

# 2020 Annual Report to The School Community



**School Name: Merrijig Primary School (1379)**



- 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 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 23 March 2021 at 01:03 PM by Carole McCluskey (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 23 March 2021 at 01:17 PM by DONNA TREMMEL (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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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).  
*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)

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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. 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.

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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 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

Merrijig Primary School is a remote rural school with 29 students enrolled. It is situated in a valley bordered by Mt Buller, Mt Stirling, Mt Timbertop and the Delatite River. Our staff is committed to providing and delivering a comprehensive and challenging curriculum that allows all of our students to reach their potential, whilst taking into account individual learning styles and matching activities to their point of need. This includes differentiating lessons to provide for all ability levels whilst ensuring that our students make steady progress along the continuum. Our guiding focus has been on improving Literacy and Numeracy across the school and we continue to make progress in both these areas. The provision of a one-to-one laptop scheme has seen a wider integration of technology into daily lessons. Our facilities have been greatly enhanced by the new building and this has also allowed for more flexible and fluid grouping during lessons.

Merrijig Primary School aims to develop caring, confident individuals who have the skills and positive attitudes to reach their personal potential, be lifelong learners and be valued members of the community. The school supports the following Values:

Care and Compassion – care for self and others

Doing Your Best- try hard, pursue excellence and demonstrate resilience

Fair Go- respect others and treat all people fairly

Honesty and Trustworthiness- be honest, sincere and truthful

Motivation- a strong desire to learn and demonstrate motivation

Respect- treat others with consideration and regard respecting their point of view

Responsibility- be accountable for one's own actions, resolve differences in constructive ways and, take care of the environment

Understanding, Tolerance and Inclusion- demonstrate an appreciation of diversity within a multicultural society, respecting individual's beliefs, cultures and differences.

Our School Council is very supportive and our parent community works tirelessly to fund raise and provide additional teaching resources for our students. We have 4.2 staff to deliver our curriculum program, including a teacher to deliver a language other than English (LOTE) and Music program to enrich curriculum provision and provide the students access to both instrumental music and performing arts. Our school is also serviced by a Mobile Library Van (MARC) teacher who, while based at Merrijig, provides library lessons on a fortnightly basis to eight other small schools. Additionally, we offer a range of extra curricular activities, including alpine skiing on Mt Buller, horse riding, a P-6 camping program (that we share with Jamieson Primary) and community led activities such as knitting and line dancing. We also collaborate with our partner rural school, Jamieson Primary, to plan, moderate for assessment and share professional learning activities.

### Framework for Improving Student Outcomes (FISO)

Building Practice Excellence: Evolving, moving towards embedding

Merrijig has a documented curriculum and provides termly planning opportunities to ensure that the staff plan and assess together against the Victorian Curriculum standards. The school's progress in developing pathways in reading, writing and maths to include student voice and give a clear understanding of the direction taken in curriculum planning has been delayed and will remain a focus for 2021.. Our teaching and learning is informed by student data and continually monitored by teaching staff. The Advent of the Covid-19 pandemic saw a switch to an online teaching forum with lessons and assignments delivered via Google Classroom. Two staff members completed the Masters of Learning Intervention course at the University of Melbourne to further support our students with additional learning needs. A staff member also completed the Primary Maths and Science Specialist Initiative (PMSS) and has focused on increasing the numeracy opportunities for both staff and students.

In addition, the school entered into the Professional Learning Communities (PLC) program with staff attending the training components and trialling our first successful PLC. Our PLC progress in 2020 was significantly delayed due to

Covid lock downs and we look forward to embedding this process in 2021 beginning with a visit to a lighthouse school in May.

