

2015 Annual Report to the School Community

Meredith Primary School

School Number: 1420



Name of School Principal:

Brian Reynolds (Acting
Principal)

Name of School Council President:

Stefania Parkinson

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

At Meredith Primary School we strive to live up to our motto of "Achieving Together" by creating an environment that is supportive and safe to our students and families. All children are valued and are given a range of experiences that will empower them to become life-long learners. We are a rural school located on the Midland Hwy, midway between Geelong and Ballarat. The average school enrolment in 2015 was 92 students divided into 5 home groups. There were 4 full time teaching staff (including the principal), 4 part time teaching staff, 3 integration staff and a business manager. Literacy and Numeracy are both high priorities that are implemented and supported by a range of programs and innovations throughout the school such as: Years Prep to 2 "Investigations" and year 3 to 6 project based learning "iLearning". The students have access to a wide range of Information and Communication Technologies including iPads, iPods and laptop computers. The school runs a variety of extra curricula activities that include a camping program, an intensive swimming program, interschool sports program and Out of School Hours Care Program. Our modern buildings provide the students and staff with stimulating and flexible spaces to create a wide range of learning opportunities that allow staff and students to work collaboratively together in open learning environments. The outside school environment is also attractive and provides many opportunities for students to explore the natural environment.

Achievement

Meredith Primary School's 2015 student achievement data is very pleasing. Year 3 NAPLAN data indicates that in Reading the result is close to the state median and when compared with similar schools are a similar standard. The Year 3 NAPLAN Numeracy data indicates it is above the state median and similar to comparable schools. The 4-year average for Year 3 indicates that the school is performing higher than similar schools. Year 5 NAPLAN data demonstrates that the 4 year average for Reading and Numeracy is similar to comparable schools. The 2015 data in Reading is indicating that the school has performed slightly lower than the median of all Victorian schools and to similar schools. This reflects the group of students involved. The Year 5 NAPLAN data for Numeracy indicates the students have performed above the median of all Victorian schools and similar to like schools. In 2015 the school focused on Writing with teaching staff attending Professional Development.

Engagement

The attendance data for Meredith Primary School indicates that attendance for each Year level in 2015 was above 90% except for Year 4 and 6. Regular monitoring of attendance has continued in 2015 by classroom teachers and the Principal. Families are contacted after three days of continued absence. The school community has been made aware of the need to attend school regularly through the Newsletter and other forms of communication between home and school. It should be noted that the number of days absent in each Year level has improved markedly since 2012. Engagement results in the Attitudes to School Survey indicate that the students are very engaged with the school, having results higher than the state and Region medians in the appropriate areas of Classroom Behavior, Connectedness to Peers and Student Safety. This has been achieved through engaging curriculum programs and extra-curricular programs within the school.

Wellbeing

The two aspects to measure Wellbeing in the school, Connectedness to School and Student Perceptions of Safety from the Attitudes to School Survey indicate that the students are feeling well connected and safe. The 2015 results for Connectedness is slightly higher than the state mean of state Primary Schools and similar to comparable schools. The four year average indicates that the school has performed higher than the state median of all state Primary Schools and higher than similar schools. The students have indicated that they feel safe at Meredith Primary School both in the 2015 Attitudes to School data, with the result indicating they are higher than similar schools. The 4-year trend data indicates that the result is similar to comparable schools but higher than the median of state Primary Schools. The school has continued to promote the value of relationships between all members of the school community, the value of mutual respect and personal understanding in the Interactions program, family events and special learning days for students.

