

# 2019 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](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 03 March 2020 at 11:02 AM by David Garner (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 March 2020 at 06:14 PM by Ainsley Bellette (School Council President)

## 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, growing steadily over the past two years. Projections are for a steady growth with enrolments climbing above 180 students in 2020. Our school's final enrolment for 2019 was 174 students and is predicted to grow to 190 students in 2020. 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 improving, with a reduction in our SFOE to .32. 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. 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 2019 Myrniong Primary School has 16 staff which includes 1 Principal, 1 Leading Teacher, 7 Classroom Teachers, 2 Specialist Teachers – 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 younger teachers. Our leadership structure/team is made up of Principal, Leading Teacher, Wellbeing Leader & PLC Leaders. Leadership of Professional Learning Communities 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, Year 6 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 and through their PLCs. Teachers are building their data literacy and ability to use student learning data in order to maximise student learning growth. A full curriculum review took place in 2019 and will continue into 2020. Teachers work collaboratively to amend assessment schedules and continue to use data walls and data tracking tools 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 Community meetings where we explore evidence based high impact teaching strategies to support teachers and learning. Our leadership team meets 3-4 times per term 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 ICT gives students clear direction. 2019 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 2019 AIP):

- Develop an instructional model that is implemented consistently across the school
- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.
- Targeted professional learning catering for a wide range of staff and student abilities and needs

## Achievement

### Data Summary:

- \* Reduction in Reading Achievement (NAPLAN) in comparison to the state at both Year 3 and 5 for 2019
- \* Significant proportion of low relative growth in Numeracy Year 3-5 (2019 NAPLAN)
- \* Still a strong 4 year trend in both Reading and Number (NAPLAN)
- \* Percentage of teacher judgments higher than that of the state for both English and Mathematics in 2019

### Achievements (as outlined in 2019 AIP evaluation):

- \* Implement the Myrniong PS Instructional Model for Reading, Writing and Numeracy
- \* Evaluate the impact of their teaching on learning by analysing multiple sources of data
- \* Challenge and support each other to improve professional practice
- \* Observations of classrooms, planning documentation, PLC meetings established and documented.
- \* Teacher collaborate with colleagues to moderate student work - reading AND mathematics
- \* Teachers analyse student assessment data to identify areas of practice for improvement
- \* Monitor student learning and support students to move towards independent practice
- \* Engage in regular classroom observations as observer and the observed

### Future direction/actions (as outlined in 2019 AIP evaluation):

- \* Increase the percentage of students achieving high relative learning growth in reading, writing and number
- \* Hold professional learning and coaching conversations to deepen understanding of the development of learning continuums
- \* Scaffold and develop planning documentation with staff
- \* Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work
- \* Provide ongoing feedback and support to build collective efficacy of staff
- \* Identify and target areas of professional development to build collective efficacy
- \* Identify and adopt differentiated pedagogical practices that meet the learning needs of their students, including HITs
- \* Review and improve strategic intervention model

## Engagement

Myrniong PS continued to provide a range of hands on and interactive learning experiences for students across a variety of learning domains. The school teaches Kathy-Walker Developmental Curriculum from Foundation to Year Two. Throughout the senior school, students engage with an inquiry based curriculum focusing on a specific themes 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. 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 curricula activities to develop student interest, curiosity, optimism and school pride. These include camps, sports days, incursions and excursions. Students are provided with opportunities to participate in leadership through the Junior School Council and Year 6 Leadership program. JSC members are responsible for aspects of fundraising and act as a soundboard for the student body. The 2019 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 90% to 95% attendance for the year. The school will continue to implement and promote the "Every Day Counts" approach in 2020.

## Wellbeing

Wellbeing of staff, students and their families is an integral part of our school and the curriculum. Our 2019 Student Opinion Survey results are outstanding with the measures: Stimulated Learning, Sense of Confidence and Managing Bullying all maintained at high or very high. 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 Year Six Leadership program, the Transition Program and the Buddy Program between Year Six and Foundation

Students. The 2019 Staff Opinion Survey indicated that the school is tracking well in comparison to the state mean. The 2019 Parent Opinion Survey data also indicated that the school is above state mean for the percentage of positive responses for school connectedness, however the overall result has dropped slightly below the state (2019 saw a low response rate of around 52%, and a significant number of neutral responses). Myrniong Primary School has a strong culture of being supportive to all within the school community, and makes strong connections to the families. In 2020 MPS will be a lead school in Respectful Relationships.

### **Financial performance and position**

Due to competent financial management, Myrniong Primary School achieved a very healthy surplus budget in 2019. Significant resources, including Equity Funding, were allocated to key priority areas such as Professional Learning for staff, Student Wellbeing, Reading and Writing Programs to improve student outcomes. Funds were allocated to maintaining and improving school buildings and facilities, including fencing, paths, new kitchen/science area and a new shade structure. 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.

**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.

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 174 students were enrolled at this school in 2019, 80 female and 94 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)	82.4	85.8	79.2	92.0

### 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)	81.0	79.5	68.5	87.9

**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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## 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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	94.6	89.7	81.7	95.0	Above
Mathematics	94.5	90.3	81.8	95.8	Above

### 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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	62.5	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	62.5	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	57.7	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	65.4	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	75.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	76.3	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	70.2	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	66.7	56.3	40.7	71.7	-

### 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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	37.5	45.8	16.7
Numeracy	50.0	20.8	29.2
Writing	20.8	54.2	25.0
Spelling	20.8	50.0	29.2
Grammar and Punctuation	20.8	54.2	25.0

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.3	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.1	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 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)	94	90	94	95	93	92	90

## 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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.6	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	89.9	81.4	73.9	88.1	-

### 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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	84.8	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	90.5	81.7	74.4	89.1	-



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,324,032
Government Provided DET Grants	\$199,726
Government Grants Commonwealth	\$25,650
Government Grants State	\$0
Revenue Other	\$12,530
Locally Raised Funds	\$255,085
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,817,024</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$14,953
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$14,953</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,289,536
Adjustments	\$0
Books & Publications	\$804
Communication Costs	\$2,463
Consumables	\$21,859
Miscellaneous Expense <sup>3</sup>	\$100,929
Professional Development	\$8,051
Property and Equipment Services	\$91,613
Salaries & Allowances <sup>4</sup>	\$128,146
Trading & Fundraising	\$49,015
Travel & Subsistence	\$2,862
Utilities	\$19,004
<b>Total Operating Expenditure</b>	<b>\$1,714,285</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$102,739</b>
<b>Asset Acquisitions</b>	<b>\$42,416</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$287,493
Official Account	\$11,442
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$298,935</b>

Financial Commitments	Actual
Operating Reserve	\$66,240
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$211,240</b>

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 26 Feb 2020 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## 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, Community Schools and schools that changed school type recently, 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').