**2018 Annual Report to**

**The School Community

School Name: Meredith Primary School (1420)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2018 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.
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| Attested on 13 March 2019 at 05:36 PM by Steven Trotter (Principal) |

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| * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
* To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* To the extent that the school council is responsible, 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.
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| Attested on 29 April 2019 at 07:05 PM by James Knight (School Council President) |

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**About Our School**

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| 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. At the time of census the school enrolment in 2018 was 79 students divided into 4 home groups. There were 3 full time teaching staff (including the principal), 3 part time teaching staff, 4 integration staff and a business manager (7.29 total EFT). The school offers a comprehensive curriculum. Using an Integrated Curriculum approach (MAPPEN), learning experiences in all areas are linked as much as possible. The school maintains its commitment though to a two hour daily Literacy Block and a one hour daily Maths session throughout the school – Prep to six. This dedicated three hours is to ensure that we, as a whole school, maintain our focus on improving Literacy and Numeracy outcomes. 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 including an intensive swimming program in Term 4 and a variety of other excursions throughout the year. The school also offers an Out of School Hours Care Program for families.Physical facilities include a blend of new classrooms; mod-five classrooms and Administration complement the original Bluestone Building. The materials and colours are in sympathy with the rural setting and the overall creation is unique. Community involvement in the school is strongly encouraged and is an important component of the school. Parents are welcome and encouraged to participate in school activities where appropriate and to become partners with teachers in developing positive educational outcomes for the children.  |
| Framework for Improving Student Outcomes (FISO) |
| The school focused on two key priorities identified from the FISO Guidelines for schools, these were:1. Excellence in teaching and learning (Building practice excellence in writing ) and curriculum planning and assessment – the school focused on building the capacity of every teacher to effectively plan, implement and assess the whole school writing program. A link was established with some key schools to provide additional professional learning and support. There was a focus on developing a two year integrated inquiry approach to support the implementation of the Victorian Curriculum. 2. Professional leadership (Building leadership teams) – the school focused on building leadership capacity of teachers through the development and implementation of key leadership roles around literacy and student engagement and wellbeing. |
| Achievement |
| Meredith Primary School’s 2018 student achievement data is pleasing in a number of areas. Year 3 - 5 NAPLAN Relative Growth indicates that in Reading 75% of our students showed medium to high growth from 3 - 5, in Writing 100% of our students showed medium to high growth from 3 - 5 and in Numeracy 66.7% of our students showed medium to high growth from 3 - 5. When looking at Year 3 NAPLAN Top two bands analysis for Reading and Numeracy, our students were performing similar to like schools, and performed below the median for Victorian schools. For Year 3 Writing, the data indicates we have performed above like school and similar to the median for Victorian schools. In Year 5 2018 the NAPLAN Top two bands data indicates that for Reading our students performed above like schools and similar to the state median score. In Numeracy our data suggest our students performed above similar schools and above the state median. In Writing our Year 5 students performed above similar school and below the state median score. For Teacher Judgements of students at or above the expected level in English, 82.7% that is similar to like school comparison. In mathematics 87.8 of students were considered at or above expected level which is also consider similar to like school comparisons.  |
| Engagement |
| The attendance data for Meredith Primary School indicates that average attendance across all year levels in 2018 was 15.9 day, this is considered similar in like school comparison. Regular monitoring of attendance has continued in 2018 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. In 2018 Meredith Primary School engaged in Compass School Management System that supports our attendance goals. Families of students that are unaccounted for by 10am will receive a text asking for a response for their child's attendance, this has been initially received positively by the community. Social 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 Connectedness to Peers (sense of connectedness) with 86.3% positively endorsed and 10% neutral and Student Safety (managing bullying) with 83.8% positively endorsed and 12% neutral both of these domains are considered above state median and similar to like school comparison. 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 2018 results for Connectedness is above the state mean of state Primary Schools and similar to comparable schools with the School Safety Domain achieving 90% positively endorsed, whilst state achieved 88% and similar schools achieved 87%. The school has continued to promote the value of respectful relationships between all members of the school community; students are well supported through additional programs such as the Life Ed Van, Bravehearts and targeted workshops run by the school chaplain program, with student voice beginning to play a bigger part in the schools focus. In the Parent Opinion Survey domain of Parent Satisfaction Meredith Primary School had 85.1% positively endorsed, this percentage is equal to the state median.  |
| Financial performance and position |
| Equity spending concentrated on Writing approach (Writers Workshop) and supporting Literacy Intervention programs (MiniLit and MultiLit). The Net Operating Surplus figure has been impacted by additional funding received to support our Out of School Hours Care (OSHC) program, particularly staffing. Part of this was a commitment to include Before School Care that unfortunately was unattainable in 2018, therefore this figure will be carried over to support the inclusion of the program in 2019. The donations from biannual Tucker Tent events supported the development of the new play equipment.  |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 79 students were enrolled at this school in 2018, 34 female and 45 male.ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| School Comparison |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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.Average 2018 attendance rate by year level: |

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| Few absences <------> Many absences |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| --- |
| **Financial Performance and Position** |

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| --- |
| *Commentary on the financial performance and position is included in the About Our School section at the start of this report* |

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2018 |

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|  |
| --- |
| Financial Position as at 31 December, 2018 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |
| --- |
| **Revenue** |

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| --- |
| **Actual** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $91,303 |
| Official Account | $11,161 |
| **Total Funds Available** | **$102,464** |

 |  |  |
|  |  |  |

|  |
| --- |
| Student Resource Package |

 |

|  |
| --- |
| $774,139 |

 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| Government Provided DET Grants | $152,586 |
| Government Grants Commonwealth | $77,979 |
| Revenue Other | $25,416 |
| Locally Raised Funds | $98,077 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

 |  |  |  |

|  |
| --- |
| **$1,128,197** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity¹** |

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| --- |
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|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $43,065 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity Total** |

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|  |
| --- |
| **$43,065** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $47,522 |
| Other Recurrent Expenditure | $4,547 |
| Funds Received in Advance | $3,726 |
| School Based Programs | $34,226 |
| Funds for Committees/Shared Arrangements | $1,589 |
| Maintenance - Buildings/Grounds < 12 months | $6,438 |
| **Total Financial Commitments** | **$98,048** |

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| Student Resource Package² |

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| $776,937 |

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| Books & Publications | $1,325 |
| Communication Costs | $5,500 |
| Consumables | $12,281 |
| Miscellaneous Expense³ | $99,951 |
| Professional Development | $2,625 |
| Property and Equipment Services | $49,668 |
| Salaries & Allowances⁴ | $92,951 |
| Trading & Fundraising | $14,897 |
| Travel & Subsistence | $369 |
| Utilities | $9,839 |

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| **Total Operating Expenditure** |

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| **$1,066,342** |

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| **Net Operating Surplus/-Deficit** |

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| **$61,856** |

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| **Asset Acquisitions** |

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| **$21,528** |

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| (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 15 March 2019 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. |

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| *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.* |

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| How to read the Annual Report |

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| The School Comparisonshows 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. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **What does ‘*Data not available’* or *'ND'* 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. |

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| **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’). |

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| **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. |

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

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| **What does *School Comparison* referto?**TheSchool 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. |

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