

2020 Annual Report to The School Community



School Name: Meeniyah Primary School (5420)



- 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 2020 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 24 March 2021 at 01:40 PM by Gene Vanderzalm (Principal)

The 2020 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 10 May 2021 at 10:14 AM by Danielle Lacy (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Vision:

At Tarwin Valley Primary School, we are a community of learners. We guide our students as they develop into resilient, reflective and resourceful life-long learners who can learn in both independent and collaborative settings. At Tarwin Valley Primary School, we provide an environment that puts equal measure on promoting academic, social and emotional growth.

Tarwin Valley Primary strives to make all learning purposeful. We believe that education is not just about preparing us for our changing future, but instead engaging with the world in meaningful ways. Our school curriculum has been refined to ensure time is given to spontaneous and creative learning opportunities, student led and interest-based learning tasks, camps, performances and sport. The well-being of the learner is a priority and is seen as critical for allowing learning to occur. Through reflection and feedback, we expect learners to be honest in their own reflections, while respectfully challenging each other. Staff continuously reflect on their own practice through a range of professional learning.

We foster the development of individuals by offering and valuing a range of opportunities that broaden minds and challenge us. We recognize the value of making mistakes and that they are integral to learning. We encourage all learners to take risks in achieving their goals. Assessment takes many forms to suit individual needs. The Learning Intention is made explicit for all lessons to ensure a clear understanding of expectations. We use differentiation to ensure that the right level of challenge is presented to all students. When celebrating achievements, we focus on progress rather than results

Our school recognizes the importance of relationships. Genuine relationships are at the core of what and how we do things. Tarwin Valley Primary School has a community focus, where students feel known and cared for, celebrated for who they are and supported by all members of the community in their learning. We see that Parents and Carers can be a young person's greatest supporters and we want and value their contributions. Our staff have regular dedicated times to communicate and collaborate on student learning to ensure families are a part of their child's learning journey. As well as fostering a supportive school community we recognize the importance of collaboration. We strive to incorporate our students, staff, parents and wider community in our decision making processes and encourage their contributions.

To guarantee the continued growth of our learners, we constantly seek new ways to refine and make meaningful differences in our school whilst being mindful of the trap of 'change for changes sake'. Our core values encourage our students to be enthused and curious about their learning and to respect themselves as well as each other. At TVPS, we live by our values and strive to uphold them in all our interactions.

Our school:

2020 was a year unlike any other. With the school forced into remote learning for much of the year we were not able to harness performance data like in previous years. The data sets we were able to gather, Attendance and Teacher Judgement, were heavily affected by the COVID lockdowns and should be viewed with this understanding.

Throughout the year there were several key events that will shape our school for years to come. We were happy to finally move into our new Administration building. This wonderful space is a delight to work in and is proving to be a highly productive, central hub of the school. The other major change was the school's name. After an 18 month process, the school officially changed its name from Tarwin Valley Primary to Meeniyan Primary. Although, there has been a considerable amount of follow up changes the school has had to undertake such as uniforms, website and the multitude of places where our name occurs it has been a welcome change and one we will reap the benefits of in the years to come.

Values:

Tarwin valley Primary School's values underpin all that we do. It is our goal to have them engrained in all of our practice from the way we teach and learn to the conversations we have with one another. We manipulated our school

values into the acronym D.R.I.V.E so they are easy to recall and so they engage and motivate us to be our best.

D stands for Diversity - we accept that all learners have different needs and interests and that all students learn in different ways. We adjust our learning accordingly and seek to understand difference.

R stands for Resilient - by establishing clear goals and expectations we aim to develop grit at all times and bounce back when we find ourselves in the pit.

I stands for Integrity - we help students develop the courage to practice what they know is right for them or the group and to not be swayed by what might be quick, easy or popular.

V stands for Voice - we expect that each student uses their voice for the good of the group or themselves and that they then follow up on what needs to be done to achieve their goals.

E stands for Expectations - we understand that some expectations are set for the good of the group and that other expectations we set for ourselves. Expectations are the guard rails that keep us on track.

Staffing:

In 2020 we had 6 classrooms and student numbers from the kinder indicate that we should add to the number of grades for the next few years. The number of students climbed from 116 in 2019 to 132 in 2020. Our classes consisted of Prep, Grade 1, Grade 2, Grade 3/4A, Grade 3/4B and 5/6. overall, we had 22 staff working at the school.

