

2022 Annual Report to the School Community

School Name: Myrning 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 of the previous calendar year 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 2023 at 09:49 PM by Melanie Gilbert (Principal)

- This 2022 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 23 March 2023 at 08:45 PM by Mark O'Shaughnessy (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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

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. Our school's final enrolment for 2022 was 193. 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. The school's values of Respect, Integrity, Collaboration and High Expectations were embedded in the classroom programs and through our school assemblies. In 2022, our enrolment was divided between a foundation class, a grade 1 class, a grade 1/2 class, a grade 2 class, two grade 3/4 classrooms and two grade 5/6 classrooms. In 2022, there was one international student. There was 1 student funded under the program for students with disabilities. The school's SFOE is 0.35. 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. 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 2022 Myrning Primary School had 14.6 EFT. The staffing profile at the school is made up of 1 Principal, 1 Assistant Principal, 10 classroom teachers, 4 education support staff and 1 Business Manager. Staffing in 2022 remained a constant challenge with the specialist team needing to be reconfigured due to staff shortages. We began the year with specialist subjects in Physical Education, Visual Art and Japanese. With all three staff leaving for health reasons or opportunities in other schools. Many attempts were made to replace the staff with dedicated and committed staff. In semester 2 an experienced STEM teacher was employed to replace Japanese as all attempts to secure a new Japanese teacher had been unsuccessful. Two fourth year graduates were also employed on the Permission to Teach program which reinvigorated both the Physical Education and Visual Art programs across the school. The classroom teaching staff remained relatively stable until term 4, where short term replacements were secured to finish out the 2022 school year. The staffing profile was experienced with a number of staff in the Classroom teacher 2 category, 2 Permission to teach graduates, 2 graduate teachers, and one other member of staff in the classroom teacher 1 category.

A number of initiatives were implemented in 2022 to allow all students to access academic and extra curricular programs. Adjustments were offered to students to enable their attendance on school camps, to promote their success in the classroom and to provide access to other extra curricular activities, such as buddies, leadership programs and community platforms.

The school offers a before and after school program that is managed by school council. In 2022 the program was in a transition phase in recovering from Covid 19. Attendance numbers in the first half of 2022 were very low with at times only 1 child enrolled in either a morning or afternoon session. By the end of 2022, enrolment numbers were beginning to climb with approx 5 students attending each morning and on some afternoons up to 14 students were in attendance.

Progress towards strategic goals, student outcomes and student engagement

Learning

An audit of available student data at the beginning of 2022 provided clear focus for our body of work for the 2022 school year. Teacher judgement data was analysed to identify the number of students that were operating within tier 1 (at and above level), tier 2 (6 months below level) and tier 3 (12 months or more below level). This data showed that as our students progressed through the school our tier 1 instruction methods were not meeting the needs of our students.

At the beginning of 2022 the leadership team made the decision to slow the roll out of the Science of Reading approach in literacy to ensure that the approach was embedded in the Foundation to 2 classrooms, before being rolled out into the grade 3-6 classrooms. A Balanced Literacy Approach was continued in the grade 3-6 classrooms.

Curriculum planning and differentiation across all areas of the curriculum became the focus for all of 2022. A Learning Inclusion coach was utilised from the Department to support the leadership team in auditing the classroom programs. As a result the focus for the coach was on supporting the classroom teaching staff to plan according to the needs of the students within their classroom and not the year level that was being taught.

The need for greater investment in classroom resources (books and concrete materials in maths) was clear as many teachers were utilising worksheets to teach classroom content. During the second half of 2022, significant investment occurred in Maths, Literacy and STEM to engage our students within the classroom programs.

Wellbeing

In 2022 there was one PSD funded student. Processes to secure funding for a number of other students began. The Assistant Principal attended numerous professional learning sessions around the Disability Inclusion Process and supported staff to identify and record adjustments that were being made for individual students. Professional Learning for staff was also conducted around the Disability Inclusion process and the use of the DET IEP Template to support the Disability Inclusion process. SSGs were conducted termly for 12% of students from Grade 1 - Grade 6, with thorough minutes captured to support the Disability Inclusion Process. Applications for Disability Inclusion Profile meetings were submitted during term 3 for two students with the profile meetings to be conducted in early 2023. In 2022 the Yard Duty timetable was redeveloped to ensure adequate supervision in the yard. The introduction of a 'Chill Club' during break times to cater for students who find the yard overwhelming was introduced in term 2. Foodbank was engaged to provide supplies for students who were presenting to school in need of food. Visiting Teachers in Autism/Behaviour were engaged from the Department to support the classroom teachers with recommendations of how to support students in the classroom. Adapted timetables were provided for students that needed more support throughout the school day to engage positively in the classroom environment. Professional learning was conducted for all staff around the new Child Safe Standards and a new school policy was developed in support of the standards. Students in the 5/6 year levels were provided with sessions around cyber safety and Adolescent Education (Sexual Health Program) by nurses from Western Health. Staff Wellbeing sessions were built into the meeting schedule each term with a particular focus to enable staff to focus in on their own wellbeing. A survey was completed across the community to determine the interest in a wellbeing dog which will be pursued in 2023. The Assistant Principal met monthly with the Health and Wellbeing Key contact to monitor and develop plans for support of specific children. Support was also sought from the Disability Inclusion Senior Implementation Officer from the Department to support with the Disability Inclusion application process.

