

2022 Annual Report to the School Community

School Name: Meeniyan 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 of the previous calendar year 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 16 March 2023 at 03:26 PM by Gene Vanderzalm (Principal)

- This 2022 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 11 May 2023 at 01:09 PM by Kate Thomas (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Values: Meeniyani 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.

Our school: 2022 was the year we came out of the COVID haze. Student numbers declined slightly from of a high of 163 the previous year back down to 152. Some this reduction was due to some students moving to alternative learning settings such as Home Learning. These numbers still facilitated 8 classrooms. Our staffing profile stayed at a similar level of around 26 staff. Our timetable was much the same as the previous year with similar issues around lack of available spaces.

Staffing: In 2022 we had 8 classrooms and student numbers from the kinder indicate that we should maintain a similar number of grades for the next few years. Our classes consisted of a Prep class, Two Grade 1 classes, Grade 2, Grade 3/4A, Grade 3/4B and 5/6A and 5/6B. Overall, we had 28 staff working at the school. We welcomed The Arts, French and PE to our school again. All teachers have wonderful credentials, with high energy and understanding of the demands within a school. MARC continued as a shared role. The school welcomed three new Teacher Aides across the school who worked in supporting students with special needs. We were fortunate to continue to receive Primary Welfare Officer funding in 2022. She collaborated with our Respectful Relationships Team throughout the year and facilitated the program 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. At the end of 2022 we said farewell to seven teachers, Peter, Emma, Chloe, Sophie, Jeanette, Jo and Jo. A number of these teachers provided years of wonderful teaching to the students of our school and we wish them all the best in their future endeavours.

Facilities: - The school began construction on an amphitheatre. This area provides another outdoor learning space as well as somewhere to hold school assemblies and performances. This should be completed in 2023. Two air conditioners were installed across the school. The school continues to wait on the outcome of extra funding to construct new student toilets. We received initial funding back in 2021 but this is no longer adequate to build an appropriate structure.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Meeniyani Primary our School Strategic goals for 2019-2022 focus on: 1. Improving student learning growth in literacy and numeracy 2. Building teacher capacity to utilise high impact teaching strategies and embed the schools agreed instructional model 3. Building leadership and staff capacity and develop high performing evidence based professional learning communities across the school. In 2021, Meeniyani Primary School focussed on the FISO components Excellence in Teaching and Learning and Community Engagement in Learning. The school used the Building Practice Excellence initiative to improve teacher knowledge and practice in Reading instruction and increase engagement. The key implementation strategies were: Reading 1. Provision of a PLC Professional Learning program to develop teachers' pedagogical and content knowledge [On-going, supported and fully integrated into the culture of the school. 2. Resource and implement a school based professional development program of the HITS and the MPS Instructional Framework 3. Development of Reading data wall, Mental Model and assessment documentation for Literacy.

Our Reading and Writing results continued to be above the state in 2022 however our Numeracy results were below the State mean. The NAPLAN results for Writing continue to be well above the State median and again when ranked against Similar schools our school ranked 1st out of 50 'Like' schools. In Numeracy we were ranked 6th and Reading 9th out of 50 'Like' schools. Our Reading results steadied and we achieved similar to State medians at both Year 3 and 5. In 2022, our NAPLAN results for year 5 were above the mean in Reading. However of some concern was a low mean for Year 3 Reading. Results over the past 4 years still indicate strong improvements in Reading, Writing and Numeracy. In 2022 we focussed on increasing teaching staff capacity to read, analyse and action assessment data formatively through more comprehensive and accessible assessment tools, techniques and

representation. Reflecting on impact on learning became part of our PLC action cycle which allowed staff to be more precise in their practice and assignment of learning tasks. Our item analysis of NAPLAN maths and reading data indicates our students need support with a range of different areas that will be used to direct the focus of our future PLCs.