We welcomed French and PE to our school again. Both teachers have wonderful credentials for specialist teachers with high energy and understanding of the demands within a school. Art and MARC continued as shared roles.

The school welcomed three new Teacher Aides across the school who worked in supporting students with special needs whilst our Artist in Residence took groups of students for special art projects. His works have made an immediate impression on our school community and have greatly improved the visual outlook of the grounds.

We were fortunate to continue to receive Primary Welfare Officer funding in 2020. She developed a Respectful Relationships team in early 2020 and began the process of rolling the program out across the school.

We were very fortunate to have our previous chaplain return to the role, she brought great compassion and understanding to the role and to the needs of our students and families. Her support included both student and family support and many families turned to the Chaplain for support. In Term 4, she started the SPARC program which involves working with a small group of students to help develop their leadership skills.

At the end of 2020 we said farewell to our Art teacher Rachel. Rachel provided years of wonderful teaching to the students of our school and we wish her all the best in the future.

Facilities:

- The administration area was completed thanks to a Minor Works grant of \$500,000 from the State Government. Subsequently, the old Admin area was remodelled to home ES staff and a teacher work space.
- Artist completed three separate murals across the school
- School signage was erected with the new school name of Meeniyan Primary
- Rooms 1, 2 and 3 were completely cleaned out and remodelled in preparation for higher student numbers in 2021.
- An artificial turf was lay down around the horseshoe area due to tree roots pushing up the bitumen. The area has proven very popular with students.
- Several areas of roofing were replaced across the school
- The schools solar panels were moved and reconnected

School Improvement Agenda

Unfortunately, most of the school's improvement targets were linked to tests like NAPLAN and surveys like the Parent Opinion and Student's Attitude to School Survey which the school did not take part in during 2020.

Framework for Improving Student Outcomes (FISO)

The school's AIP actions and associated Professional Development Plans were heavily modified to suit remote learning. As the year progressed we realised that we simply wouldn't have time working with students or with other staff to allow us to complete the necessary actions. Overall, the feedback on how we delivered our remote learning has been extremely supportive of the school. The majority of our staff and parents realised that remote learning was a limited substitute for face-to-face learning, especially for our junior classes and for students with special needs. Notwithstanding, some students did excel in this environment thanks to the ongoing support of their families and

classroom teachers. In some instances, they struck up such a powerful relationship that the students were able to make expected and occasionally above expected growth for the period.

At the mid-year we reported, "When we have been at school our PLC has continued to function as an effective model and investigate key areas of need within our school. Early judgements from Reading assessments indicate that this PLC work is having a significant effect on growth. Obviously in 2020 we will not have NAPLAN data to correlate this with but teachers are excited by improvements in Reading responses they are seeing so far. Teachers have had lengthy discussions about creating a love of reading within their classes and the importance of being a spruiker of texts and literature. From this work they have noticed that students have responded quickly to their endeavours and become highly engaged during reading sessions. Next, we look forward to developing a mental model of reading that captures the need of the classroom teacher becoming a spruiker of texts and that love of literature. In terms of Peer observations we will have to push them back to 2021. It was already going to be a stretch to fit them in this year and now we don't have time to do the upskilling properly."

This guidance did not change by the end of the year.

Achievement

Staff Learning

The teaching staff:

- Rolled our School Vision and Values, developed in 2019, out across the school
- Continued working with George Telford from Challenging Learning with particular focus on Feedback and Dialogue

- Developed a consistent PLC Cycle with a focus on Reading

Continued regular peer observations to support the PLC cycle. Staff worked under the expectations that they observed and were observed 3 times each per term.

- Gene continued to provide the MACQLIT program for students with higher needs in Reading
- Established Respectful Relationships

The Education Support staff

- Admin staff built upon their understandings and application of CASES 21, Work Cover, OHS and Recruitment.

The year enabled more time than usual to these areas which was timely considering the fact roles and responsibilities have shifted over the past few years.

Curriculum:

In 2020, the staff embarked on our first full year of implementing a Professional Learning Culture (PLC) after months of training in 2019. Pete took on the role of PLC leader and did a fantastic job of guiding the staff. An amazing achievement considering the many hurdles that the year presented. Our PLC work has been one of the more consistent aspects of our schooling this year. As long as we have been at school we have had PLCs and as a result have completed 2 and a half cycles. Teachers truly value their PLC time which is amazing considering we only completed our training a year ago.

