

2018 Annual Report to The School Community



School Name: Maroona Primary School (1943)



- 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 Regulation 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 07 March 2019 at 10:09 AM by Darren Beer
(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 Regulation 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.

To be attested by School Council President

About Our School

School context

Maroona Primary School is located on the Ararat-Mortlake Road, approximately 20km south of Ararat and 30km north of Lake Bolac. In 2018, 32 students (19 female and 13 male) were enrolled at the school across 2 classes. There were 19 F-2 students and 13 grade 3-6 students. The staff consisted of 1 principal class, 1.6 teaching class and 0.6 education support staff (including a business manager). The school has as SFOE of 0.255, which is similar to previous years. There were no PSD funded students, no EAL students and not ATSI students. Special programs included Art, Music, Sport, Health and LOTE (Auslan). Students maintained a vegetable garden and participated in the school's cooking program throughout the year. Staff at Maroona have adopted the philosophy that our school exists to support families to raise children. Social attributes that are valued in the school and the wider community honesty, kindness and respect.

Framework for Improving Student Outcomes (FISO)

The school focused on the FISO initiatives of Building Leadership Teams and Vision, Values and Culture.

With regards to Building Leadership Teams, the key improvement strategies were:

- build teacher capacity to develop whole school consistent lesson structure, common learning language, curriculum knowledge and understanding in the implementation of the Victorian Curriculum.
- to develop teacher capacity to collaboratively work with data and evaluation of evidence to inform teaching practice.
- to develop consistent curriculum and assessment documents, term planners, weekly work programs and assessment schedule.

The leadership team has developed an instructional model, which documents what our best teaching practice looks like. Work has also begun on a teaching and learning philosophy, which will underpin strategic planning decisions in the future.

Staff have continued to work with data, including; NAPLAN reports, attitudes to school surveys and judgments against the Victorian Curriculum. Data analysis occurs at a school level and by the principal at a network level.

The school's assessment schedule is revised annually. Writing moderation practices have been consolidated and occur each term. A Fountas and Pinnell reading assessment schedule has been agreed upon. At the end of 2018 the staff agreed to a trial of the essential assessments program for 2019. Planning days are held each term with the intention of reflection on our teaching and learning programs and creating planning documents for the term ahead.

With regards to Vision, Values and Culture, the key improvement strategies were:

- to develop a consistent whole school culture focusing on growth mindset which, staff, students and parents can articulate
- develop a whole school community understanding of school values

Explicit growth mindset lessons were timetabled in 2018 and students received instruction on how to build, use and maintain a growth mindset. Student learning goals often focused on the idea of using a growth mindset and were discussed at student led conferences at the beginning of the year and the end of Term Two. A growth mindset assessment was included on student reports. Families were asked to discuss the things they valued at home that they felt should be reinforced at school. School values of honesty, kindness and respect have been identified and incorporated into our 2019 mission statements.

Achievement

In English, teacher judgments against the Victorian Curriculum indicate that 94% of our students are achieving at or above the expected level. Of these, 19% are working above the expected level.

In Mathematics, teacher judgments indicate that 91% of our students are achieving at or above the expected level. Of these, 16% are working above the expected level.

2018 NAPLAN data indicates all Grade Three students achieving in the top 3 bands for reading and numeracy. 100% of Grade 5 students achieved in the top 3 bands for reading and 66% for numeracy. Our four-year average for Grade 3 numeracy remains slightly below the state median but has improved significantly in the last 12 months. Our four-year average for Grade 5 numeracy is now above the state median. Building teacher capacity will continue to be a priority for our school. Teachers will continue to attend numeracy professional development and will also be involved in the leading literacy program, which commences in May. The principal will continue to have access to leadership PD and coaching where applicable. The leadership team will also participate in the PLC initiative, which commences in Term Three.

Engagement

Student absence data indicates each student at Maroona was absent for an average of 16.25 days in 2018. This is slightly higher than 2017 (15.58) and 2016 (15.10). Over 95% of student absences are authorised absences. Teaching staff and parents continue to work closely to communicate and monitor absence.

Wellbeing

The school's well being goals as listed in the strategic plan were:

- to have 80% or more of students respond positively in the learner characteristics and disposition domain on the attitudes to school survey.
- to maintain high levels for all variables in the domain of student development in the parent opinion survey.

Student responses to all 5 sections in the learner characteristics and disposition domain (attitudes to attendance, resilience, motivation and interest, regulation and goal setting, and sense of confidence) were in the 90th - 100th percentile. Staff will continue to explore different ways to make learning as personal, interesting and exciting as possible as well as maintaining a safe and orderly environment at school.

In the student development domain of the parent opinion survey confidence and resiliency skills ranked in the 87th percentile, student agency and voice ranked in the 51st percentile. However, this data may not be an accurate reflection as only a small number of parents completed the survey.

The school has selected empowering students and building school pride as a focus in 2019 with aim of developing authentic student voice and agency across the school.

Financial performance and position

The school increased its net operating surplus from \$9 503 to \$41 510 at the end of 2018. Student enrollments increased from 27 to 32, which resulted in a larger student resource package and a larger workforce. The school was successful in obtaining funding from the Ararat Rural City Council, which was put towards improving the school's outdoor kitchen facility and also the Maroona Wind Farm Community fund, which was used to purchase a generator. Equity funding was used on principal and staff development. ICT funding was used to purchase 10 new ipads and a storage unit. Professional practice funding was used to replace teachers for planning each term, with the aim of developing common instructional and assessment practices.

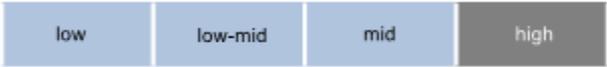
Performance Summary

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 32 students were enrolled at this school in 2018, 19 female and 13 male.</p> <p>0 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>	

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:  ◆ 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</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>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>92 %</td> <td>88 %</td> <td>94 %</td> <td>96 %</td> <td>95 %</td> <td>91 %</td> <td>81 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	88 %	94 %	96 %	95 %	91 %	81 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	88 %	94 %	96 %	95 %	91 %	81 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>

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

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$393,532
Government Provided DET Grants	\$97,800
Government Grants Commonwealth	\$337
Revenue Other	\$11,102
Locally Raised Funds	\$23,495
Total Operating Revenue	\$526,267

Funds Available	Actual
High Yield Investment Account	\$19,013
Official Account	\$2,376
Total Funds Available	\$21,389

Equity ¹	
Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure	
Student Resource Package ²	\$354,749
Books & Publications	\$946
Communication Costs	\$4,669
Consumables	\$20,495
Miscellaneous Expense ³	\$29,755
Professional Development	\$7,673
Property and Equipment Services	\$17,624
Salaries & Allowances ⁴	\$38,764
Trading & Fundraising	\$5,435
Travel & Subsistence	\$826
Utilities	\$3,821
Total Operating Expenditure	\$484,757

Financial Commitments	
Operating Reserve	\$20,392
Provision Accounts	\$2,295
School Based Programs	\$3,094
Total Financial Commitments	\$25,780

Net Operating Surplus/-Deficit	\$41,510
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).

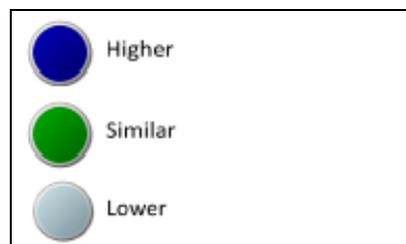


What does *School Comparison* refer to?

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').