

2021 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 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 26 April 2022 at 10:06 AM by Lachlan Day (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 26 April 2022 at 10:15 AM by Meg Devlin (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

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. Our 4 school values of Respect, Resilience, Pride and Excellence drive the expectations within the school and our school community. 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 2021 was 64 students divided into 3 home groups and Foundation/1 Class, Year 2/3/4 class, and a Year 5/6 class. There were 3 full time teaching staff, 2 part time teaching staff, 3 integration staff and a business manager.

Meredith Primary School maintains its commitment to a two hour daily Literacy block and a one hour daily Math's 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 devices 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, however these were significantly impacted due to the COVID19 restrictions in 2021. 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 - Evaluating Impact on Learning - Building consistent ways to discuss students learning data through PLCs. The school encourages the teaching team to work together to identify and use different assessment strategies appropriate to learning.
2. Professional Leadership - Vision, Values and Culture - Leaders communicate the schools vision, values and AIP goals to the staff. Leaders communicate with students, staff and parents to build alliances to support the school vision.
3. Professional Leadership - Instructional and Shared Leadership - Leaders encourage teachers to collaborate and review the impact of their teaching and learning.

The school continues to look for ways to have both students, staff, leaders and community contribute their views and feedback on school improvement.

Achievement

Meredith Primary School, as with every Victorian school, data was significantly impacted with the 2020/21 COVID19 lock downs. Our teachers used a range of localized formative and summative assessments to support both the onsite and remote learning differentiation. During our remote learning periods, our teachers engaged with a number of online and hands on resources to support differentiation for both students and families. Our staff identified that not only a focus on student differentiation was appropriate to ensure that each student was having success at home, there was also a need to consider family differentiation with family circumstances, working from home, age of the student and other siblings being understood by the classroom teachers when developing programs for the students. Assessments were made at the end of 2021 and a new data wall developed to ensure a consistent focus on student achievement that would lead into the 2022 school year.

With the development of whole school essential learning/overview documents our classroom teaching and learning has continued to embed consistent practice and curriculum focus. We have developed a whole school instructional model that focusses on key, research based elements to ensure high level planning and implementation of our teaching and

learning programs. Our PLCs have been active with a more consistent approach to be embedded in 2022 (limited COVID interruptions). Tutor learning program has been reviewed and re-designed based on feedback and analysis of student learning. Greater focus on classroom/peer observations with our new tutor with our focus on re-designing our reading program in 2019/2020, we have evaluated we need to now look at our instructional teaching and learning practice in writing and mathematics.

Engagement

Engagement in 2021 was challenging to consistently measure due to the impacts of COVID19 lock downs and remote and flexible learning. Our goal from the beginning of the remote learning period was to ensure that the 'human' elements of learning were not lost due to learning from home. Staff created a daily video of themselves discussing the learning for the day and any events or happenings that they may want to share. We engaged in Zoom for regular classroom learning catch ups and groups meetings. These continued to evolve and develop with feedback and greater confidence in the new way of teaching and learning. Students that had not logged in or had not submitted tasks were regularly followed up by the classroom teacher. To continue to support engagement and the challenges with the changing climate and engagement in schooling, our staff continue to meet with or call families to discuss attendance concerns. Attendance during COVID19 Remote Learning added some challenges that meant an element of flexibility and understanding had to be considered in all conversations with families. Some students had support for their learning through the day, some had it of a night and some had to spread learning across the week. Once we had an understanding of each families circumstances we were able to support more effectively. Regular SSGs have been booked throughout term 1 2021 where concerns have been raised by either the family or staff. In 2022 our PLCs will have a focus on student and family engagement in learning with the aim of re-engaging families and students to build the connectedness and confidence of the community to enter the school in a safe manner to support events, learning and celebrations.

Wellbeing

Like most things in 2021, our wellbeing focus had to adjust to support the changing landscape and dynamics through COVID19. With the implementation of further Remote and Flexible Learning, as a staff we identified some key areas that had to be focused on over this phase, and regular feedback from both staff, students and families ensured we continually modified and adapted our focus. 1. Communication was key to the success of Remote Learning. Our staff implemented a multifaceted plan for ongoing and clear communication. We rolled out Seesaw for daily videos, work and for student to load their learning. We used Compass for letter, information and COVID Updates. We used Social Media for key community messages, such as Virtual Assemblies. Staff had to be accessible for families to support and answer questions, however they also had to manage their own wellbeing, families and health within clear parameters. Inviting our vulnerable and essential workers onsite (roughly 10-15% of our student population) meant we were able to support a number of families through the Remote Learning process. 2022 we will have a structured approach to supporting the wellbeing of all students and staff through engaging with Berry Street Professional Learning (to be completed by all staff in May 2022).