**Achievement**

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. We were able to utilise our new instructional model in mathematics to help us plan for and deliver quality sessions to our students on a daily basis. Pre-Covid the PMSS specialist's timetable was amended to allow more time in the classroom; supporting numeracy lessons and ensuring that the structure of the lessons were following our Learning and Teaching Guide. Additional withdrawal times were made available for individual and small group support. These flexible groups were retained as the teaching groups throughout home learning and students moved according to data analysis. As there were no NAPLAN tests conducted we focused on Essential Assessment and teacher judgements to inform and plan for differentiated groups. The delivery of our goals was impacted due to the length of time in remote learning. While our data indicates that the majority of students were supported and made progress through remote learning, some actually regressed and it is this cohort that we will be addressing through the tutoring program in 2021.

**Engagement**

Merrijig Primary students are engaged and connected to their school and the school has continued to develop their engagement, motivation and collaboration. The main focus was returning the students to school successfully after each lock down period and ensuring that the transition was a smooth process. We contacted parents with any concerns and got back into routines as quickly as possible to make them feel secure and safe back at school. In terms of absences, the school ensured that a process was in place to contact parents whose children were absent and worked with them to return the children to school, or remote learning, as soon as possible. The school's absence rate is below the 2020 State Median and similar to Similar Comparison schools. The school met its target of reducing absences to 20 days.

**Wellbeing**

Parent satisfaction, according to the Parent Opinion Survey, indicated extremely pleasing results of 80.1, falling just under the state median of 81.2 and clearly indicating to staff that the school is perceived to be heading in the right direction. The school attempted to build parent involvement by having increased parental support on camps and excursions. Student well-being has shown signs of improvement and the informal AToSS conducted in 2019 confirmed this. Due to Covid impact, no AToSS was conducted in 2020. Student well-being remains an on-going focus at Merrijig Primary. In 2020, the school continued to provide a positive learning environment for all students through weekly check ins with both students and parents. The staff, where permissible, conducted home visits to support well being and engagement and spoke to some families daily.

**Financial performance and position**

Merrijig Primary School maintained a sound financial position throughout 2020. The 2017-2020 School Strategic Plan, alongside the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to help support school programs and priorities. The Financial Performance and Position Report shows an actual end of year surplus of \$74 730. This surplus occurred mainly through the MARC budget and has been committed to MARC Van and Box replacement, as well as MARC equipment purchases. The School received a small amount of Equity Funding in 2020, which contributed to an extra allocation to support the students with additional learning needs.

For more detailed information regarding our school please visit our website at  
<http://www.merrijgps.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 29 students were enrolled at this school in 2020, 13 female and 16 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.

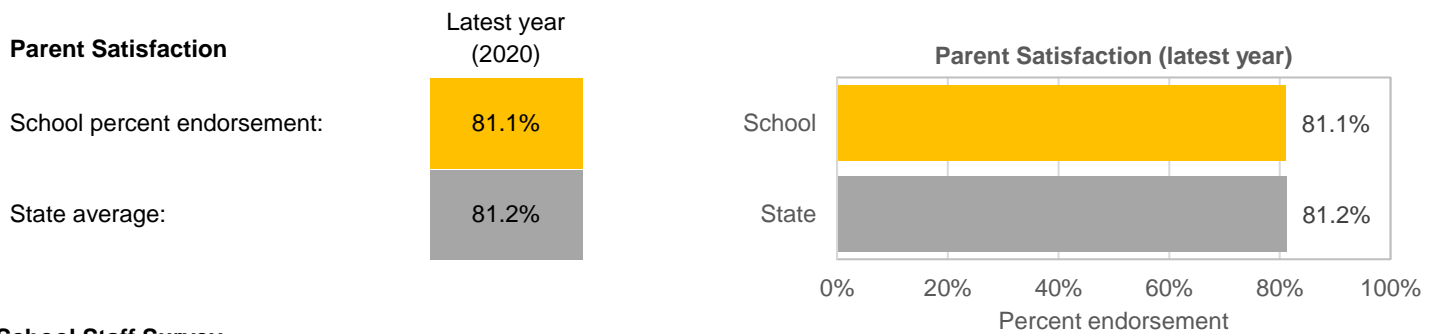
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

