

# 2021 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 2021 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 28 April 2022 at 03:55 AM by Melanie Gilbert (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 11:26 PM by Mark O'Shaughnessy (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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).

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 disabilities 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

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### 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. As a result there are a number of students that access the school bus service. 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 2021 was 190.

Myrning Primary is committed to providing a learning environment and educational programs, which will motivate, challenge and support students to become lifelong learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, and the rights of all are highly valued and respected. Towards the end of 2021 the school began the process of consulting the community for the development of new school values. As a result, four new school values were identified and the acronym RICH was developed; Respect, Integrity, Collaboration and High Expectations.

In 2021, our enrolment was divided into a junior section with a foundation class, a grade F/1 class and 2 x 1/2 classes and the senior section with two grade 3/4 classrooms and two grade 5/6 classrooms. In 2021, there was one international student. There were 3 students funded under the program for students with disabilities. The school's SFOE is 0.33. 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 2021 Myrning Primary School had 14.6 EFT. The staffing profile at the school is made up of 1 Principal, 1 Leading Teacher in term 1, 2 and 3, 1 Assistant Principal in term 4, 10 classroom teachers including an acting learning specialist, 4 education support staff and 1 Business Manager.

The staffing profile of Myrning Primary School has remained relatively stable over time with some movement in recent years, and includes no Aboriginal and Torres Strait Islander members of staff. 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.

The school offers a before and after school program that is managed by school council. In 2021 the program consistently had 12 enrolments in the morning and afternoon programs.

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### Framework for Improving Student Outcomes (FISO)

Myrning Primary School is beginning to build practice excellence through sharing knowledge and expertise learnt at Professional Development and through their PLCs. Teachers are beginning to build their data literacy and ability to use student learning data in order to maximise student learning growth. A full curriculum review took place in 2020. Teachers work collaboratively to amend assessment schedules and are beginning 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 continued to be strengthened in 2021, 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 2021. In 2021 Myrning Primary school focused on the 2021 Priorities Goal of learning catch up and extension, happy, active and healthy kids and Connected schools priority.

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## Achievement

PSD Funding in 2021 there were 2 students funded under the program for students with disabilities. One student under a severe language rating and one under severe behaviour. Both students were allocated time with education support staff, including time with the schools trained STAP (speech therapy assistance program) education Support member.

Overall, students and families responded well during Remote Learning in 2021. Staff were able to transition easily into the routine of remote learning by 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 2021 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 RRR curriculum. Teachers implemented lessons as appropriate during remote learning Phase 1 and 2.
- Whole school curriculum documentation was developed and finalised in Term 4, 2021.

PSD funding has been strategically utilised to build a layered in-class support program, this also includes some small group withdrawal and focussed 1:1 speech and language support where required. Additional resources have also been purchased to support students with additional needs.

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## Engagement

Throughout the course of 2021, 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 2022 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.

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## 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 check ins 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 teachers modified the Respectful Relationships curriculum to be delivered in a remote format. Reports from allied services for individual students were uploaded to Xuno to allow a consistent approach to student support. In term 4 of 2021 an Assistant Principal with a particular responsibility of student wellbeing was appointed. Professional learning for the Principal Class in the Disability Inclusion Model was completed in term 2 of 2021 to be rolled out in 2022. The assistant principal worked 1:1 with students to assist in reengagement after remote learning. Student stamina was identified as a concern and focus for developing this was prioritised. A handover was completed to the assistant principal to ensure that consistency for students and families was provided. The school Values were reworked in the second half of 2021. 2021 saw the development of the Behaviour Matrix which is modelled on the school values and provides a clear outline of the expected positive behaviours within the school.

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### Finance performance and position

In 2021, Myrniong Primary School achieved a 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. A grant has been applied for as a part of the Government's shade sails in schools program. This project will be completed in 2022/2023. The financial summary has been checked and found to be accurate.

