

2021 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).
- 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 30 March 2022 at 09:54 AM by Carole McCluskey (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 31 March 2022 at 01:35 PM by KIMBERLY HARWOOD (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, 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.

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.

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)

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

Merrijig Primary School is a remote rural school with 26 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 supportive School Council and parent community works tirelessly to fund raise and provide additional teaching resources for our students. We have 4.0 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 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, 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)

As a community, we focused on building practice excellence as our FISO goal. We aimed to move towards embedding and are confident that our achievements reflect this success. Merrijig Primary has a documented curriculum and provides regular 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 effected by the pandemic and will remain a focus for 2022. 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. Our Primary Maths and Science Specialist Initiative (PMSS) teacher took on the Tutor Learning Initiative role and focused on increasing the numeracy opportunities for students whose progress had been delayed by extended periods of remote learning. Our PLC progress, while significantly delayed due to the number of remote learning we participated in, was further enhanced by visiting our lighthouse school and developing a better understanding of how it looks in a school setting.

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 under the Learning Tutor Initiative. 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 2022.

Our reading results have shown significant improvement over the last four years and we will be working to maintain the gains the students have made. Numeracy has plateaued and the aggregated data shows a slightly declining trajectory. This will be one of the key focus areas over the life of our new Strategic Plan. We will aim to redress this using a more individualised plan and better differentiation in our planning. The main literacy focus will be writing and the development of an instructional model to support teaching and learning.

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 period of remote learning and ensuring that the transition was a smooth process. We contacted parents with any concerns and got back into established routines as quickly as possible to make our students 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 2021 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 2020 confirmed this. Due to Covid limitations no AToSS was conducted in 2021. Student well-being remains an on-going focus at Merrijig Primary. In 2021, 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 where there were concerns around particular students.

Finance performance and position

Merrijig Primary School maintained a sound financial position throughout 2021. The 2017-2021 School Strategic Plan, alongside the 2021 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 \$77242. 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 2021, which contributed to an increased allocation to support our students with additional learning needs.

For more detailed information regarding our school please visit our website at
<https://www.merrijigps.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 25 students were enrolled at this school in 2021, 13 female and 12 male.

0 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).

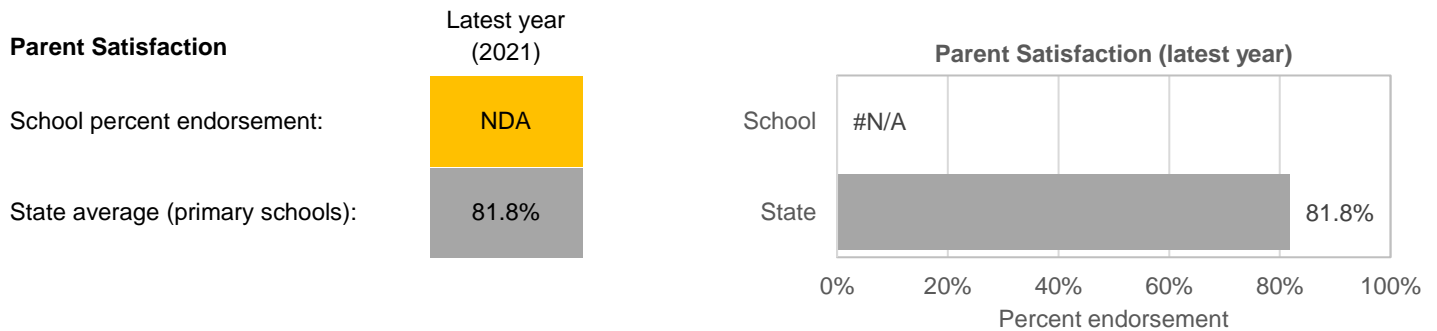
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