Building confidence and routine back into our learning spaces has added complexities along with fatigue, however with re-engagement in learning and a focus on supporting wellbeing we have enabled a smooth transition in 2022. 2022 will offer some different challenges, we have had a significant percentage (based on our population numbers) that have disengaged from mainstream schooling and elected to home school. This will have an impact on both our attendance data and our enrolments for 2022. Continuing to build the confidence in our community over 2022 and attempting to reengage our families in their child/rens learning in a safe manner will need to be addressed.

Finance performance and position

Equity spending concentrated on Reading approach and supporting a Literacy Intervention focus. These intervention approaches have been supported with two trained Education Support staff who dedicate 3 hours each a week to the programs. These programs moved away from a 1:1 intervention and were redirected using the staff skills and training, under the guidance of the classroom teacher, to focus more on small group guided reading intervention with a focus on

student reading goals. 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, building on our 2019 introduction of Fountas and Pinnell with some additional professional learning focusing on the increased consistency of the resource. The Net Operating Surplus figure has been impacted by additional funding received to support our Out of School Hours Care (OSHC) program, particularly staffing. With the reduction of a classroom in 2020, as well as some additional reduction in administration hours, has meant that our financial position is positive and staffing positions will be consistent going into 2022. A surplus was evident in both our credit and cash budgets, with some budget lines spending increasing and some decreasing due to the unusual circumstances of the 2021 school year impacted by COVID19. With the employment of a specific Inclusion/Mental Health leader we will be able to further develop and embed new or improved initiative and resources to support our entire school community. The employment of the Inclusion Leader in 2022 has been made possible with with DET initiatives and funding in Disability Inclusion and the Tutor Learning Initiative. In 2022, we will see our credit budget impacted by approximately \$25000-\$30000 to help cover the surplus cost of our Inclusion Leader.

For more detailed information regarding our school please visit our website at
<http://www.meredithps.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 64 students were enrolled at this school in 2021, 33 female and 31 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).

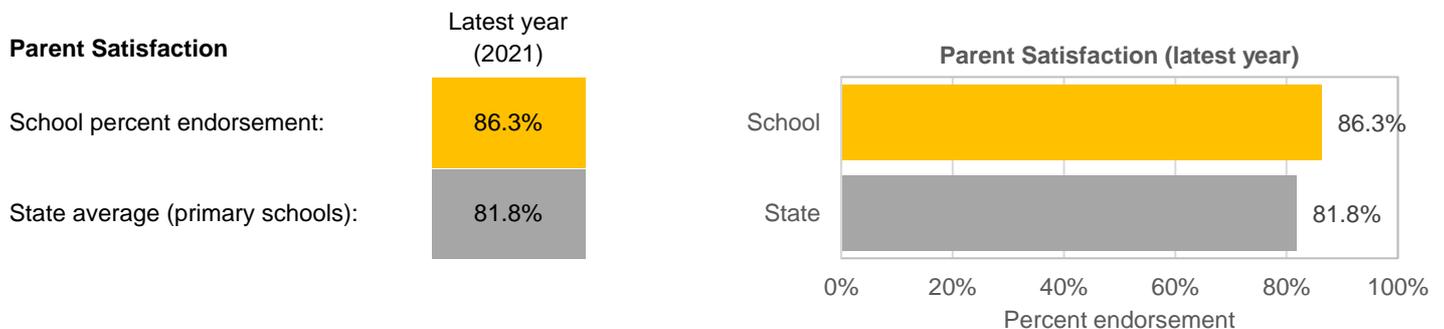
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