We have continued to make progress off the back of our PLC processes. These dedicated times are accompanied by a positive staff culture for improvement. This semester we have assessed the assessment schedule for mathematics and begun creating CATS for key areas being taught. Staff have also become proficient at analysing data during PLC sessions and then planning to address these needs.

We will continue to compile these assessments as well as comprising the benefits of different school wide assessments such as Maths Online. Our mentor sessions have been severely hamstrung by constant interruptions of staff and behavioural needs across the school. We prioritised these needs ahead of our goal for much of Term 1 and the remainder of the year. We had created a data wall that tracked reading progress for every student across the school. In tandem with our tutor, developed the practice of incorporating formative practice into instruction. The establishment of our PLC practices has been a fantastic achievement over the past two years. Staff see their PLC time critical to the rest of their practice. Although we felt this way before looking at our reading data it has been affirming to see that this has also improved sharply in recent years. The main changes to our practice has been the alignment of detailed assessments with a thorough teaching and learning cycle. Teachers now have a clear purpose to their Reading instruction and the students not surprisingly have a clearer understanding of what they are learning and where they are headed next.

Wellbeing

Our Performance Summary indicates that we are performing generally Above the State in Student, Parent and Teacher satisfaction surveys. The school continues to focus more on 4 year trends for survey data as we are heavily influenced by cohorts due to our size. Our Student survey results have continued the upward trend of recent years. For Student Safety we are well above the State median for Connectedness to School, Student Voice and Stimulated Learning. These are pleasing results as they have been a focus in recent AIPs. ATSS has continued to trend at or above in most areas of the survey. Some anomalies that emerged in 2022 that we will continue to monitor include Help Seeking 58%, Physical and Mental Health 55% and Not Experiencing Bullying 78%. We feel all three of these indicators tie closely together and relate back to resilience and mental health. Parent Satisfaction with the school is 92% putting it well above the Victorian government primary schools median of 82%. Specific areas of strengths are General Satisfaction (100%), Parent Participation and Involvement (95%), School Communication (97%), School Pride and Confidence (95%), High Expectations For Success (95%), Physical Environment (95%). The School Climate measure on the School Staff Survey is 83% which is above the State median of 73%. The school has moved well above the state sub category 'Instructional Leadership' where it now sits at 92% compared to the State mean of 76%.

We are mindful of Staff Wellbeing after some fairly trying years. At the end of 2022 we lost close to 50% of our staff which has a massive impact on staff culture. Some of these movements were due to the end of the MARC program and staff choosing to travel but some of it must be attributed to staff tiring under the weight of an education system that has changed considerably in recent years - particularly student behaviour.

This year the school included the Resilience Project curriculum resources into our SEL program. Currently, all students are receiving SEL lessons on the same day in the same session and our Wellbeing officer works closely with classes to deliver these lessons. Our PWO continues to coordinate Breakfast Club every Thursday morning. Thanks to the support of Foodbank, local businesses and our local parents for supplying food and time to make this program a reality.

Other highlights in this space include the growing support and initiatives provided by our Parent Connect group. This group continues to gain momentum every year and in 2022 organised a number of outstanding events for the school community including the inaugural Meeniy Ball at the Meeniy Hall and inaugural Colour Run for the students. The student's Junior Action Team (JAT) has also started initiating more student voice in 2022. The group sparked the return of the Lunchtime Clubs program and participating leading each of the club activities.

Engagement

Our approach to engagement is strongly connected to curriculum and student wellbeing as the relationship between the three is interdependent. The Attitudes to School Survey indicated that there is one key factor that could be affecting attendance and general engagement at school. Motivation and Interest in school was and has been historically low at our school. In 2022 we were placed at 75% positive endorsement compared with the State average of 79%. As a school we will continue to work with students to use their Voice and help build a school that interests them and motivates them to be better people. The Engagement measure of attendance is not a concern over the four year period. As a school we are aware of students who are away regularly and have implemented a

personal approach involving the class teacher to ring on the second unexplained day. If the absence continues then the Principal contacts the parents to determine what the issue is. One major issue is families taking holidays during school terms. We encourage people to use school holidays but for a range of reasons this trend is very popular at the moment. Another reason for the absence of students, is students who travel to our school rather than their local school.

