

# 2017 Annual Report to the School Community



School Name: Myrning Primary School

School Number: 487





## About Our School

### School Context

Myrniong Primary School is located in the township of Myrniong (population of 404), 72 kilometres north west of Melbourne. The school was established on the current site in 1859 and has a heritage listed building which houses our office, administration and staffroom. Our school grounds are both picturesque and spacious looking north to Mt Blackwood surrounded by farmland. Our students come from a mixture of suburban, town and semi-rural households.

Myrniong Primary School's enrolment numbers have remained consistent, fluctuating between 160 and 170 students in the past 5 years. Projections are for a steady growth with enrolments climbing towards 180 students in 2020. Our school's current enrolment for 2017 stands at 169 students and is predicted to grow to 170+ students in 2018.

Our school actively promotes and has a strong focus on reinforcing our 5 School Values – Co-operation, Respect, Acceptance, Resilience and Do Your Best. These values are the foundation of our school in our teaching, learning, community partnerships, direction and purpose.

Our family demographic is reasonably stable with our school's SFO remaining consistent at .40. Since the introduction of SFOE, Myrniong Primary School is measured at .35. This suggests that our families are predominantly middle class with an average household income. The range of cultural diversity across our students is very low, with very few children learning English as an additional language (.70). While there is a lack of cultural diversity, students do present with a wide range of needs. School Programs and support have been implemented to assist these students.

In 2017 Myrniong Primary School has 15 staff which includes 1 Principal, 1 Leading Teacher, 8 Classroom Teachers, 1 Specialist Teacher – Japanese, Art, Music and Science, 1 Business Manager and 3 Part-time Education and Administration Support Staff. The staffing profile of Myrniong Primary School has remained stable with minimum movement. The profile itself has maintained a balance of both experienced and inexperienced teachers. Our leadership structure/team is made up of Principal, Leading Teacher, PLT Leaders and Specialist Teacher. This team meets once a week at a minuted agenda meeting.

Leadership of Professional Learning Teams has been performed by a mixture of experienced and inexperienced teachers who drive school improvement. Decision making is a collaborative process with this team regularly consulting on school programs and future direction.

Myrniong Primary School provides strong and comprehensive curriculum programs. In addition, a number of programs have been enhanced to promote our vision relating to improving each and every child's educational opportunities and preparedness for their future. The Transition Program, Leadership Program, Buddies Program, Community Partnerships, Individual Learning Program have all served to better cater to our community, presenting unique and diverse learning opportunities.

### Framework for Improving Student Outcomes (FISO)

Myrniong Primary School continues to build practice excellence through sharing knowledge and expertise learnt at Professional Development. Teachers continue to make links between students' progress data and their own professional learning needs. Our curriculum planning is strong and current as teams update scope and sequence documents to align with the Victorian Curriculum.

Teachers work collaboratively to amend assessment schedules and continue to use a colour coded tracking system to monitor student progression, celebrating success and identifying students' individual needs. Student data is tracked and recorded using the reporting program Accelerus.

Myrniong Primary School continues to employ weekly Professional Learning Team meetings where we explore evidence based high impact teaching strategies to support teachers and learning. Our leadership team meets once a week to strengthen the overall operation of our school. Across our teaching team, our set values and behaviours are exhibited which has reinforced our vision and strengthened our culture.

The students' values are regularly reinforced within the classroom and the wheel of choice is referred to whilst in the playground and class. Teachers look for these qualities when selecting students for weekly awards. Our behaviour management flow charts for classroom, playground and digital technologies gives students clear direction.



## Achievement

Throughout 2017, the Foundation to Grade 6 students continued to utilise the Words their Way program to establish consistent spelling lessons which targeted the differentiated needs of our students. We also continued to develop the writing program 'Big Write'. In reading, we continued to incorporate comprehension strategies from the CAFE menu into our Daily 5 structure of our literacy program.

Students have continued with the BYOD iPad program, maintaining an 80% uptake while the remaining students use our school iPads. Students have access to interactive maths and literacy programs such as Mathletics, Razkids and the newly introduced 'Literacy Planet' which can be used both at school and home.

We have also introduced a comprehensive way of assessing the maths outcomes and progress of our students called 'Essential Assessment'. This assessment tool is able to give us a detailed outline of a student's mathematical strengths and weaknesses with direct links to the curriculum. Teachers are able to target their students' misconceptions through creating groups such as 'at risk' and 'in need of extension.' Small support groups have continued to assist out students in Reading, Writing, Spelling and Mathematics.