**For more detailed information regarding our school please visit our website at**  
<https://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 192 students were enrolled at this school in 2021, 90 female and 102 male.

NDP percent of students had English as an additional language and NDP 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).

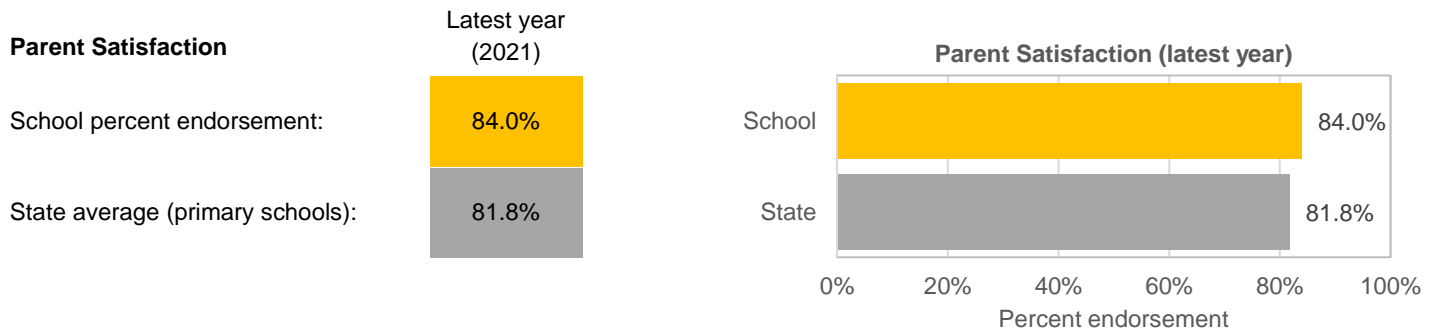
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

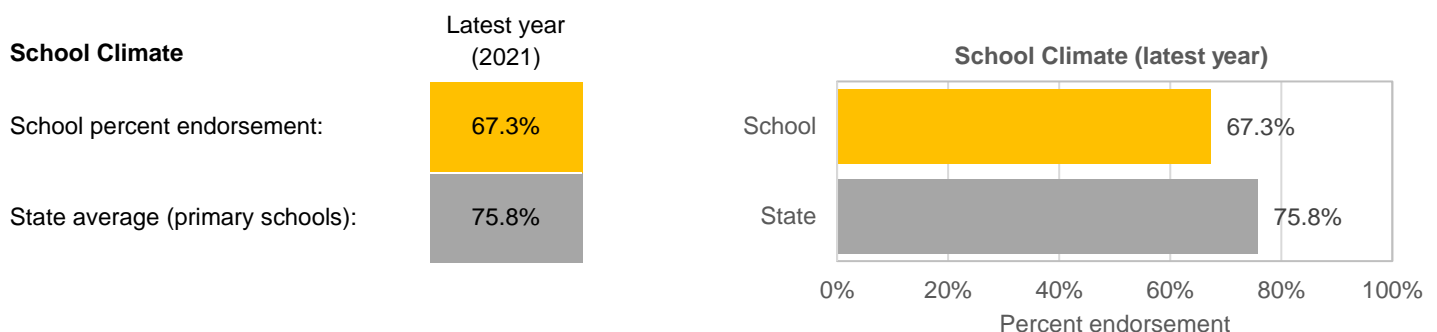


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

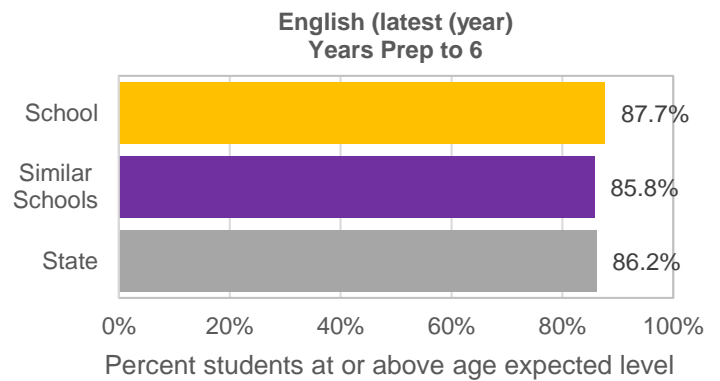
87.7%

Similar Schools average:

85.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

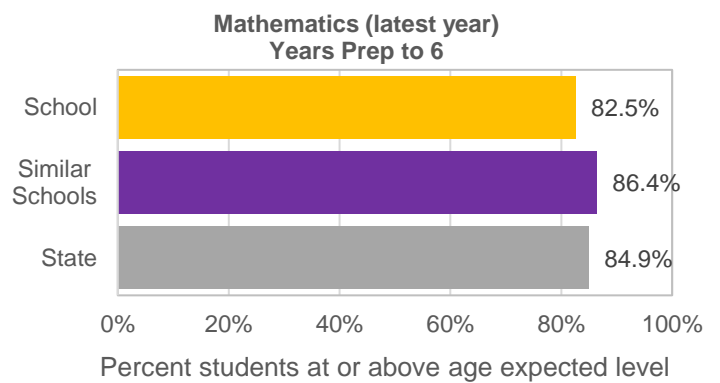
82.5%

Similar Schools average:

86.4%

State average:

84.9%





**ACHIEVEMENT (continued)**

**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.

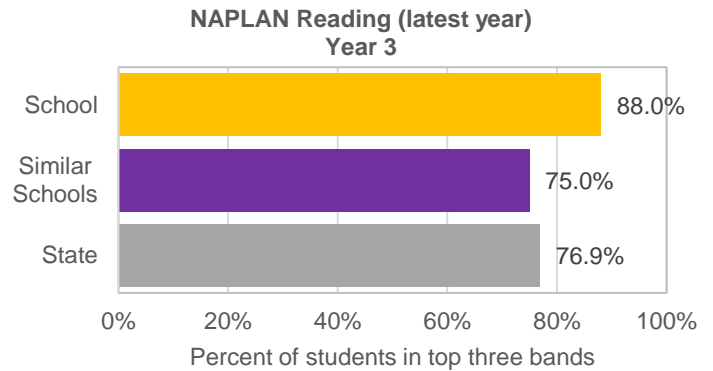
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

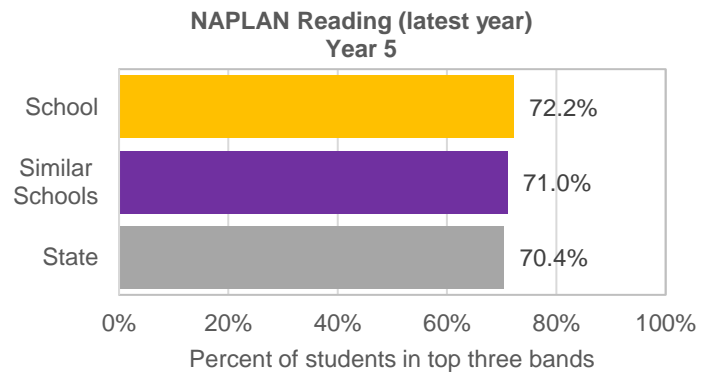
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.0%	75.8%
Similar Schools average:	75.0%	76.1%
State average:	76.9%	76.5%