Other highlights from the school year

We were extremely proud in 2022 to restart so many programs and initiatives that had slipped away in the previous COVID years. These events brought healing for many individuals and a sense of normality slowly returned to our school. This took a lot of effort in the face of some fairly extreme student behaviours. Watching our Year 5 students go on their first camps, our Year 2 students experiencing their first School Concert and parents returning to assemblies and school yard were pivotal moments that could be easily missed.

Our staff have experienced considerable turnover, especially in the last 12 months with 9 new staff starting this year. This change has been a positive on many levels however as all staff now work in teams outside the classroom to plan and support teaching and learning. Our 5/6 classes also learn together due to the suitable classroom space. Furthermore, our current staff are keen to get involved and take on middle leader roles with many putting their hands up for PMSS, school Leadership and mentor positions.

Financial performance

The school is currently in surplus for the following reasons: Facilities Reserve. We have gradually accrued funds remaining in the annual Facilities budget to fund large long term projects and larger facilities emergency and repairs. This is an expectation of the Department to manage and provide funds at a local level for such services. Program Coordination School: We are the base school for the Tarwin Valley MARC scheme and Corner Inlet Cluster Sports, and must accumulate funds annually to pay for a new library van. Sub Program Holding Fund. We operate a sub program holding fund to access if there is a major unexpected program budget need. Specifically it is to fund any major unexpected staffing expenditure that may unexpectedly arise such as long term, non claimable sick leave.

For more detailed information regarding our school please visit our website at
<http://tarwinvalleyyps.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 2.0 (FISO 2.0).

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 155 students were enrolled at this school in 2022, 66 female and 89 male.

0 percent of students had English as an additional language and 3 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).

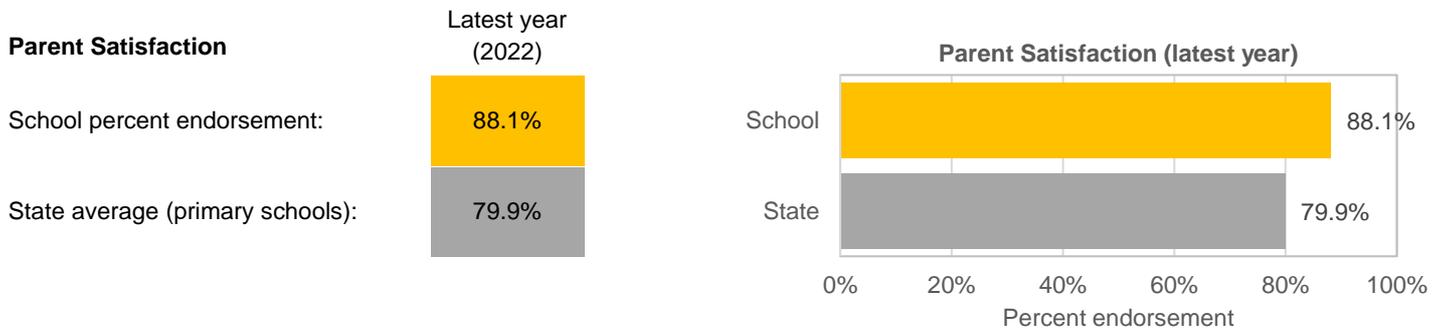
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