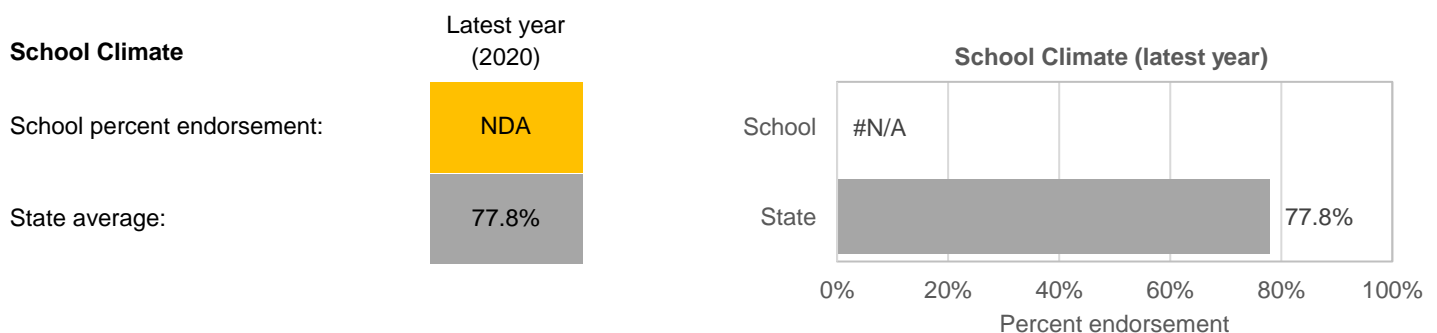


### School Staff Survey

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:

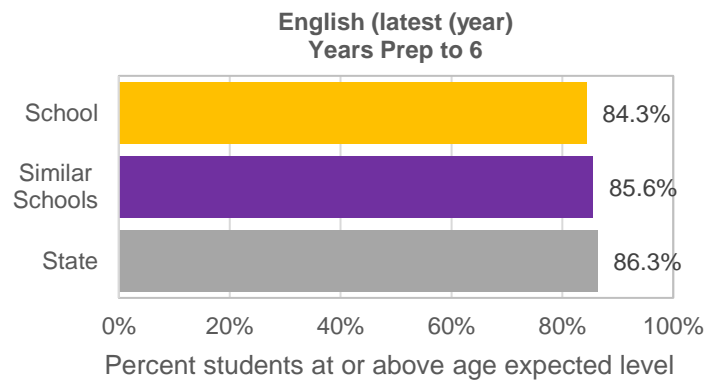
84.3%

Similar Schools average:

85.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

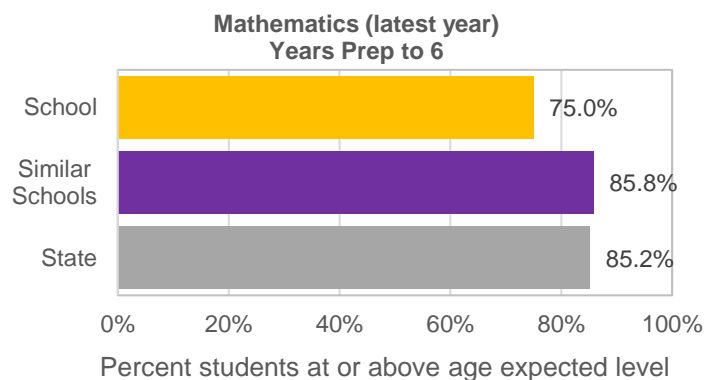
75.0%

Similar Schools average:

85.8%

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

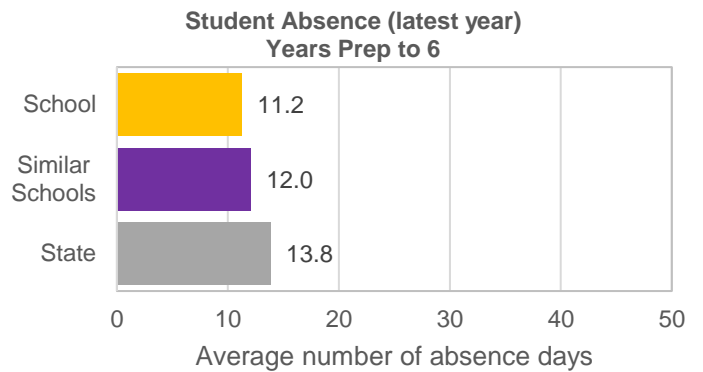
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	11.2	16.4
Similar Schools average:	12.0	14.3
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):	NDP	NDP	NDP	92%	95%	NDP	94%

**WELLBEING**

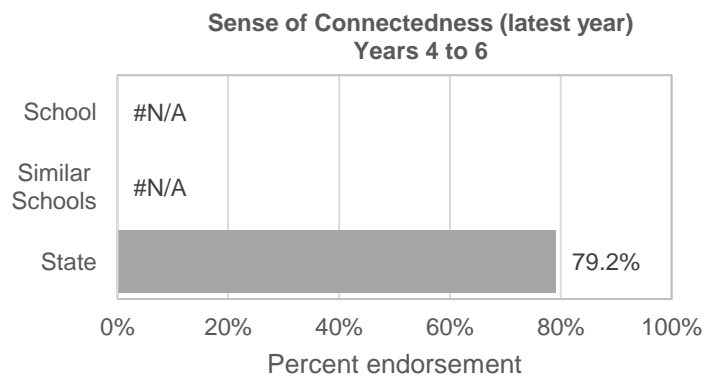
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	69.2%
Similar Schools average:	NDP	83.7%
State average:	79.2%	81.0%



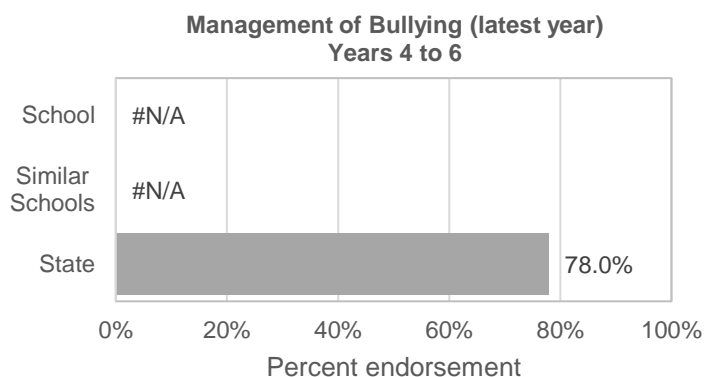
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.8%
Similar Schools average:	NDP	86.3%
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	\$840,983
Government Provided DET Grants	\$131,545
Government Grants Commonwealth	\$4,650
Government Grants State	NDA
Revenue Other	\$16,521
Locally Raised Funds	\$17,756
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,011,455</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,339
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,339</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$541,591
Adjustments	NDA
Books & Publications	\$7,017
Camps/Excursions/Activities	\$5,161
Communication Costs	\$5,598
Consumables	\$11,660
Miscellaneous Expense <sup>3</sup>	\$2,933
Professional Development	\$3,451
Equipment/Maintenance/Hire	\$15,471
Property Services	\$34,718
Salaries & Allowances <sup>4</sup>	\$46,860
Support Services	\$2,267
Trading & Fundraising	\$2,133
Motor Vehicle Expenses	\$8,101
Travel & Subsistence	\$1,690
Utilities	\$6,753
<b>Total Operating Expenditure</b>	<b>\$695,405</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$316,050</b>
<b>Asset Acquisitions</b>	<b>NDA</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$54,991
Official Account	\$19,739
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$74,730</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$23,922
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$1,500
School Based Programs	\$45,230
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$22,000
Asset/Equipment Replacement > 12 months	\$6,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$98,652</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.*