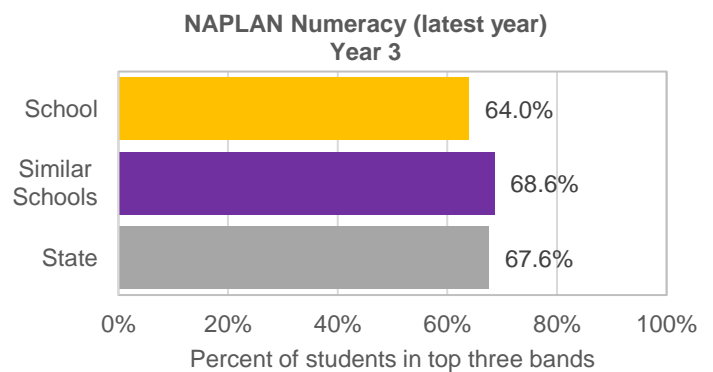
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.2%	68.3%
Similar Schools average:	71.0%	68.9%
State average:	70.4%	67.7%



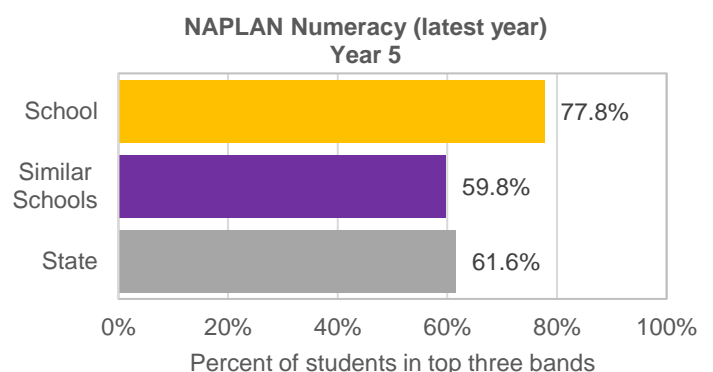
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.0%	64.5%
Similar Schools average:	68.6%	70.0%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	69.8%
Similar Schools average:	59.8%	60.3%
State average:	61.6%	60.0%



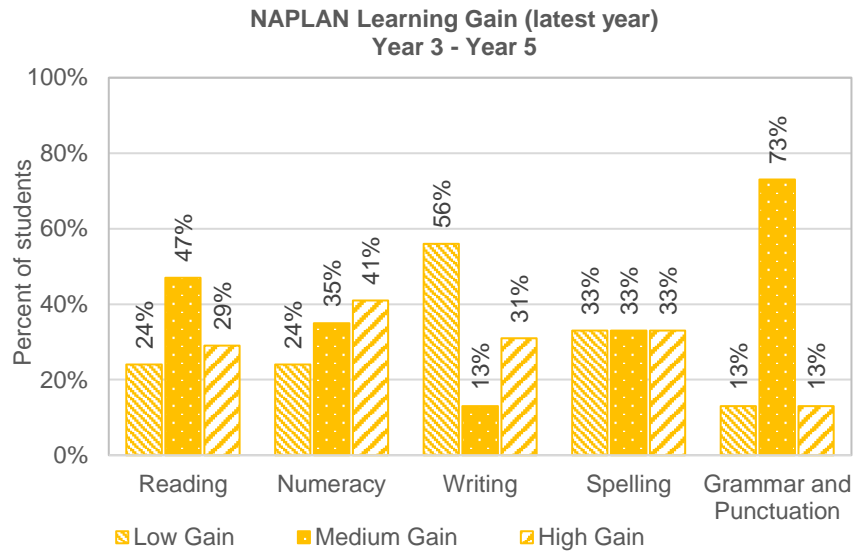
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	47%	29%	25%
Numeracy:	24%	35%	41%	21%
Writing:	56%	13%	31%	18%
Spelling:	33%	33%	33%	20%
Grammar and Punctuation:	13%	73%	13%	20%