Engagement

In 2022, Myrniong Primary School engaged with the Department's Koorie Education Support Officers (KESO) to support with naming our Sporting Houses and to support the curriculum delivery around indigenous learning. In working with the Senior students and KESO staff it was decided that the sporting houses moving forward would be Garra (Yellow) indigenous meaning flower, Kadak (Red) indigenous meaning Snake (Red bellied black snake), Lelon (Blue) indigenous meaning lizard (blue tongue lizard) and Tawerr (Green) indigenous meaning bird.

We engaged with an inclusion learning coach in Semester 2 to support our staff in differentiating their planning to cater for the needs of the students within each cohort.

Our students across all year levels were able to participate in a number of free incursions and excursions, provided by Ecolinc, Earth Ed and Animal land animal farm.

We held a number of special days throughout the year including R U OK day, a fundraiser for Leukaemia, special lunches, PJ day and a crazy hair day to coincide with the Colour Run.

We engaged with a local coffee van to begin to bring our community back together again after Covid 19. The Proprietors of the van have been a consistent engagement tool for our students with many students looking forward to the weekly visit from the van for them to place a hot chocolate order in.

In 2022 we ran our first Myrniong PS only Athletics day. Many members of the community attended however we had 25% of our students not attend on the day. Alternatives for 2023 will be looked into including bus transportation for those students that need it to get them to and from Masons Lane.

We won the annual Mayor's award in the Ballan Autumn Festival with a number of staff and parents supporting our entry in the street parade.

The sporting schools grants allowed us to employ coaches in hockey and AFL and provide professional learning for our PE teacher in other sports to engage our students.

We held an annual parade for Book week which engaged all of the community. We also ran activities throughout book week including a qr code treasure hunt for the children to engage with.

A school turtle and budgies were introduced to support and engage our reluctant students.

Other highlights from the school year

In 2022 Myrniong Primary School were active within the greater community. Our grade 5/6 students participated in a 3 day camp to Phillip Island, our Grade 3/4 students attended a 2 night camp to Cave Hill Creek camp and our Grade 2 students participated in a one night sleepover at school. Our grade 1 students participated in a disco and BBQ after school hours and our Foundation students participated in a breakfast before school hours.

In 2022 we continued our partnerships with the Friends of Werribee Gorge and Pentland Landcare Group. Our Grade 3/4 students attended an excursion at Werribee Gorge where they enjoyed Ranger talks and tree planting activities with the 'Friends of Werribee Gorge'. Our grade 5/6 students participated in a tree planting experience at the Myrniong Recreation Reserve.

Financial performance

In 2022 Myrniong Primary School finished the year with a budget surplus in the credit budget. The school received equity funding and funding through the mental health in schools initiative.

The BYOD program was dissolved at the end of 2022 with significant investment in technology with 75 new iPads and secure cupboards purchased to align enough devices for a 1:2 device program in each classroom F-6. These iPads were purchased on a lease agreement for the next 5 years with repayments to begin in February 2023.

Significant investment in books across the school was also completed in 2022.

A Commonwealth Government grant was obtained to support the Out of School Hours Program to remain viable into the future. The grant of \$227 000 was obtained to cover staff wages, cover program costs, utility expenses and renovate the bathroom in the OSH house to provide more toilets increasing from 1 to 3 toilets available. A full time Coordinator was put in place to lift the profile of the service and attempt to increase enrolments.

Sporting Schools Grants were also obtained in term 2, 3 and 4 for approx \$3000 per term.

Funding was provided by the Department to enable CRTs to be obtained for coverage of the staff that participated in the Professional Learning Communities Professional Learning.

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 2.0 (FISO 2.0).

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 193 students were enrolled at this school in 2022, 88 female and 105 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).

