

2018 Annual Report to The School Community



School Name: Myrniong Primary School (0487)



- 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 05 March 2019 at 04:54 PM by David Garner
(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.

Attested on 16 March 2019 at 03:26 PM by Ainsley Bellette
(School Council President)

Myrniong Primary School (0487)

About Our School

School context

Myrniong Primary School is located in the township of Myrniong, 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 final enrolment for 2018 was 168 students and is predicted to grow to 174 students in 2019.

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 2018 Myrniong Primary School has 15 staff which includes 1 Principal, 1 Leading Teacher, 7 Classroom Teachers, 2 Specialist Teachers – Japanese, Art, Music and Science, 1 Business Manager and 4 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 graduate teachers. Our leadership structure/team is made up of Principal, Leading Teacher, Wellbeing Leader & PLT Leaders.

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, and Individual Learning Programs 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

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behaviour management flow charts for classroom, playground and digital technologies gives students clear direction.

2018 FISO Focus Area: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.

FISO PRIORITY: Excellence In Teaching and Learning,

FISO INITIATIVE: Building Practice excellence

FISO INITIATIVE: Curriculum planning and assessment

Key Improvement Strategies (from 2018 AIP):

- * Develop and implement an agreed whole school instructional model.
- * A re-focused examination of the school's Instructional model, in particular how the key literacy and Numeracy programs are implemented across the school.
- * Develop consistency in expectations for good learners across the school.
- * Strengthen the role of feedback to inform improvements
- * Develop comprehensive documentation- proficiency scales that support effective curriculum

The year saw the steady implementation of key Professional Learning from the BASTOW Leading Literacy initiative - with a focus on implementing a whole school approach to Literacy. This will be continued and embedded in 2019.

Achievement

Our teacher judgment data indicates that across the school, our students are being rated above the state on average. This is a trend that is not fully replicated in both the Year 3 and Year 5 NAPLAN data. This data indicates at Year 3 that although we are still similar to the state, our results are slightly below the state in both Reading and Numeracy. At Year 5, however, whilst still rated as similar to the state, our Reading and Numeracy results were very strong above the state median. In both Year 3 and Year 5 we maintain a relatively strong 4 year average which we are keen to maintain. This data strengthen our need to continued a focus on implementing a consistent, research-based and data-informed Literacy approach across the school.

Our Learning Gain (relative growth) data from NAPLAN also indicates some areas of focus for us in 2019 and beyond. This data indicates that whilst we are maintaining a relatively steady level of students achieving medium learning gain, we are not seeing anywhere the number of students achieving high learning growth. This will be a key area of focus in 2019.

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 2018 attendance is trending higher than the state median, which is positive improvement. The 4-year average also shows Myrniong to be slightly higher in attendance when compared to the state. The attendance of individual year levels ranges from 93% to 95% attendance for the year. The school will continue to implement and promote the "Every Day Counts" approach in 2019.

Wellbeing

Myrniong Primary School (0487)

Wellbeing of staff, students and their families is an integral part of our school and the curriculum. Our 2018 Student Opinion Survey results are outstanding and are above the 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 2018 Staff Opinion Survey indicated that the school is well above state mean for the percentage of positive responses. The 2018 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.

Financial performance and position

Due to competent financial management, Myrniong Primary School achieved a surplus budget in 2018 of \$43173. Significant resources, including Equity Funding, were allocated to key priority areas such as Professional Learning for staff, Student Wellbeing, Reading and Comprehension and Writing Programs to improve student outcomes. Funds were allocated to maintaining and improving school buildings and facilities, including fencing as well as the initial work on our new kitchen/science area. Our additional funding received was \$20,000 which funded the employment of our School Chaplain, as well as \$9800 in Inclusion Funding to support teacher professional learning in working with students with disabilities and also allowing us to purchase specialised equipment to be utilised in classrooms. The financial summary has been checked and found to be accurate. The school was also successful in obtaining a number of grants to help support key projects across the school and wider community.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 170 students were enrolled at this school in 2018, 69 female and 101 male.

np percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	93.8	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	84.4	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	94.9	90.1	82.6	95.3	Similar
Mathematics	97.1	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	71.4	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	66.7	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	78.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	68.4	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	71.4	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	77.8	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	69.8	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	63.5	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	31.6	42.1	26.3
Numeracy	33.3	50.0	16.7
Writing	5.0	85.0	10.0
Spelling	20.0	50.0	30.0
Grammar and Punctuation	10.0	75.0	15.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	11.8	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.6	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	94	95	95	95	94	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	91.8	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	91.1	81.7	73.8	88.7	Higher

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	94.8	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	93.3	81.8	73.7	89.7	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,253,075
Government Provided DET Grants	\$221,957
Government Grants Commonwealth	\$53,502
Government Grants State	\$0
Revenue Other	\$12,446
Locally Raised Funds	\$216,847
Total Operating Revenue	\$1,757,827

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,911
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,911

Expenditure	Actual
Student Resource Package ²	\$1,237,733
Adjustments	\$0
Books & Publications	\$836
Communication Costs	\$4,022
Consumables	\$24,350
Miscellaneous Expense ³	\$92,438
Professional Development	\$5,302
Property and Equipment Services	\$104,860
Salaries & Allowances ⁴	\$172,192
Trading & Fundraising	\$55,719
Travel & Subsistence	\$3,327
Utilities	\$18,876
Total Operating Expenditure	\$1,719,654
Net Operating Surplus/-Deficit	\$38,173
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$163,477
Official Account	\$5,794
Other Accounts	\$100,000
Total Funds Available	\$269,271

Financial Commitments	Actual
Operating Reserve	\$71,714
Other Recurrent Expenditure	\$5,173
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$17,383
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$70,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$269,271

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').