Student Achievement data at MPS continues to outperform Similar Schools and State benchmarks as seen below:

	MPS	Similar Schools	State
Percentage of students at or above in Reading P-6	90	80	86
Percentage of students at or above in Writing P-6	86	75	81
Percentage of students at or above in Number P-6	86	81	85

Our PLC focus will continue with Reading in 2021. We were originally planning to finish off with Reading in 2020 but the interruptions have meant we still have some unfinished business with establishing our Reading mental models and teaching and learning model.

We still have further work to do in aligning our efforts with data. Ideally we will have numerous data to refer to and aim to use our new Learning Specialist time to unpack NAPLAN data

Engagement

Our school had a mixed response in terms of their engagement in remote learning with teachers reporting around 50% of students regularly completing learning tasks to a satisfactory level. The school relied on the Seesaw application for sharing learning tasks with students and distributed a large number of devices to families so they could partake in learning remotely. All teachers presented learning online which was a significant adjustment to their practice. When the students were in school they had a mixed response to reengaging with their learning. Around 10% of our students are on the Autism Spectrum and many of these students struggled with the changes to their routines. In Term 4 the school reviewed student learning data and found that many of our students previously learning at or above the expected level did not make 12 months growth. From this finding, 5 students from each year level were identified for our tutoring program in 2021.

COVID interrupted large portions of our work around student voice and agency. The school does not have any ATOSS survey data however our Compass entry data suggests that the students are far settled in schooling. Amber and Red Compass Entries have dropped from 67 over the same period of time last year to only 8 in 2020.

Walkthroughs with George still show that classrooms are still teacher centred, have issues aligning Learning Intentions with lessons and have a lack of teacher commentary. As the Principal I have established a walkthrough system where I will monitor these areas throughout 2021 in a 1:1 feedback model with each teacher.

Wellbeing

Health and wellbeing supports became a major focus for Meeniyan Primary school in 2020. We conducted regular surveys to gauge the feelings of our students, parents and staff and modified our learning approach accordingly. Our Wellbeing Officer and School chaplain were on hand to provide supports at all times. They conducted socially distanced home visits, regular phonecalls and emails with those in need. They even coordinated meals for those who reached out.

The school joined the Respectful Relationships program in early 2020. Even with many interruptions we still managed to form our Implementation team. Besides the initial training, we inducted all staff in the basics of RR and why it is necessary in schools. Our group leader reviewed and surveyed a number of school processes to check we were all working and learning in an unbiased environment. She included a weekly RR column in our school newsletter and gave it a place on our meeting schedules at all levels of the school. Teachers began teaching the RR curriculum in classes.

The school's Community links were heavily affected by the COVID outbreak. Previous programs such as Side-By-Side, Choir, Breakfast Club and different parent groups could not gather

Financial performance and position

The school finished 2020 with a significant surplus. This is all due to the fact that the students did not consume as many materials or resources due to the fact they worked from home. Other budgets where significant savings were found were with Casual Relief Teachers, Building Projects and Maintenance (because we were often not allowed to have people on site). The school wrapped up its contributions to the construction of the Administration building. We still have some money from the furniture budget which was carried forward into 2021. The school received more than \$94,000 in equity funding which helped fund a number of initiatives at the school including: Our partnership with the Challenging Learning Group, Artist in Residence, Learning Specialist Special Payments and other professional development.

Meeniyan Primary continues to hold the funds for the Corner Inlet MARC cluster as well as the Corner Sports Cluster. The MARC budget continues to run at a deficit due to the healthy balance.

For more detailed information regarding our school please visit our website at <http://tarwinvalleyps.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 130 students were enrolled at this school in 2020, 64 female and 66 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) which takes into account parents' occupations and education.