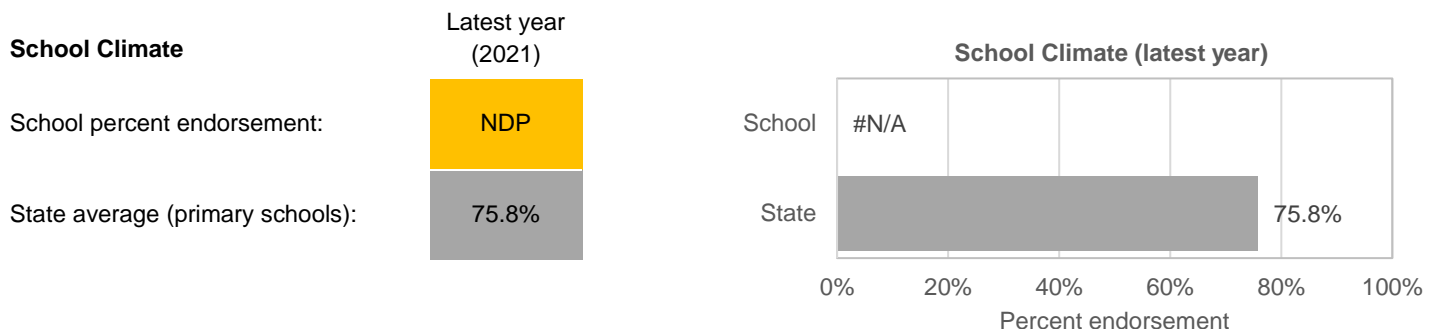


School Staff Survey

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:

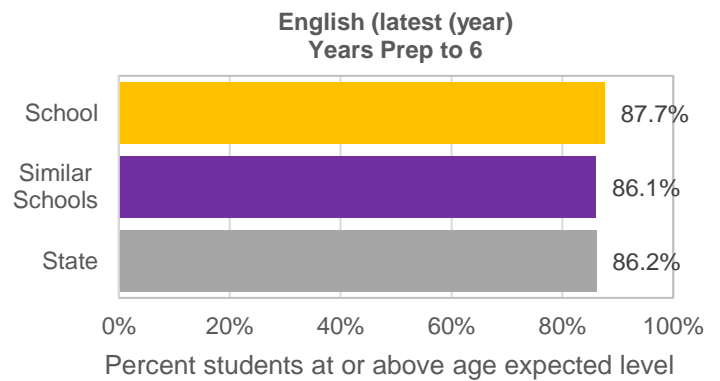
87.7%

Similar Schools average:

86.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

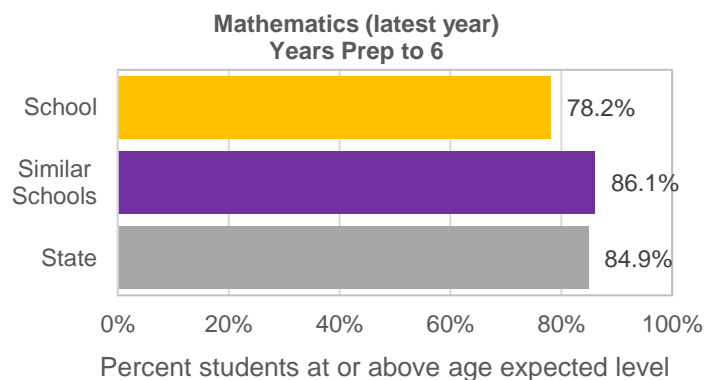
78.2%

Similar Schools average:

86.1%

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.

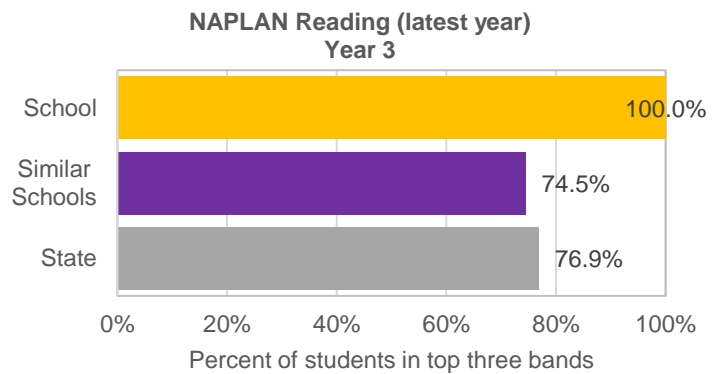
NAPLAN

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.