Productivity

In 2015 there were five classrooms operating. Combinations of full time and part time teachers were allocated to each grade group. The school had three Specialist areas being taught. These were Physical Education, Healthy Relationships and Library (provided by the MARC van). Chinese Mandarin was introduced in Term Each grade spent one hour with each specialist area. Support for students with learning needs was provided by Educational Support personnel in both classrooms as well as small groups and individuals. This includes the implementation of intervention programs for Literacy. During 2015 the local kindergarten was relocated to the school site along with the community hub. Relationships between the Kindergarten and Occasional Care will be strengthened into the future.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 91 students were enrolled at this school in 2015, 42 female and 49 male. There were 3% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



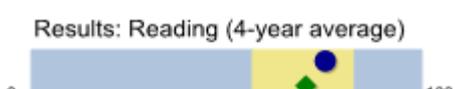
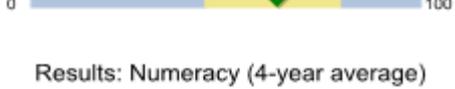
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

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> Higher</p> <p> Similar</p> <p> Higher</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr> <td>Low</td> <td>60%</td> <td>40%</td> <td>Medium</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>Low</td> <td>60%</td> <td>20%</td> <td>20%</td> <td>High</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>Medium</td> <td>80%</td> <td>20%</td> <td>High</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>Low</td> <td>40%</td> <td>40%</td> <td>20%</td> <td>High</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>Low</td> <td>40%</td> <td>20%</td> <td>40%</td> <td>High</td> </tr> </table>	Low	60%	40%	Medium	Low	60%	20%	20%	High	Medium	80%	20%	High	Low	40%	40%	20%	High	Low	40%	20%	40%	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Low	60%	40%	Medium																						
Low	60%	20%	20%	High																					
Medium	80%	20%	High																						
Low	40%	40%	20%	High																					
Low	40%	20%	40%	High																					

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>86 %</td> <td>93 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	93 %	86 %	93 %	88 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	93 %	86 %	93 %	88 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

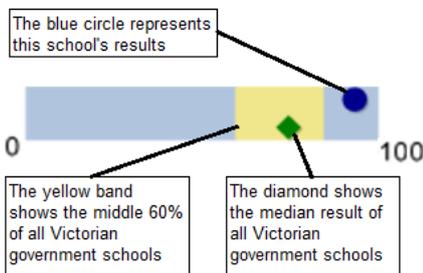
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

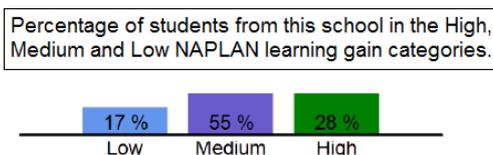
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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.

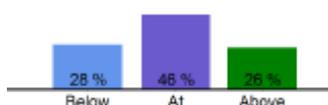
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$826,196	High Yield Investment Account	\$10,380
Government Provided DET Grants	\$104,536	Official Account	\$10,217
Government Grants Commonwealth	\$55,148	Total Funds Available	\$20,597
Revenue Other	\$10,508		
Locally Raised Funds	\$93,853		
Total Operating Revenue	\$1,090,241		
Expenditure		Financial Commitments	
Student Resource Package	\$831,721	Operating Reserve	\$20,597
Books & Publications	\$8,889	Total Financial Commitments	\$20,597
Communication Costs	\$2,668		
Consumables	\$17,949		
Miscellaneous Expense	\$101,324		
Professional Development	\$6,742		
Property and Equipment Services	\$64,891		
Salaries & Allowances	\$37,944		
Trading & Fundraising	\$22,536		
Travel & Subsistence	\$4,904		
Utilities	\$6,672		
Total Operating Expenditure	\$1,106,240		
Net Operating Surplus/-Deficit	(\$15,999)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

The 2015 Net Operating Result was a deficit of \$15,999 including a \$5,000 deficit within the Student Resource Package. Revenue in 2015 has increased \$67,968 from 2014 and expenses have increased \$84,062 for the same period. This is due to increases in miscellaneous expenses and Trading and Fundraising. Other areas of expenditure have stayed comparatively the same given increases due to inflation. The increased spending under Miscellaneous Expenses and Trading and Fundraising are due to the Chaplaincy program. This also accounts for the deficit where revenue raised has been less than what has been expended.

Locally raised funds increased by approx. \$10,000. This is due to increases in the costs of camps and excursions as well as After School Care.