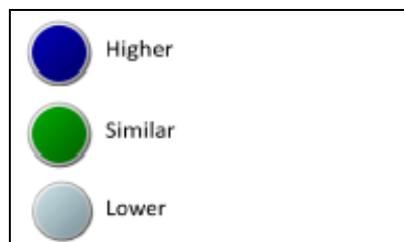


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

Marnoo Primary School finished 2017 in a strong financial position and within budget. The surplus in the SRP was \$7,297 and the total funds available in the school's 2 bank accounts was \$76,370. The school received \$5000 equity funding which was used to purchase ACER PAT tests and to purchase English and mathematics teaching resources for supporting students at risk of not meeting the minimal standards for their year level in English and mathematics.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$208,725	High Yield Investment Account	\$69,389
Government Provided DET Grants	\$52,946	Official Account	\$6,982
Revenue Other	\$4,224	Total Funds Available	\$76,370
Locally Raised Funds	\$8,362		
Total Operating Revenue	\$274,258		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$205,407	Operating Reserve	\$10,000
Communication Costs	\$2,070	Maintenance - Buildings/Grounds incl SMS<12 months	\$11,220
Consumables	\$13,777	School Based Programs	\$8,830
Miscellaneous Expense ³	\$13,906	Other recurrent expenditure	\$46,320
Professional Development	\$3,400	Total Financial Commitments	\$76,370
Property and Equipment Services	\$3,588		
Salaries & Allowances ⁴	\$18,060		
Trading & Fundraising	\$1,473		
Travel & Subsistence	\$840		
Utilities	\$4,440		
Total Operating Expenditure	\$266,961		
Net Operating Surplus/-Deficit	\$7,297		
Asset Acquisitions	\$27,845		

(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 05 March 2018 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.