

2017 Annual Report to the School Community



School Name: Merrijig Primary School

School Number: 1379

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Merrijig Primary School is a remote rural school with 30 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 are making 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 BER building and this has also allowed for more flexible and fluid grouping during lessons.

Our School Council is very supportive and our parent community works tirelessly to fundraise and provide additional teaching resources for our students. We have 3.4 staff to deliver our curriculum program, including a French teacher to deliver a comprehensive LOTE program in French, which provides a continuous pathway as the children reach secondary school. We also employ a Music teacher to enrich curriculum provision and provide 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 nine schools. Additionally, we offer a range of extra curricular activities, including alpine skiing on Mt Buller, horse riding, a P-6 camping program and community led activities such as knitting and line dancing.

We collaborate with our partner rural school, Jamieson Primary, to plan, moderate for assessment and share professional learning activities. We also attend termly planning sessions with Mansfield PS to maintain consistency across the High Country Cluster. Jamieson Primary shares our camping program and we form a joint team to participate in District Athletic sports.

Framework for Improving Student Outcomes (FISO)

Curriculum Planning and Assessment: Emerging

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 is developing pathways in reading, writing and maths to include student voice and give a clear understanding of the direction taken in curriculum planning. Our curriculum planning is informed by student data and continually monitored by teaching staff. The High Country Cluster (Mansfield SC, Mansfield PS, Jamieson PS and Merrijig PS) also focused on data, with the leadership teams meeting regularly to ensure consistency across the Cluster. Revised Assessment schedules, enhanced by informed teacher knowledge, have been shared across the Cluster. Both classroom teachers completed the BASTOW "Leading Pedagogy" course during 2017 and this has helped to shape and guide the direction we are taking.

Achievement

English and Maths achievement levels, based on teacher judgements, showed that some of our students are struggling in these areas, particularly in maths. The school response to this was to investigate, trial and purchase the Essential Assessment Maths program to allow for more accurate data interpretation and a more cohesive program delivered across the school.

NAPLAN data for 2017 showed that while our Year 3's had an outstanding year in reading, they did not fare as well in maths. Our Year 3 students are performing at a similar level to other like schools across the state. Our Year 5 results show that we are similar in reading, based on a four year average and lower in mathematics. This will be a focus for future teaching and learning.

The reporting summary is drawn from very low numbers of students, sometimes a single child, so the school uses a wide range of assessment tools- Essential Assessment, PROBE and the On Demand online assessments to inform teaching that value-adds to each individual student's learning program.

During 2017, we maintained our involvement in teacher-planning sessions at Mansfield Primary. Whole-school planning documents were utilised across the Numeracy and Literacy curriculum areas in the local Government School sector to ensure a broad based consistency between High Country Cluster schools. We also developed a Merrijig based Victorian Curriculum which was fully implemented in 2017.

Our staffing ratio allowed us to operate flexible teaching groups to enable targeted teaching and shared expertise between the two classrooms. The development of specialised programs, such as PLD spelling, the Big Write and Essential Assessment has seen an increased level of engagement and enthusiasm, which will translate into improved results over time.



Engagement

The school has continued to embed the School-Wide Positive Behaviours Improvement Strategy. The first two weeks of Term One are dedicated to establishing a school ethos and developing an agreed set of values and behavioural expectations.

Our guiding motto is **Triple-R**

Respect for Self

Respect for Others

Respect for the Environment.

In 2017, the student absences all exceeded the average range and were much higher than we would like them to be. The message that, "It's Not Okay To Be Away!" is reiterated in our fortnightly newsletter and regular discussions are held with families to limit absences wherever possible. As there is a direct correlation between absences and achievement, we continue to encourage all of our families to attend school regularly.

We have created a climate where our students want to come to school, as it is a safe and welcoming place.

Wellbeing

As part of the high Country Cluster of schools, our common motto of *Triple R*, has been rolled out into the broader community with take-up from businesses, service clubs, organisations that interact with young people and even the Mansfield Shire as an entity. The extended version is – *Respect- Live it, Learn it, Pass it on.*

Pathways for students are planned so that transition from pre-school to Prep entry level is facilitated by frequent orientation days to familiarise themselves with the school environment and to meet their fellow students. Similarly, by working with Mansfield Secondary College, we ensure that 6-7 transition is smooth. Students are able to visit the high school for an extra session and shadow a particular teacher to see a whole day program across the year levels. Merrijig works closely with Jamieson Primary, so that our two small groups of students get to interact with other students at their year level through numerous sporting and cultural activities. The staff from both schools also work closely together in a professional capacity.

Parent satisfaction with the school is very high.

For more detailed information regarding our school please visit our website at
[merrijgps.vic.edu.au]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 30 students were enrolled at this school in 2017, 12 female and 18 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> <td>87 %</td> <td>95 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	89 %	90 %	90 %	87 %	95 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	89 %	90 %	90 %	87 %	95 %	90 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>No Data Available</p>	<p>No Data Available</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>No Data Available</p>	<p>No Data Available</p>

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

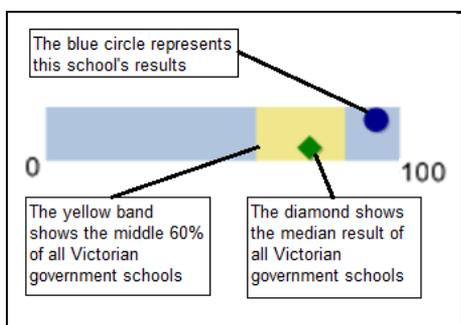
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

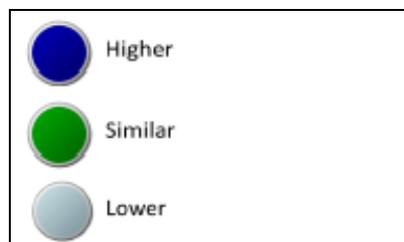


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Merrijig Primary received \$5000 in Commonwealth support towards student equity. This money was used to support our disadvantaged students by employing additional ES staff. The monies carried forward include the MARC program funds, which gives us a higher carry forward balance than we would usually have. This will reduce after we purchase the new truck in 2018.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$566,252	High Yield Investment Account	\$50,207
Government Provided DET Grants	\$88,826	Official Account	\$8,526
Government Grants Commonwealth	\$9,000	Total Funds Available	\$58,733
Revenue Other	\$67,339		
Locally Raised Funds	\$39,185		
Total Operating Revenue	\$770,602		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$452,209	Operating Reserve	\$10,000
Books & Publications	(\$196,312)	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Communication Costs	\$1,479	Revenue Receipted in Advance	\$500
Consumables	\$10,061	School Based Programs	\$8,500
Miscellaneous Expense ³	\$30,580	DET Central Coordination	\$29,130
Professional Development	\$4,182	Other recurrent expenditure	\$603
Property and Equipment Services	\$21,095	Total Financial Commitments	\$58,733
Salaries & Allowances ⁴	\$47,285		
Trading & Fundraising	\$3,676		
Travel & Subsistence	\$15,022		
Utilities	\$5,546		
Total Operating Expenditure	\$394,823		
Net Operating Surplus/-Deficit	\$375,779		
Asset Acquisitions	\$229,000		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.