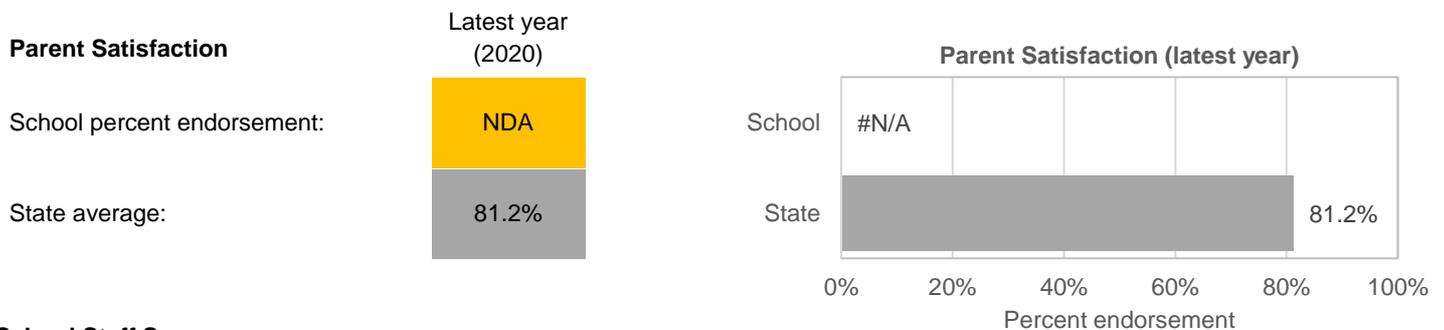
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

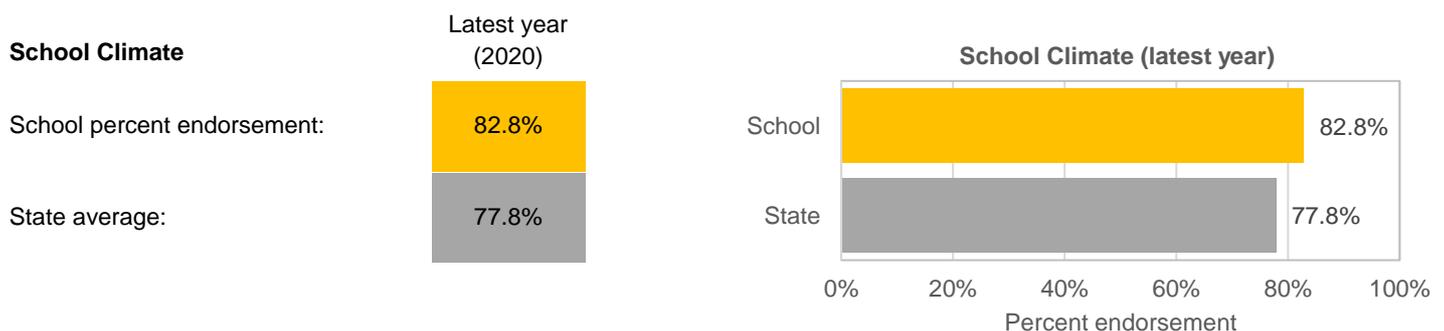


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

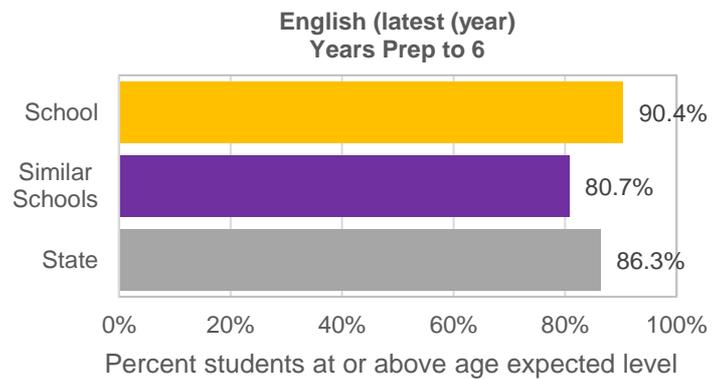
90.4%

Similar Schools average:

80.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

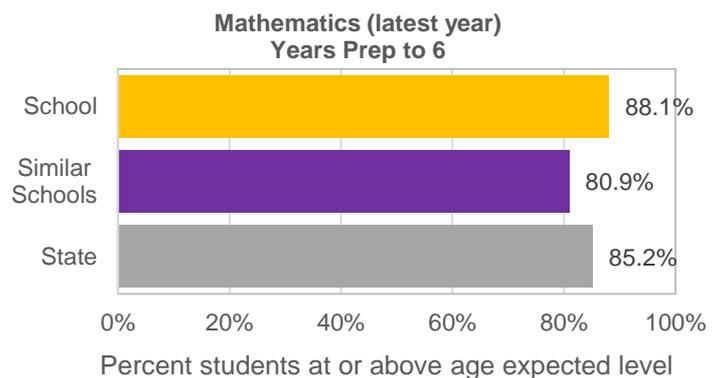
88.1%

Similar Schools average:

80.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

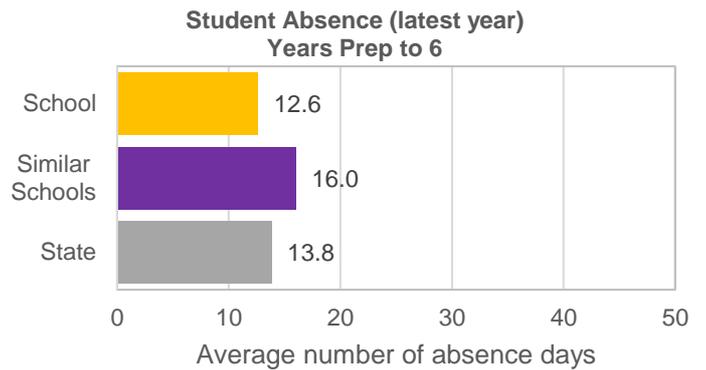
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.6	15.6
Similar Schools average:	16.0	15.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	94%	94%	93%	93%	95%

WELLBEING

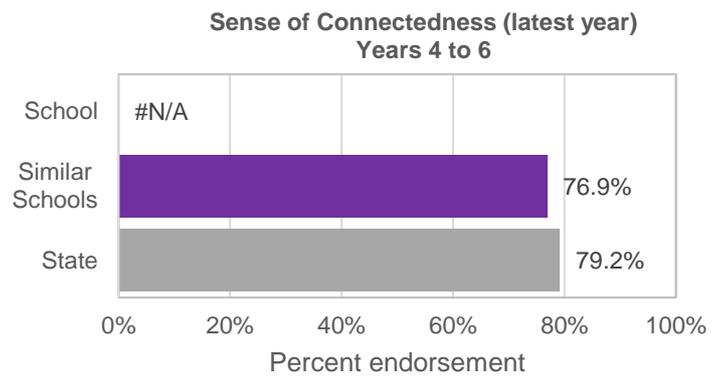
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.3%
Similar Schools average:	76.9%	79.6%
State average:	79.2%	81.0%



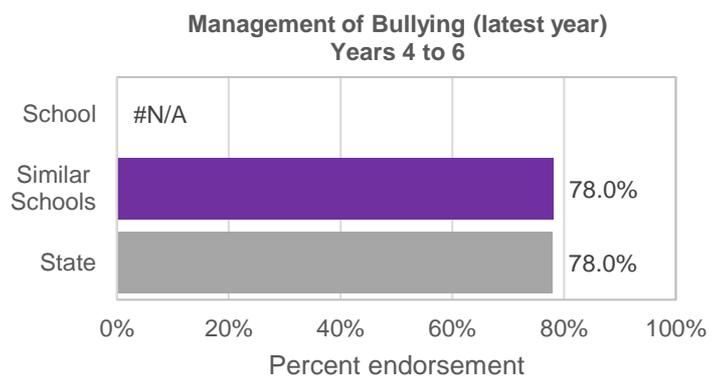
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.6%
Similar Schools average:	78.0%	80.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$1,504,050
Government Provided DET Grants	\$299,247
Government Grants Commonwealth	\$13,773
Government Grants State	NDA
Revenue Other	\$16,013
Locally Raised Funds	\$39,200
Capital Grants	NDA
Total Operating Revenue	\$1,872,283

Equity ¹	Actual
Equity (Social Disadvantage)	\$94,145
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$94,145

Expenditure	Actual
Student Resource Package ²	\$1,349,048
Adjustments	NDA
Books & Publications	\$29,761
Camps/Excursions/Activities	\$8,826
Communication Costs	\$1,541
Consumables	\$15,623
Miscellaneous Expense ³	\$68,414
Professional Development	\$1,992
Equipment/Maintenance/Hire	\$44,139
Property Services	\$84,003
Salaries & Allowances ⁴	\$43,605
Support Services	\$45,323
Trading & Fundraising	\$2,692
Motor Vehicle Expenses	\$1,081
Travel & Subsistence	NDA
Utilities	\$9,783
Total Operating Expenditure	\$1,705,832
Net Operating Surplus/-Deficit	\$166,451
Asset Acquisitions	\$11,368

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$207,071
Official Account	\$21,135
Other Accounts	NDA
Total Funds Available	\$228,206

Financial Commitments	Actual
Operating Reserve	\$51,830
Other Recurrent Expenditure	\$11,794
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$74,060
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$49,504
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$35,774
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$227,963

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.