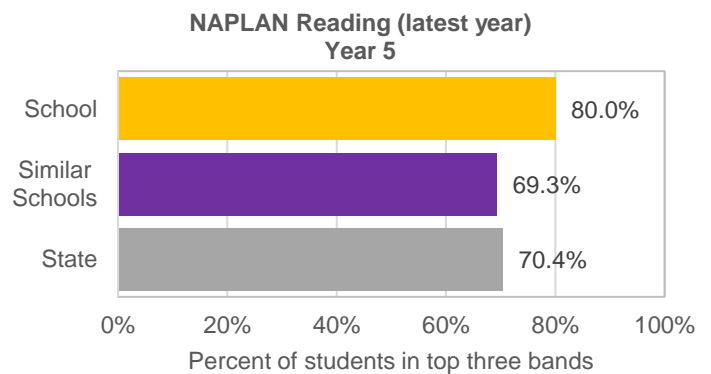
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	84.6%
Similar Schools average:	74.5%	73.6%
State average:	76.9%	76.5%



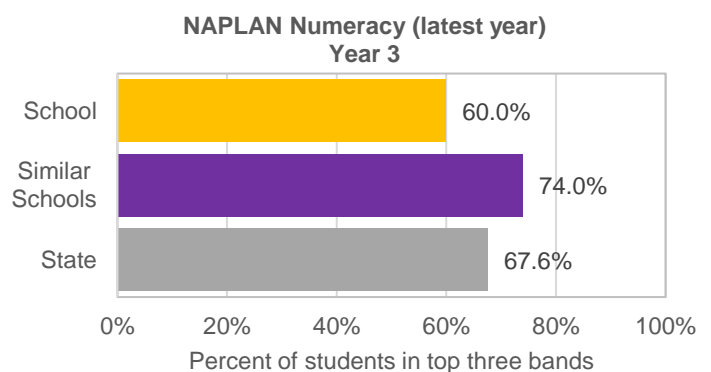
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	76.5%
Similar Schools average:	69.3%	66.5%
State average:	70.4%	67.7%



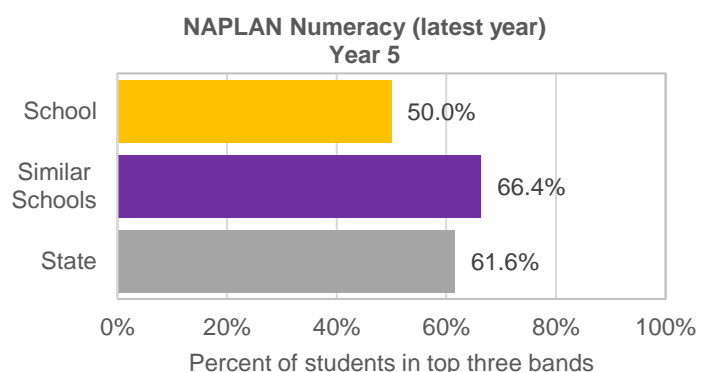
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	75.0%
Similar Schools average:	74.0%	73.3%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	52.9%
Similar Schools average:	66.4%	58.8%
State average:	61.6%	60.0%



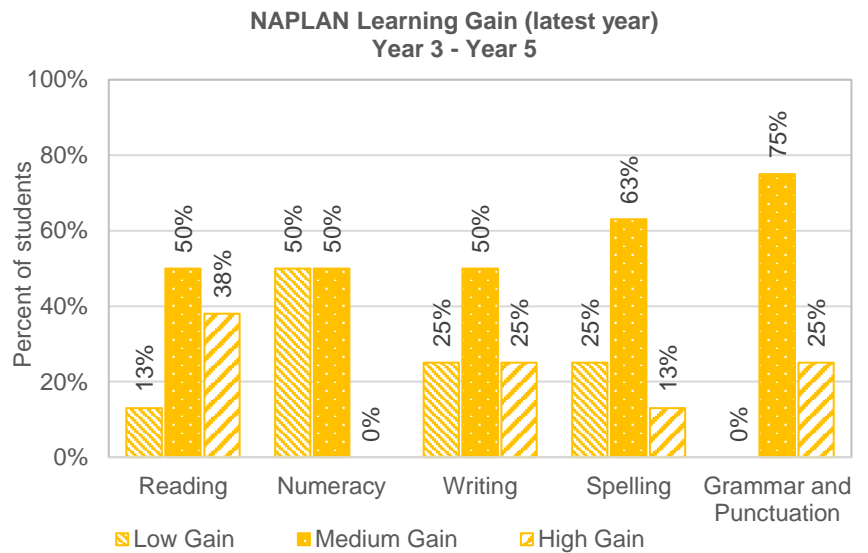
ACHIEVEMENT (continued)

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:	13%	50%	38%	25%
Numeracy:	50%	50%	0%	25%
Writing:	25%	50%	25%	18%
Spelling:	25%	63%	13%	18%
Grammar and Punctuation:	0%	75%	25%	23%