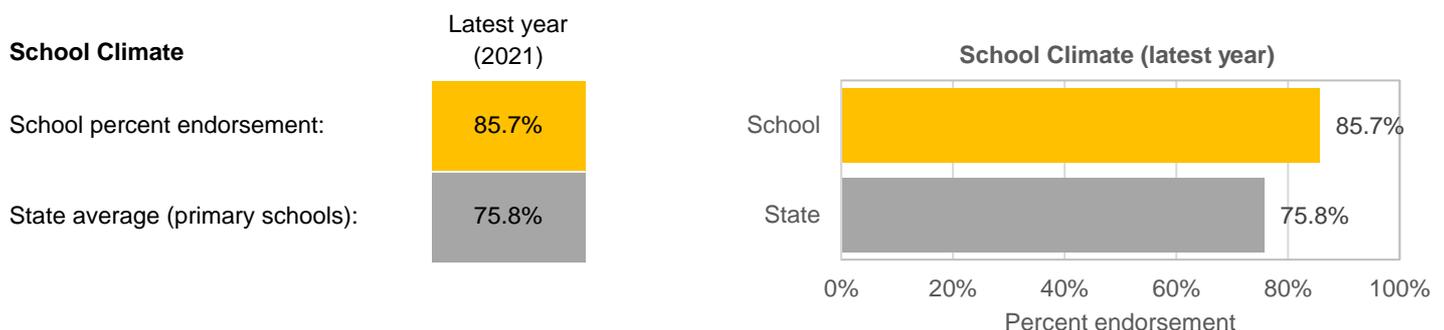


School Staff Survey

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:

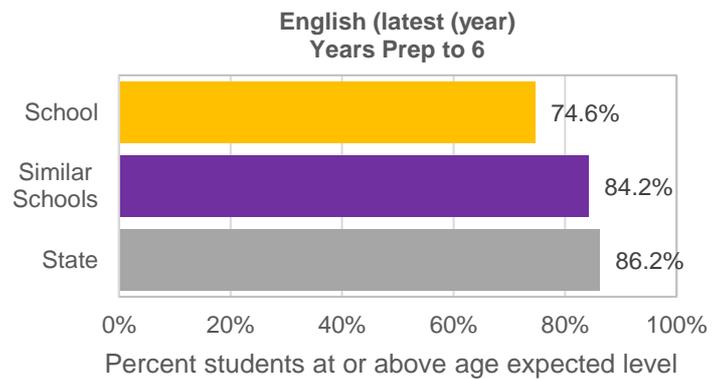
74.6%

Similar Schools average:

84.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

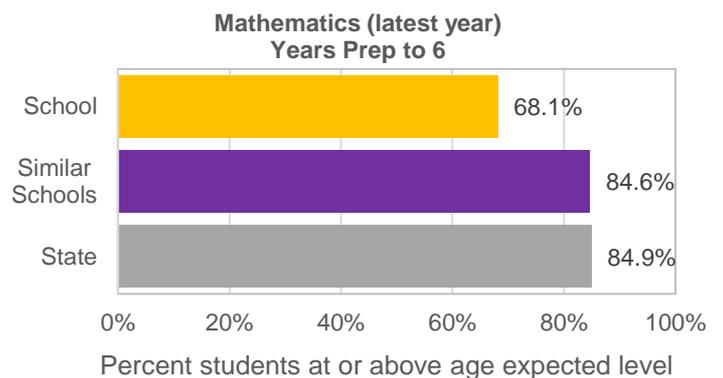
68.1%

Similar Schools average:

84.6%

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.

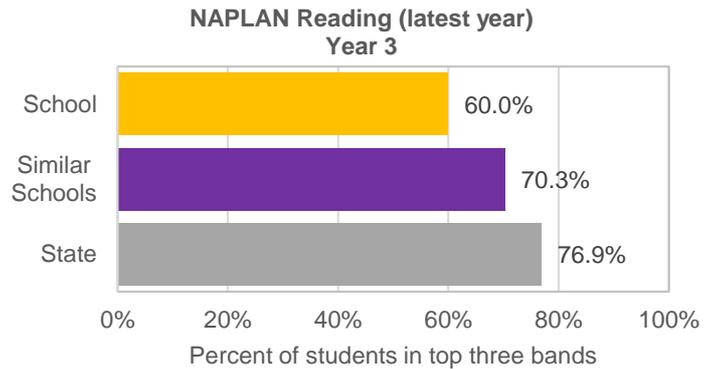
NAPLAN

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.