The achievement levels under the Victorian Curriculum domain for both Mathematics and English were similar of all Victorian Government Primary School (VGPS) levels according to the NAPLAN results for both Grade 3 and Grade 5. In Numeracy the Grade 3 NAPLAN results were above the average of all (VGPS) and in Reading, the Grade 5 NAPLAN results were above the average of all (VGPS) students. However, the results in Numeracy for the Grade 5 students' were lower than the median results of all (VGPS).

## Engagement

Myrniong continued to provide a range of hands on and interactive learning experiences for students across a variety of learning domains. The school teaches Developmental Curriculum from Foundation to Grade Two. Throughout the senior school, students engage with an inquiry based curriculum focusing on a specific theme each term, which incorporates content areas across the curriculum.

This year, Myrniong has maintained a strong focus on Transition between year levels to ensure student engagement. Students attend their new classroom several times in the last few weeks of school to meet with their new teacher to assist with a seamless transition. Teachers also spent time at the end of the year to handover their student files and transfer knowledge of students' abilities, behaviours, etc to the new teacher.

The school has continued to provide a collection of extra curriculum activities to develop student interest, curiosity, optimism and passion. These include camps, sports days, incursions and excursions. Students are provided with opportunities to participate in leadership through the Junior School Council. JSC members are responsible for aspects of fundraising and act as a soundboard for the student body.

The 2017 attendance is slightly below the state median, but within the 60% of all schools. The school comparison results are lower when compared to other schools with similar background and characteristics of their students; however, the 4-year average shows Myrniong to be slightly higher in attendance. The attendance of individual levels ranges from 90% to 93% attendance for the year. The school will continue to implement and promote the "Every Day Counts" program in 2018.

## Wellbeing

Wellbeing of staff, students and their families is an integral part of our school and the curriculum. Our 2017 Student Opinion Survey results are above state mean for both Students' Attitudes to School, Connectedness to school and Management of Bullying. This positive trend has been continuing for 5 years. Factors that have contributed to this specific trend have been the promotion of the School Chaplaincy Program, the Junior School Council which provides a voice for the students, the reinforcement of the 5 school values through assembly awards, the Grade Six Leadership program, the Transition Program and the Buddy Program between Grade Six and Foundation Students.

The 2017 Staff Opinion Survey indicated that the school is well above state mean for the percentage of positive responses. The 2017 Parent Satisfaction Survey data also indicated that the school is above state mean for the percentage of positive responses. Myrniong Primary School has a strong culture of being supportive to all within the school community, and makes strong connections to the families through open nights and Parent/Teacher Interviews each term.

The school's Engagement and Wellbeing Policy was updated in 2017 to reflect the introduction of Individual Learning Pathways for every student.



For more detailed information regarding our school please visit our website at  
<http://www.myrniongps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 169 students were enrolled at this school in 2017, 73 female and 96 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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:

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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Higher</p>
<p><b>NAPLAN Year 5</b></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> Higher</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
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Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>42%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>-</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>58%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	42%	38%	Numeracy	22%	52%	26%	Writing	-	67%	33%	Spelling	17%	42%	42%	Grammar and Punctuation	13%	58%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## 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><b>Average Number of Student Absence Days</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</p> <p><b>School Comparison</b> 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 1040 1010"> <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>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	93 %	90 %	93 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	93 %	90 %	93 %	93 %										



## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>	Similar

# 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)

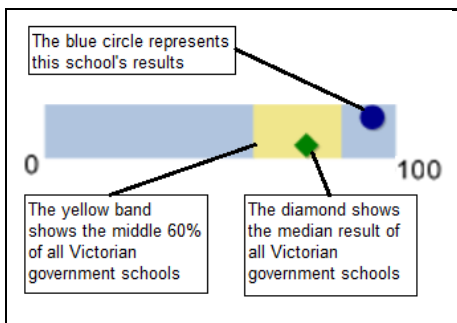
### Engagement

- 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)

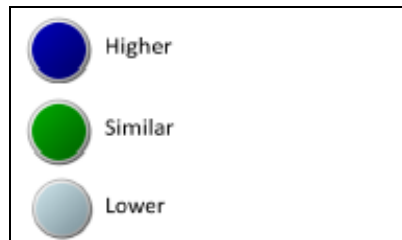
### Wellbeing

- 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).



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').

