2019 Annual Report to
The School Community

School Name: Meredith Primary School (1420)

- 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 2019 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 07 May 2020 at 09:15 AM by Steven Trotter (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 May 2020 at 02:15 PM by Sheryl Nettleton (School Council President)

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. At the time of census the school enrolment in 2019 was 69 students divided into 4 home groups and Foundation/Year 1 Class, Year 2/3 class, Year 4/5 class and a Year 5/6 class. There were 5 full time teaching staff (including the principal), 2 part time teaching staff, 3 integration staff and a business manager (6.6 total EFT).
Meredith Primary School maintains its commitment to a two hour daily Literacy block and a one hour daily Maths block consistently across Foundation to Year 6. This dedicated three hours is to ensure that we, as a whole school, maintain our focus on improving Literacy and Numeracy outcomes for all students. The students have access to a wide range of Information and Communication Technologies (ICT) including iPads and Netbook computers and use these device for a clear learning purpose.
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, and in 2019 started its own 'KickFit After School Program' to get more children active in the Meredith community. The school also offers an Out of School Hours Care Program for families both Before and After School Care.
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 valued as an important component of the school and its improvement. 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 Literacy & Numeracy) 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 2019 student achievement data is pleasing in a number of areas. Year 3 - 5 NAPLAN Relative Growth indicates that in Reading 92% of our students showed medium to high growth from 3 - 5, in Writing 50% of our students showed medium to high growth from 3 - 5 and in Numeracy 81% of our students showed medium to high growth from 3 - 5. When looking at NAPLAN Top Two Bands analysis for Reading and Numeracy, our students in Reading for Year 3 and 5 performed well above similar schools and state with 88% and 50% respectively in the top two bands. With Numeracy, we saw our students above similar schools and just below state for year 3 in Numeracy with 38%, whilst again being well above similar schools and state and in Year 5 Numeracy with 64%. For Year 3 Writing, the data indicates we have performed well above similar schools and state against the median for Victorian schools with 63%. In Year 5 Writing we performed below similar schools and state with 8% (similar schools = 10%). For Teacher Judgements of students at or above the expected level in English, 86.7% that is similar to like school comparison. In mathematics 80.7% of students were considered at or above expected level which is consider below similar to like school comparisons.

Engagement

The attendance data for Meredith Primary School indicates that average attendance across all year levels in 2019 was 15.67 days, this is considered similar in like school comparison. Regular monitoring of attendance has continued in 2019 by classroom teachers and the Principal. Families are contacted with a automatic text message the day of absence if there has been no contact from the families, and the teacher will contact families via phone after the second day of absence if not communication has been received from families. 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 2019 Meredith Primary School continued the roll out of Compass Management system and have used this for documenting communication with families. 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 99% positively endorsed and Learning Characteristics and Dispositions having 99% positive endorsement. This has been achieved through engaging curriculum programs and extra-curricular programs within the school and increased student voice.

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 2019 results for Connectedness is above the state mean of state Primary Schools and above comparable schools with the School Safety Domain achieving 98% positively endorsed. 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 Bravehearts, our Meredith Primary School Values awards based around Respect, Resilience, Excellence and Prides, 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% positively endorsed with 15% natural.

Financial performance and position

Equity spending concentrated on Reading approach and supporting Literacy Intervention programs (MiniLit and MultiLit). These intervention approaches have been supported with two trained Education Support staff who dedicate 4 hours each a week to the programs. We have also used additional equity funds to support improved literacy assessments to ensure the most accurate student learning data is available for our teachers. 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 started in 2019 and continued to gain more support throughout the year. There was some additional funding to support the ongoing sustainability of OSHC carried over into 2020 and some of these funds were also allocated to support part of the toilet refurbishment over the 2019/2020 summer break. The donations from biannual Tucker Tent events supported the development of some landscaping and went towards part of the toilet upgrade over the 2019/2020 summer.

For more detailed information regarding our school please visit our website at
http://www.meredithps.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

Enrolment Profile

A total of 69 students were enrolled at this school in 2019, 32 female and 37 male.

ND were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures 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.

School Staff Survey

Measures 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.

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: ◆

Key: Similar School Comparison
● Above   ● Similar   ● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Below

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The 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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above
NAPLAN Year 5 The 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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

Performance Summary

Achievement

Student Outcomes

Similar School Comparison

NAPLAN Learning Gain
Year 3 - Year 5

Learning 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'.

Reading

8 %	42 %	50 %
Low	Medium	High

Numeracy

18 %	45 %	36 %
Low	Medium	High

Writing

50 %	33 %	17 %
Low	Medium	High

Spelling

25 %	50 %	25 %
Low	Medium	High

Grammar and Punctuation

25 %	50 %	25 %
Low	Medium	High

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain (all domains)

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ━━━━━━━━━━━━━ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ━━━━━━━━━━━━━ 50 Few absences <------> Many absences	Similar ◯

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	94 %	91 %	95 %	93 %	91 %	90 %	89 %	

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: 🟢	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures 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).	Results: 2019 0 ──────────── 100 Results: 2017 - 2019 (3-year average) 0 ──────────── 100	**Above** 🟢
Students Attitudes to School - Management of Bullying Measures 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).	Results: 2019 0 ──────────── 100 Results: 2017 - 2019 (3-year average) 0 ──────────── 100	**Above** 🟢

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$753,821
Government Provided DET Grants	$164,548
Government Grants Commonwealth	$117,943
Revenue Other	$29,724
Locally Raised Funds	$73,109
Total Operating Revenue	**$1,139,145**

Equity[1]	
Equity (Social Disadvantage)	$58,234
Equity Total	**$58,234**

Expenditure	
Student Resource Package[2]	$737,902
Books & Publications	$522
Communication Costs	$2,712
Consumables	$12,269
Miscellaneous Expense[3]	$85,711
Professional Development	$1,386
Property and Equipment Services	$47,916
Salaries & Allowances[4]	$64,260
Trading & Fundraising	$13,939
Travel & Subsistence	$109
Utilities	$9,846

Total Operating Expenditure	**$976,571**
Net Operating Surplus/-Deficit	**$162,575**
Asset Acquisitions	**$12,194**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$210,178
Official Account	$19,756
Total Funds Available	**$229,934**

Financial Commitments	
Operating Reserve	$38,272
Other Recurrent Expenditure	$6,681
Funds Received in Advance	$6,859
School Based Programs	$100,352
Funds for Committees/Shared Arrangements	$12,734
Maintenance - Buildings/Grounds < 12 months	$17,944
Total Financial Commitments	**$182,841**

(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 26 February 2020 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.

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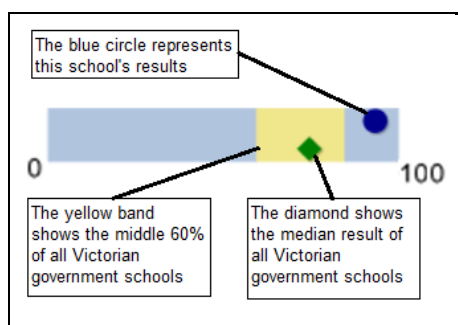
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below
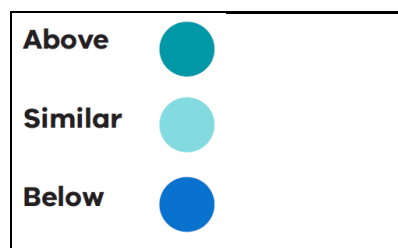
What does '*Data not available*' or *'ND'* mean?

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.

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').