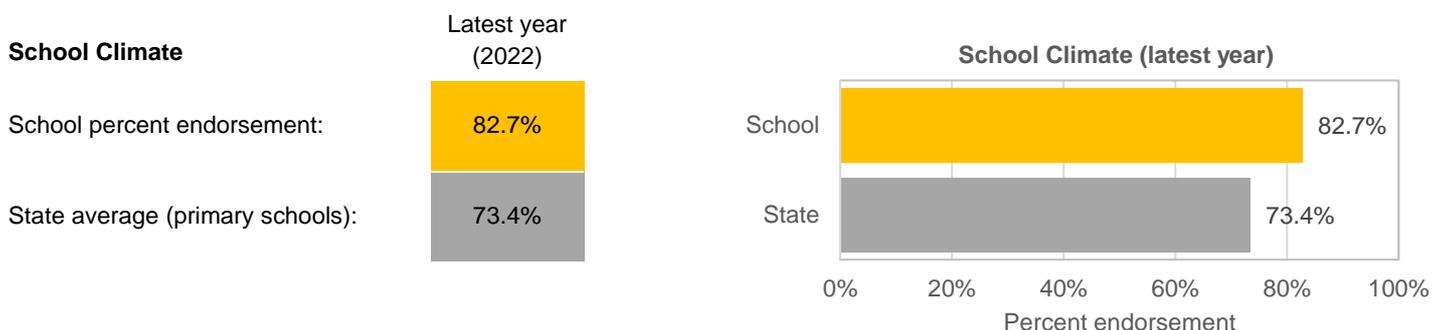


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

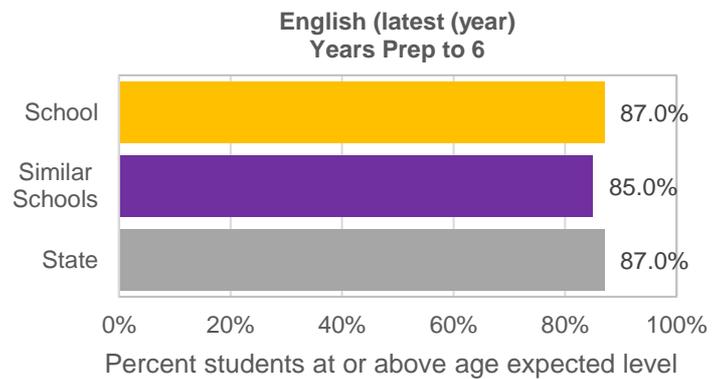
87.0%

Similar Schools average:

85.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

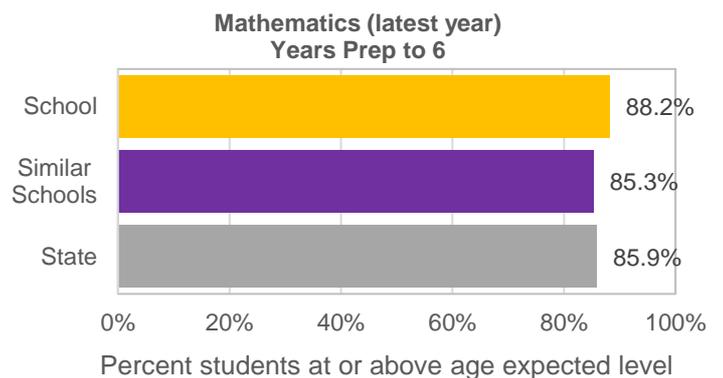
88.2%

Similar Schools average:

85.3%

State average:

85.9%



LEARNING (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.

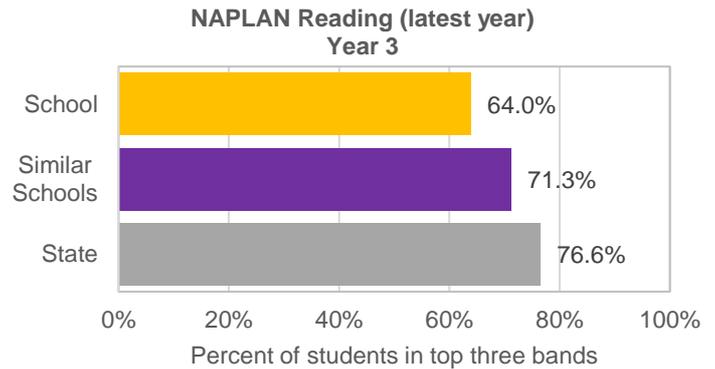
NAPLAN

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 2019, 2021 and 2022 data.