## ENGAGEMENT

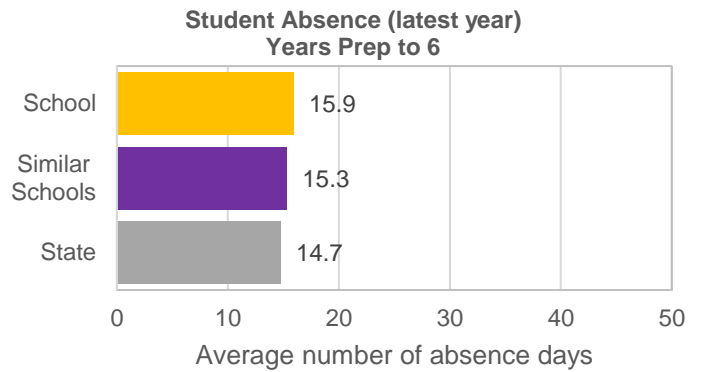
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.9	12.9
Similar Schools average:	15.3	15.1
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	93%	94%	92%	93%	92%	91%

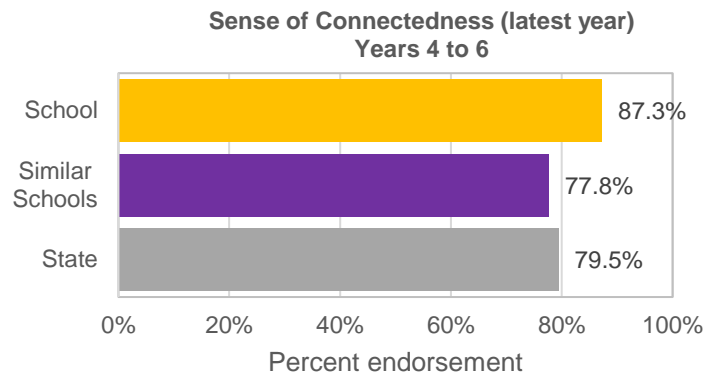
**WELLBEING**

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.3%	89.0%
Similar Schools average:	77.8%	78.5%
State average:	79.5%	80.4%

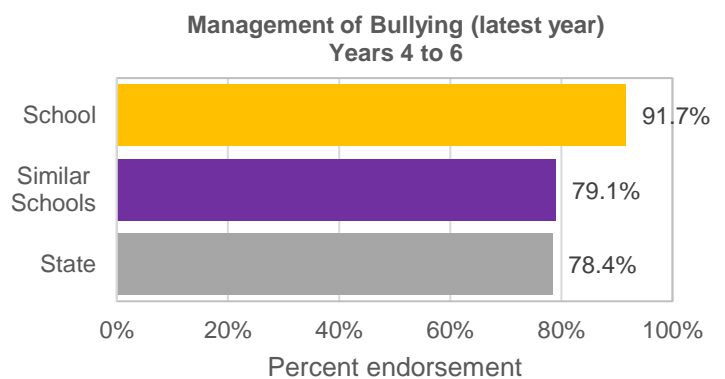


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	91.7%	90.5%
Similar Schools average:	79.1%	79.7%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,637,201
Government Provided DET Grants	\$261,181
Government Grants Commonwealth	\$16,800
Government Grants State	\$10,000
Revenue Other	\$13,342
Locally Raised Funds	\$184,911
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,123,435</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,150
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,150</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,578,272
Adjustments	\$0
Books & Publications	\$1,104
Camps/Excursions/Activities	\$47,765
Communication Costs	\$5,487
Consumables	\$40,493
Miscellaneous Expense <sup>3</sup>	\$24,520
Professional Development	\$7,795
Equipment/Maintenance/Hire	\$29,903
Property Services	\$114,623
Salaries & Allowances <sup>4</sup>	\$117,880
Support Services	\$2,090
Trading & Fundraising	\$28,860
Motor Vehicle Expenses	\$3,551
Travel & Subsistence	\$0
Utilities	\$16,414
<b>Total Operating Expenditure</b>	<b>\$2,018,757</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$104,679</b>
<b>Asset Acquisitions</b>	<b>\$40,400</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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$403,400
Official Account	\$13,342
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$416,742</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$61,890
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,427
School Based Programs	\$17,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$25,900
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$142,717</b>

*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.*