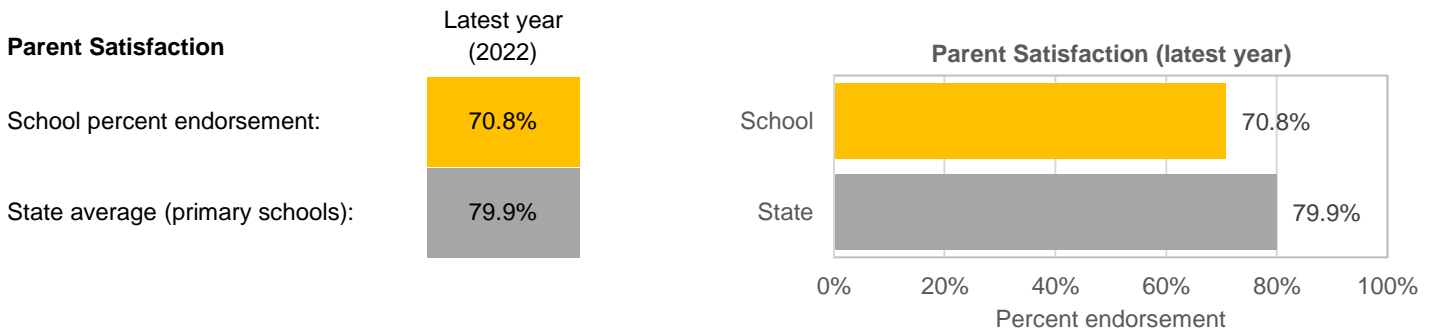
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

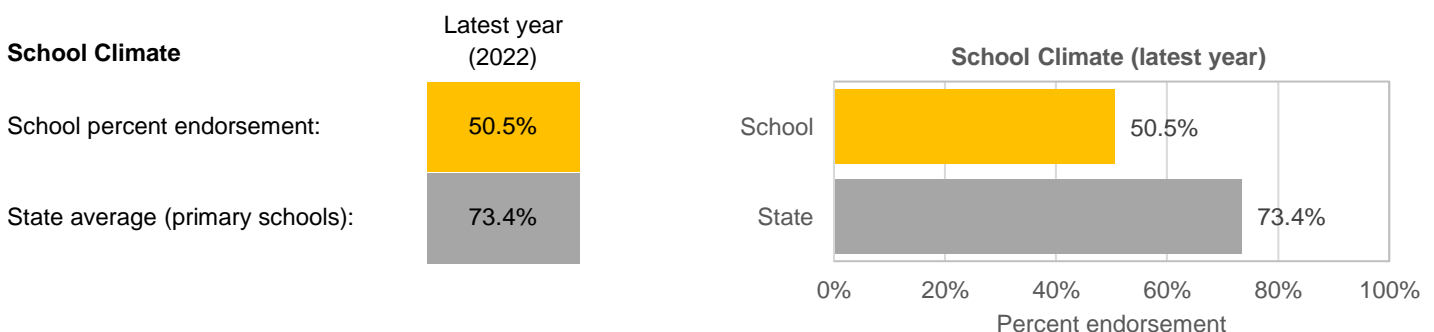


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

85.1%

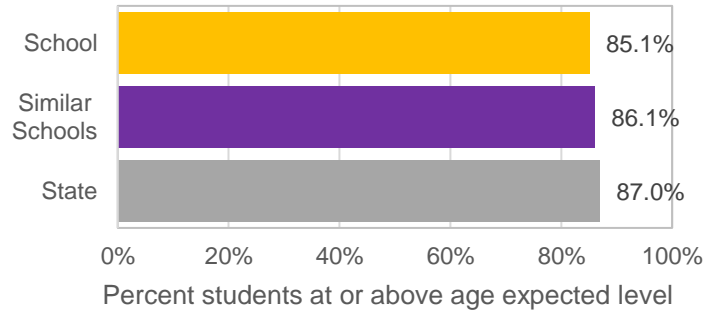
Similar Schools average:

86.1%

State average:

87.0%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

77.8%

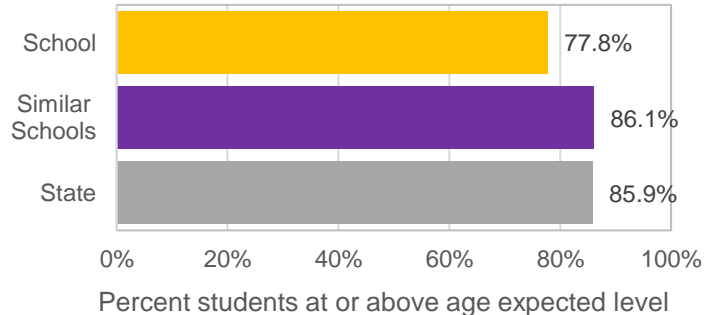
Similar Schools average:

86.1%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



LEARNING (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.