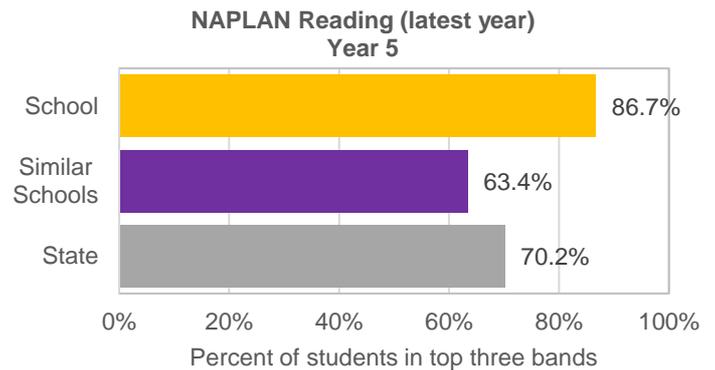
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.0%	70.8%
Similar Schools average:	71.3%	72.5%
State average:	76.6%	76.6%



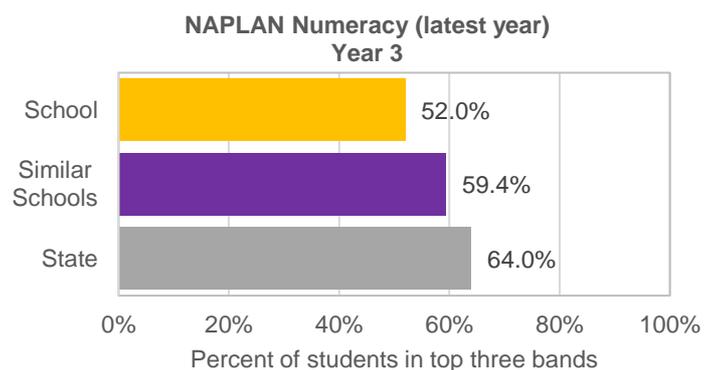
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	80.4%
Similar Schools average:	63.4%	65.1%
State average:	70.2%	69.5%



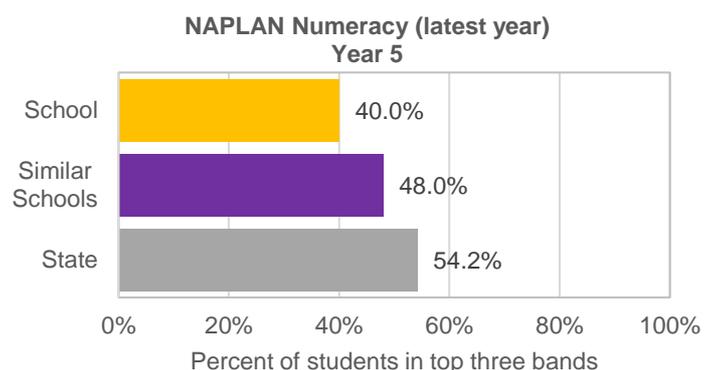
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.0%	58.3%
Similar Schools average:	59.4%	63.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	51.0%
Similar Schools average:	48.0%	53.0%
State average:	54.2%	58.8%



WELLBEING

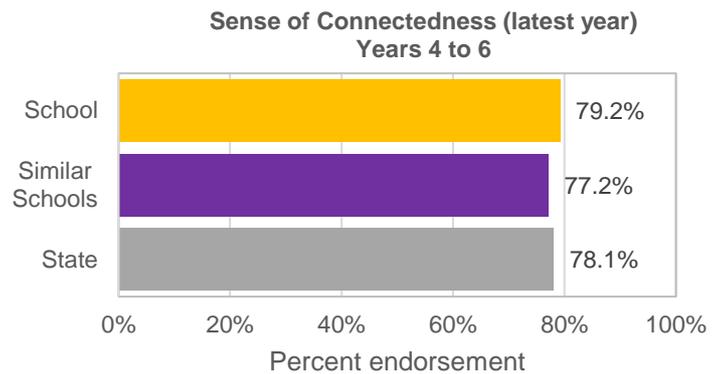
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	79.2%	81.3%
Similar Schools average:	77.2%	78.5%
State average:	78.1%	79.5%