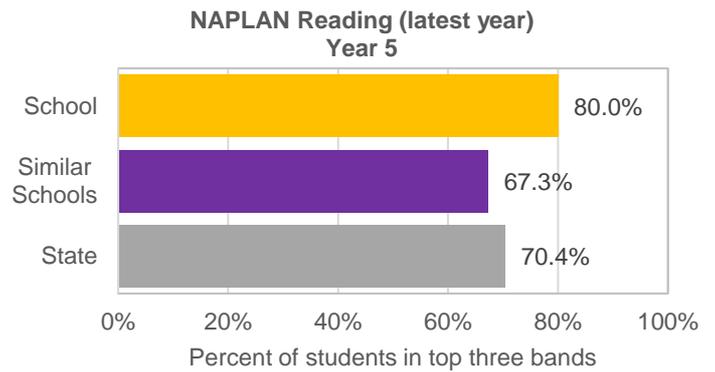
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	76.2%
Similar Schools average:	70.3%	73.0%
State average:	76.9%	76.5%



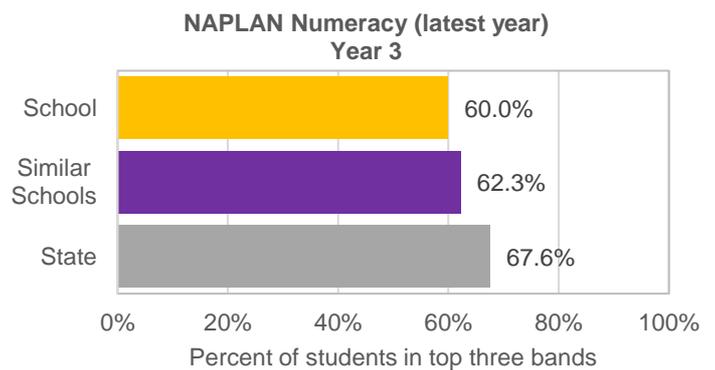
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	79.4%
Similar Schools average:	67.3%	64.6%
State average:	70.4%	67.7%



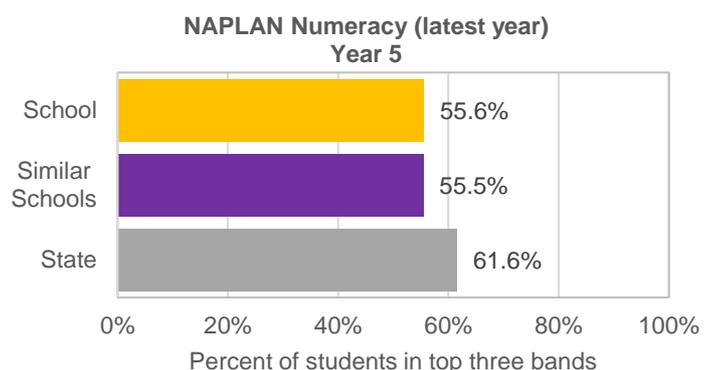
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	77.3%
Similar Schools average:	62.3%	64.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	59.4%
Similar Schools average:	55.5%	56.6%
State average:	61.6%	60.0%



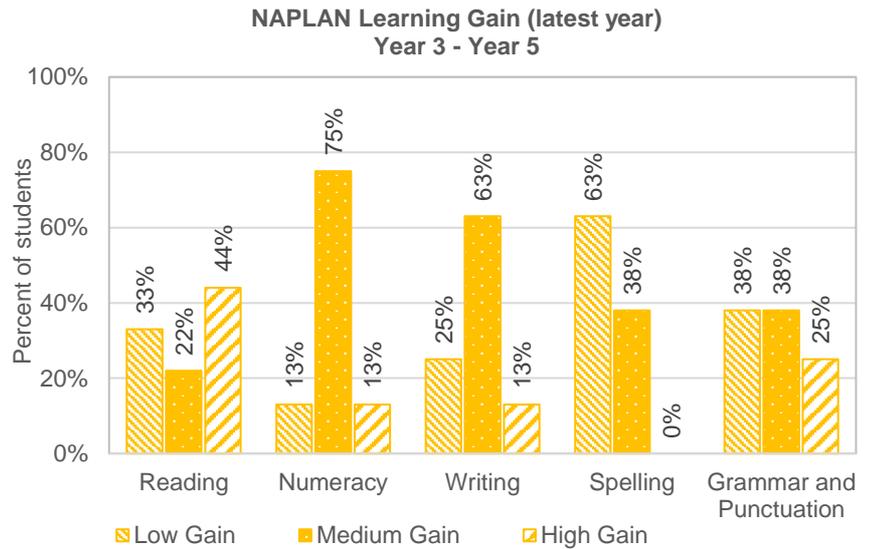
ACHIEVEMENT (continued)

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:	33%	22%	44%	23%
Numeracy:	13%	75%	13%	25%
Writing:	25%	63%	13%	19%
Spelling:	63%	38%	0%	27%
Grammar and Punctuation:	38%	38%	25%	25%