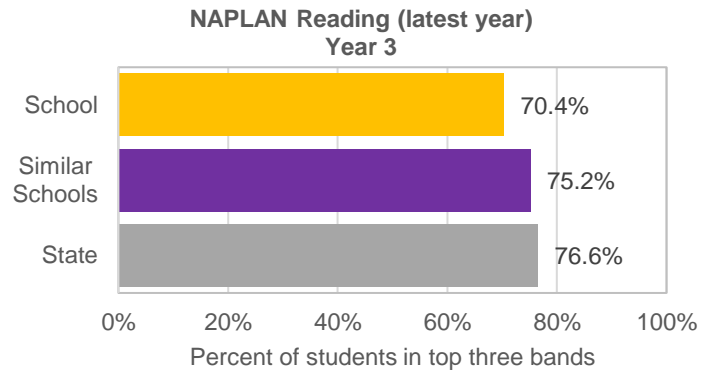
NAPLAN

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 2019, 2021 and 2022 data.

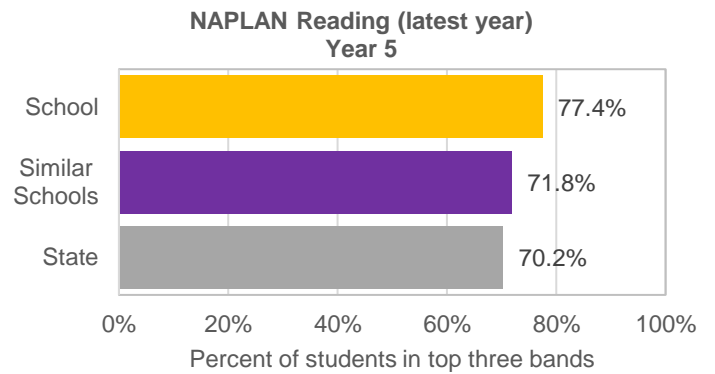
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.4%	75.0%
Similar Schools average:	75.2%	74.8%
State average:	76.6%	76.6%



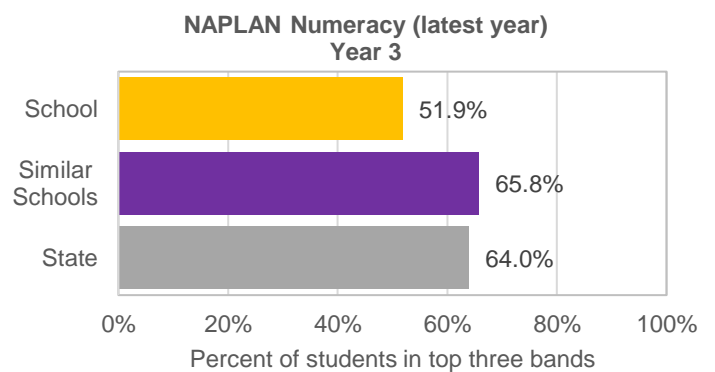
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.4%	69.3%
Similar Schools average:	71.8%	69.8%
State average:	70.2%	69.5%



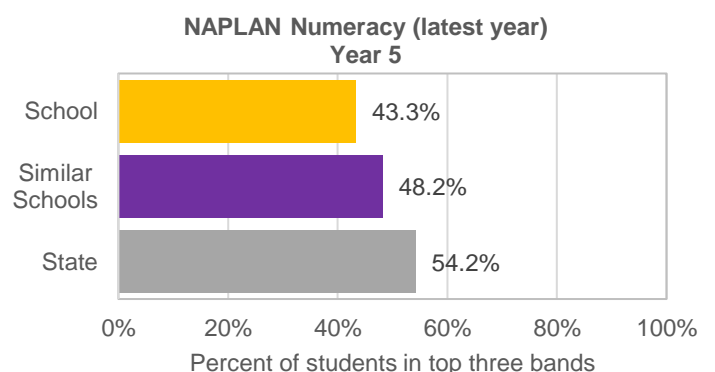
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.9%	58.8%
Similar Schools average:	65.8%	67.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.3%	59.5%
Similar Schools average:	48.2%	55.8%
State average:	54.2%	58.8%



