

2020 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 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 2020 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 15 March 2021 at 10:04 AM by David Garner (Principal)

The 2020 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 19 March 2021 at 01:33 PM by Ainsley Bellette (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Myrning Primary School is located in the township of Myrning, 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. Myrning Primary School's enrolment numbers have remained consistent, growing steadily over the past two years. Projections are for a steady growth with enrolments. Our school's final enrolment for 2020 was 190 students and is predicted to grow to above 190 students in 2021. 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 2020 Myrning Primary School has 17 staff which includes 1 Principal, 1 Leading Teacher, 1 Acting Learning Specialist, 8 Classroom Teachers, 2 Specialist Teachers – Japanese, Art, Music and STEM, 1 Business Manager and 3 Part-time Education and Administration Support Staff. The staffing profile of Myrning Primary School has remained relatively stable over time with some movement in recent years. The profile itself has maintained a balance of both experienced and younger teachers. Our leadership structure/team is made up of Principal, Leading Teacher, Acting Learning Specialist & 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. Myrning 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)

Myrning 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 continued 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. Myrning 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 each fortnight 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 in the yard, which was strengthened in 2020, with MPS becoming a Lead School in Respectful Relationships. Teachers look for these qualities when selecting students for weekly awards. Our behaviour management flow charts for classroom, playground and ICT give students clear direction, with these also being reviewed and updated in 2020.

2020 FISO Focus Areas:

To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.

To build and nurture a network of positive relationships to support engagement and learning.

To develop healthy, happy and resilient students.

Achievement

Overall, students and families responded well during Remote Learning in 2020. Staff responded quickly to developing an online curriculum and program, predominantly utilising Seesaw as a vehicle. This included whole class meetings/sessions as well as small group work for targeted teaching. With regard to AIP goals and targets:

- PLCs were maintained throughout the 2020 school year, even through COVID/remote learning phases. However, full implementation of instructional model work, coaching, etc was not possible.
- PLC - team level and HITs were maintained across the year, though their effectiveness and deep focus were hindered by the interruptions of remote learning.
- Intervention structures were altered to support the remote learning through small group work of both LT and ES staff.
- Strong development of scope and sequence F-6 of RR curriculum. Teachers implemented lessons as appropriate during remote learning Phase 1 and 2.
- Whole school curriculum documentation was developed and finalised in Term 4, 2020.

Engagement

Throughout the course of 2020, specifically over the course of two remote learning periods, engagement and wellbeing became an increased focus for us in supporting our students and families. Whilst the continued development of curriculum strengthened learning opportunities, strong monitoring of student attendance and engagement was undertaken by all staff and appropriate actions implemented where support was required. 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. Increased opportunity for student voice and agency will be a continued area of focus for 2021 and beyond. Teachers kept attendance records of student engagement throughout the remote learning periods, and made personal contact where periods of disengagement and/or absence occurred.

Wellbeing

Wellbeing of staff, students and their families is an integral part of our school and the curriculum. During remote learning: whole class zoom and small groups sessions were a regular part of Phase 2 Remote Learning, which contributed significantly to students' connection to peers and school. At times, staff also utilised 1:1 Zoom and phone calls where wellbeing checkins were required. Throughout Phase 2 of remote learning, the school implemented "wellbeing Wednesdays" where specialist classes were offered alongside other mindfulness options. Upon returning to onsite learning, a focus on re-establishing classroom connections and culture was key. Whilst a limited transition program was able to take place K-F, we again implemented our extended whole day transition F-6 in Term 4 to support students as they moved into, through and out of MPS. Our Wellbeing Leader supported families and teachers with check-ins and links to key organisations, and our school chaplaincy program continued albeit in a truncated manner. Our teachers modified the Respectful Relationships curriculum to be delivered in a remote format.

Financial performance and position

Yet again in 2020, Myrniong Primary School achieved a very healthy budget surplus. Significant resources, including Equity Funding, were allocated to key priority areas such as Professional Learning for staff, Student Wellbeing, and buildings and grounds to improve both student outcomes and the quality of our school environment and resources. Funds were allocated to maintaining and improving school buildings and facilities, including fencing, paths, painting and a new shade structure. Our additional funding received was \$20,000 which funded the employment of our School Chaplain, as well as \$20000 in a federal government grant to support the construction of the second shade structure. The financial summary has been checked and found to be accurate.

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

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 190 students were enrolled at this school in 2020, 86 female and 104 male.

NDP 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.