ENGAGEMENT

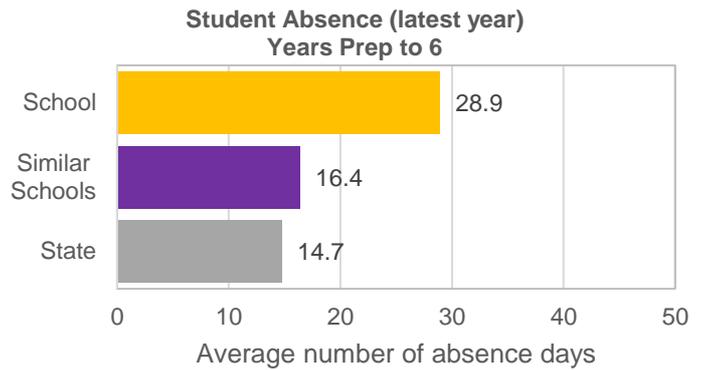
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.9	17.4
Similar Schools average:	16.4	16.4
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):	87%	80%	93%	79%	85%	86%	84%

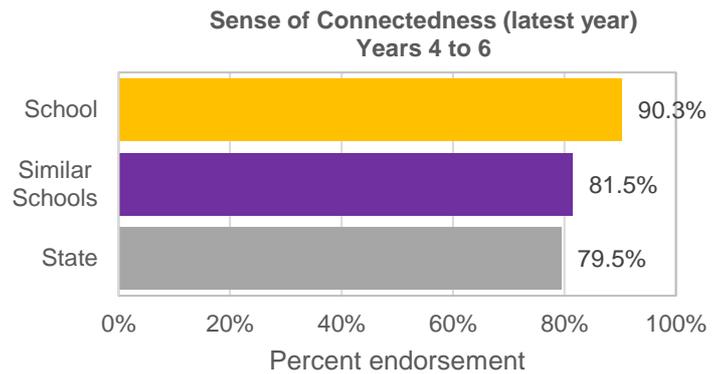
WELLBEING

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:	90.3%	91.8%
Similar Schools average:	81.5%	82.0%
State average:	79.5%	80.4%

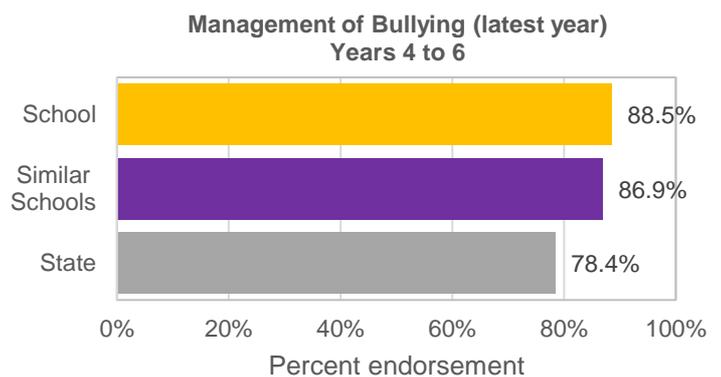


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	88.5%	89.5%
Similar Schools average:	86.9%	84.8%
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	\$857,822
Government Provided DET Grants	\$169,023
Government Grants Commonwealth	\$76,749
Government Grants State	\$920
Revenue Other	\$3,191
Locally Raised Funds	\$33,621
Capital Grants	\$0
Total Operating Revenue	\$1,141,327

Equity ¹	Actual
Equity (Social Disadvantage)	\$57,143
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$57,143

Expenditure	Actual
Student Resource Package ²	\$716,253
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$6,566
Communication Costs	\$6,984
Consumables	\$16,458
Miscellaneous Expense ³	\$4,840
Professional Development	\$7,662
Equipment/Maintenance/Hire	\$48,039
Property Services	\$45,694
Salaries & Allowances ⁴	\$103,794
Support Services	\$27,696
Trading & Fundraising	\$10,304
Motor Vehicle Expenses	\$8
Travel & Subsistence	\$0
Utilities	\$7,734
Total Operating Expenditure	\$1,002,031
Net Operating Surplus/-Deficit	\$139,296
Asset Acquisitions	\$0

(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	\$302,950
Official Account	\$20,238
Other Accounts	\$0
Total Funds Available	\$323,188

Financial Commitments	Actual
Operating Reserve	\$44,400
Other Recurrent Expenditure	\$2,327
Provision Accounts	\$0
Funds Received in Advance	\$4,075
School Based Programs	\$80,666
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,382
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$38,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$191,850

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.