WELLBEING

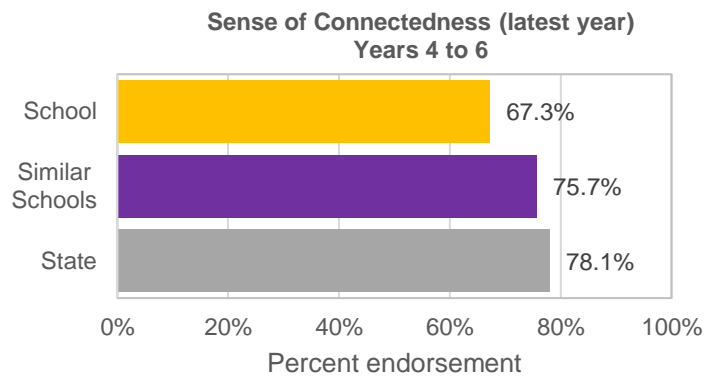
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	67.3%	80.0%
Similar Schools average:	75.7%	77.3%
State average:	78.1%	79.5%

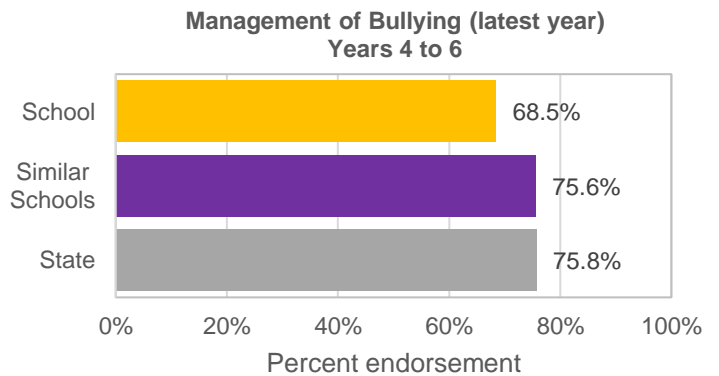


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	68.5%	80.8%
Similar Schools average:	75.6%	78.1%
State average:	75.8%	78.3%



ENGAGEMENT

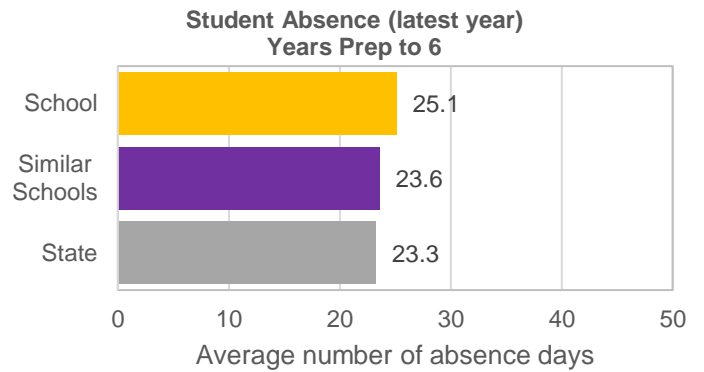
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.1	16.3
Similar Schools average:	23.6	17.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	87%	89%	89%	87%	87%	83%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,746,741
Government Provided DET Grants	\$242,163
Government Grants Commonwealth	\$231,680
Government Grants State	\$0
Revenue Other	\$19,233
Locally Raised Funds	\$207,153
Capital Grants	\$20,000
Total Operating Revenue	\$2,466,970

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,357
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,357

Expenditure	Actual
Student Resource Package ²	\$1,715,489
Adjustments	\$0
Books & Publications	\$1,328
Camps/Excursions/Activities	\$67,187
Communication Costs	\$2,730
Consumables	\$31,126
Miscellaneous Expense ³	\$23,887
Professional Development	\$7,971
Equipment/Maintenance/Hire	\$49,758
Property Services	\$81,222
Salaries & Allowances ⁴	\$158,615
Support Services	\$1,765
Trading & Fundraising	\$41,503
Motor Vehicle Expenses	\$3,594
Travel & Subsistence	\$0
Utilities	\$23,073
Total Operating Expenditure	\$2,209,250
Net Operating Surplus/-Deficit	\$237,720
Asset Acquisitions	\$21,488

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$604,267
Official Account	\$10,494
Other Accounts	\$0
Total Funds Available	\$614,761

Financial Commitments	Actual
Operating Reserve	\$75,426
Other Recurrent Expenditure	\$2,601
Provision Accounts	\$0
Funds Received in Advance	\$1,100
School Based Programs	\$20,640
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$8,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$168,267

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.