ENGAGEMENT

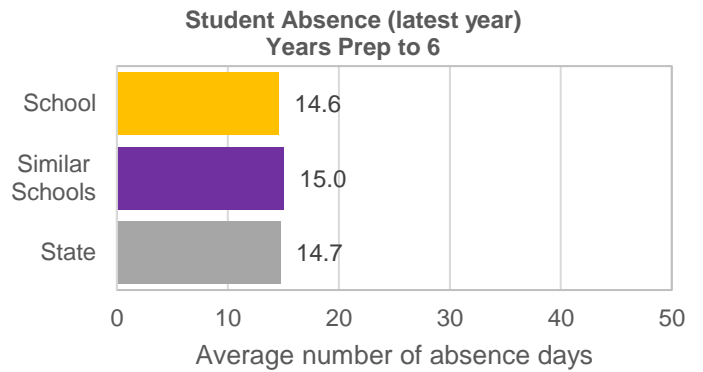
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.6	15.3
Similar Schools average:	15.0	14.3
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):	NDP	NDP	93%	96%	88%	92%	NDP

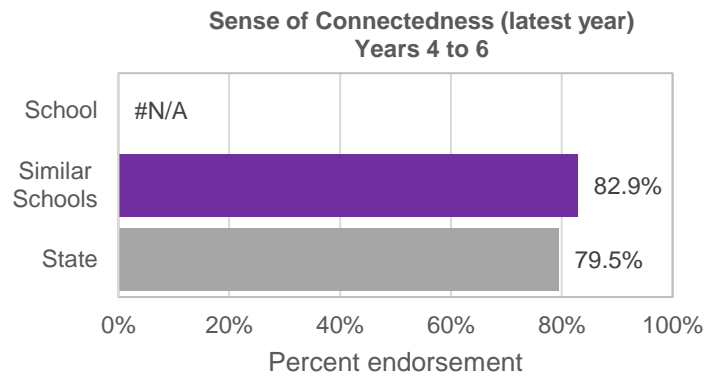
WELLBEING

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:	NDA	69.2%
Similar Schools average:	82.9%	83.3%
State average:	79.5%	80.4%

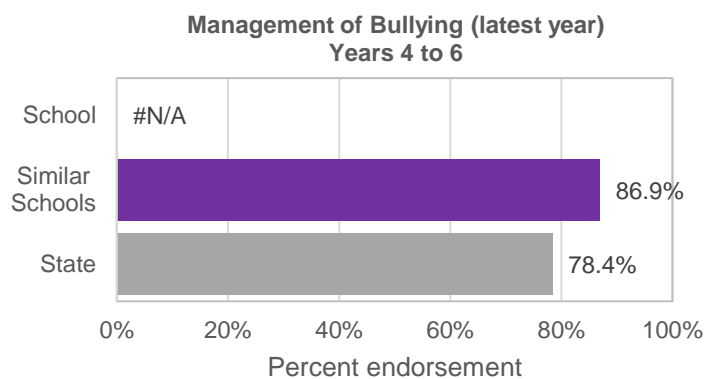


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	71.8%
Similar Schools average:	86.9%	86.4%
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	\$761,465
Government Provided DET Grants	\$199,038
Government Grants Commonwealth	\$3,000
Government Grants State	\$0
Revenue Other	\$2,261
Locally Raised Funds	\$12,641
Capital Grants	\$0
Total Operating Revenue	\$978,406

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$569,459
Adjustments	\$0
Books & Publications	\$2,711
Camps/Excursions/Activities	\$1,540
Communication Costs	\$2,188
Consumables	\$10,031
Miscellaneous Expense ³	\$2,363
Professional Development	\$1,678
Equipment/Maintenance/Hire	\$19,852
Property Services	\$46,683
Salaries & Allowances ⁴	\$37,428
Support Services	\$6,480
Trading & Fundraising	\$2,393
Motor Vehicle Expenses	\$8,090
Travel & Subsistence	\$787
Utilities	\$4,983
Total Operating Expenditure	\$716,666
Net Operating Surplus/-Deficit	\$261,739
Asset Acquisitions	\$69,230

- (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

Funds available	Actual
High Yield Investment Account	\$74,869
Official Account	\$2,373
Other Accounts	\$0
Total Funds Available	\$77,242

Financial Commitments	Actual
Operating Reserve	\$21,676
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$59,373
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$5,869
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$98,919

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.