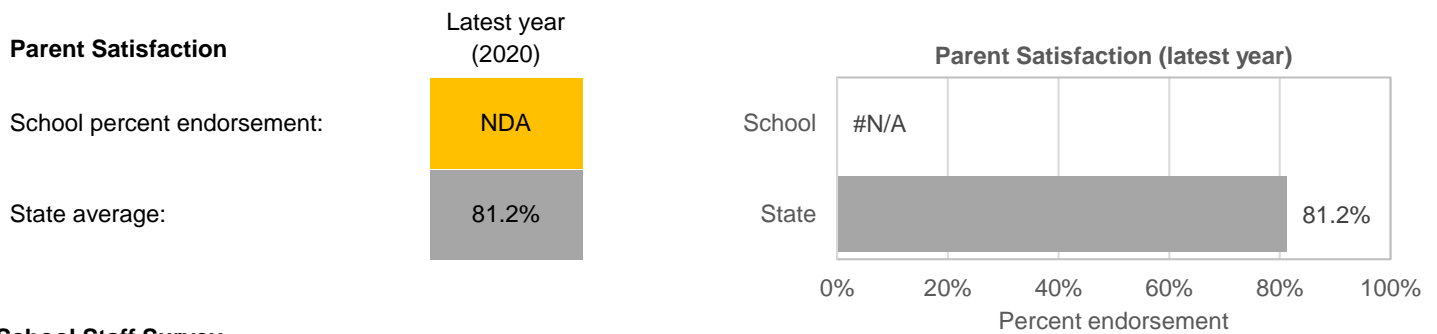
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

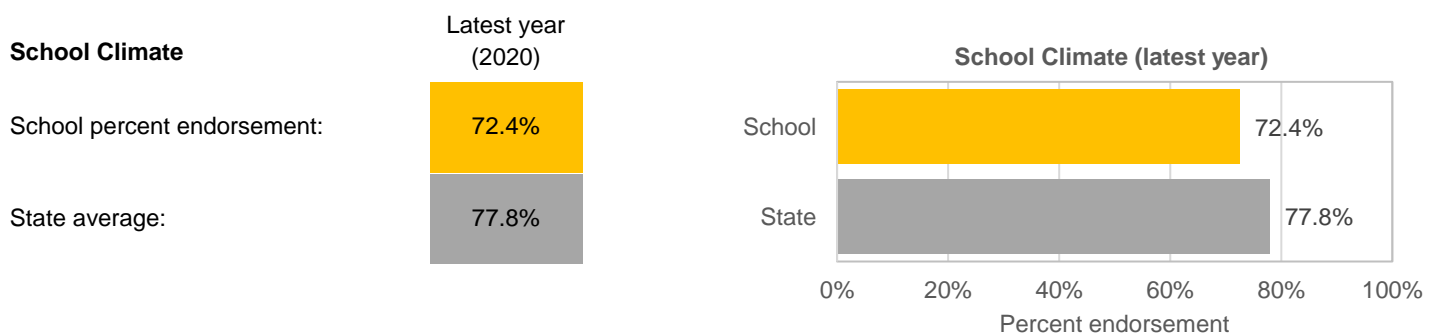


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

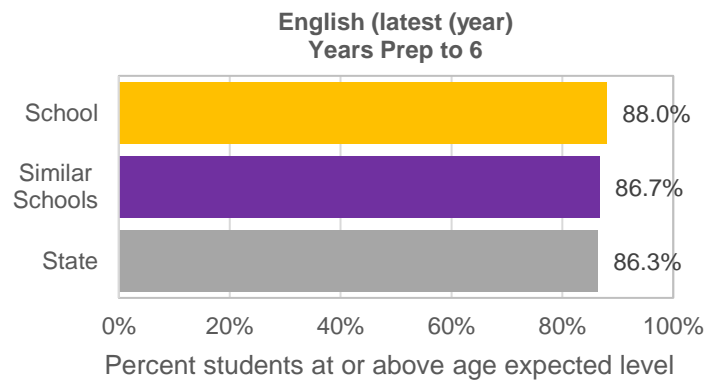
88.0%

Similar Schools average:

86.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

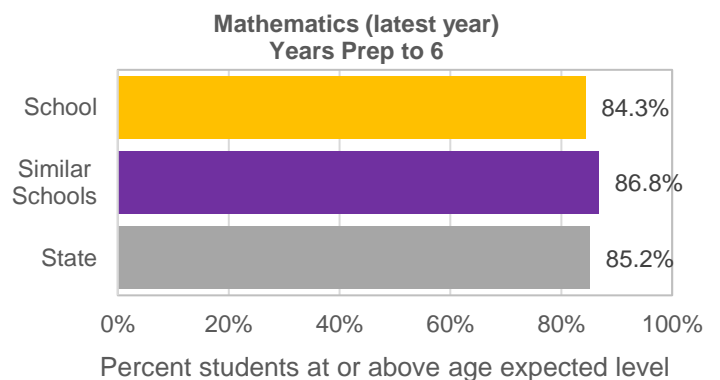
84.3%

Similar Schools average:

86.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

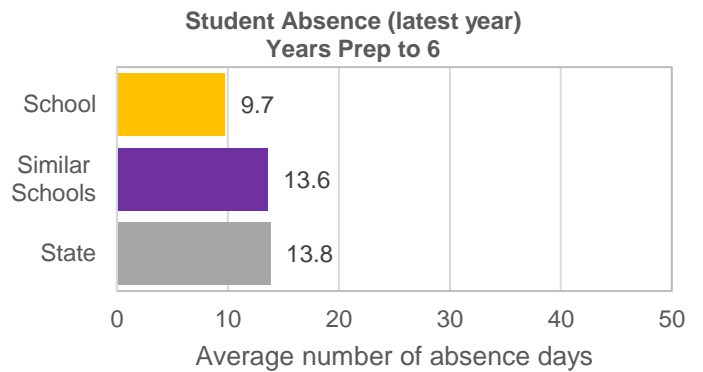
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.7	12.7
Similar Schools average:	13.6	15.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	96%	95%	95%	96%	95%	94%

WELLBEING

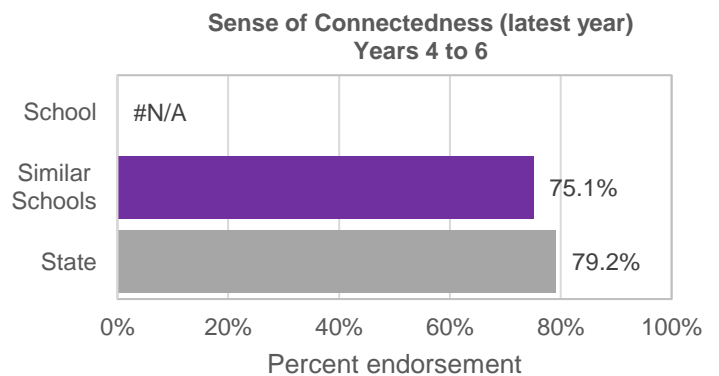
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.0%
Similar Schools average:	75.1%	79.7%
State average:	79.2%	81.0%



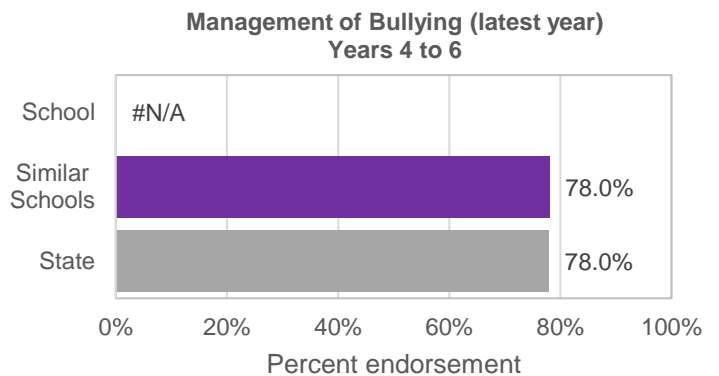
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.6%
Similar Schools average:	78.0%	80.7%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,463,302
Government Provided DET Grants	\$274,646
Government Grants Commonwealth	\$39,000
Government Grants State	NDA
Revenue Other	\$25,241
Locally Raised Funds	\$194,891
Capital Grants	NDA
Total Operating Revenue	\$1,997,079

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,982
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,982

Expenditure	Actual
Student Resource Package ²	\$1,400,621
Adjustments	NDA
Books & Publications	\$1,651
Camps/Excursions/Activities	\$23,172
Communication Costs	\$3,192
Consumables	\$21,728
Miscellaneous Expense ³	\$21,548
Professional Development	\$6,421
Equipment/Maintenance/Hire	\$32,991
Property Services	\$70,947
Salaries & Allowances ⁴	\$102,648
Support Services	\$20,562
Trading & Fundraising	\$36,919
Motor Vehicle Expenses	\$3,360
Travel & Subsistence	NDA
Utilities	\$22,222
Total Operating Expenditure	\$1,767,982
Net Operating Surplus/-Deficit	\$229,097
Asset Acquisitions	\$53,552

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$408,898
Official Account	\$3,625
Other Accounts	NDA
Total Funds Available	\$412,522

Financial Commitments	Actual
Operating Reserve	\$56,146
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$10,600
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$9,000
Capital - Buildings/Grounds < 12 months	\$117,000
Maintenance - Buildings/Grounds < 12 months	\$9,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$70,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$291,746

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.