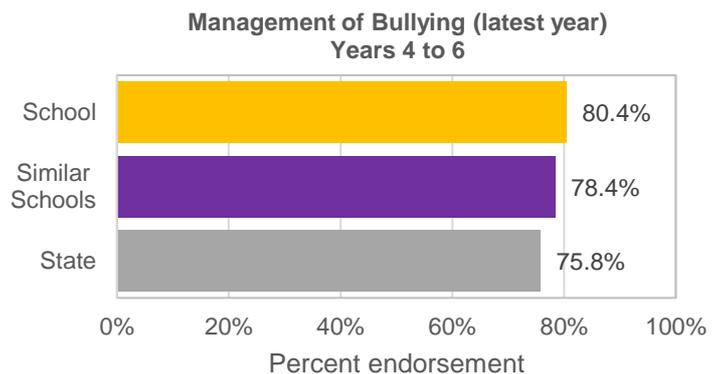


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	80.4%	84.7%
Similar Schools average:	78.4%	80.0%
State average:	75.8%	78.3%



ENGAGEMENT

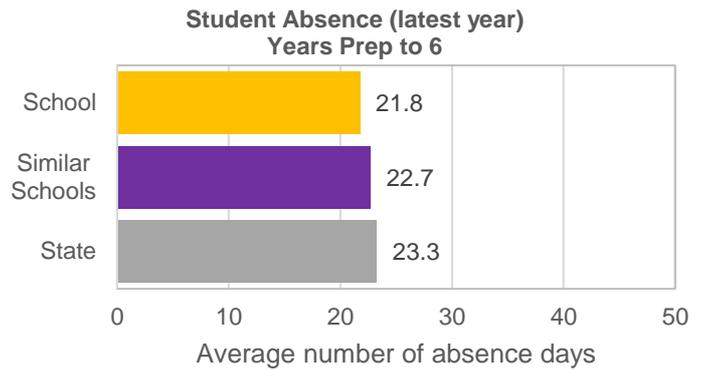
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.8	16.2
Similar Schools average:	22.7	17.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	89%	89%	90%	90%	91%	83%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,891,689
Government Provided DET Grants	\$321,321
Government Grants Commonwealth	\$153,760
Government Grants State	\$0
Revenue Other	\$23,697
Locally Raised Funds	\$82,945
Capital Grants	\$0
Total Operating Revenue	\$2,473,412

Equity ¹	Actual
Equity (Social Disadvantage)	\$63,767
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$63,767

Expenditure	Actual
Student Resource Package ²	\$1,824,980
Adjustments	\$0
Books & Publications	\$8,384
Camps/Excursions/Activities	\$29,263
Communication Costs	\$706
Consumables	\$20,498
Miscellaneous Expense ³	\$32,005
Professional Development	\$4,034
Equipment/Maintenance/Hire	\$10,100
Property Services	\$96,282
Salaries & Allowances ⁴	\$92,519
Support Services	\$119,636
Trading & Fundraising	\$10,760
Motor Vehicle Expenses	\$2,292
Travel & Subsistence	\$0
Utilities	\$12,744
Total Operating Expenditure	\$2,264,203
Net Operating Surplus/-Deficit	\$209,209
Asset Acquisitions	\$48,964

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$322,869
Official Account	\$14,289
Other Accounts	\$0
Total Funds Available	\$337,157

Financial Commitments	Actual
Operating Reserve	\$63,372
Other Recurrent Expenditure	\$7,250
Provision Accounts	\$0
Funds Received in Advance	\$2,250
School Based Programs	\$178,540
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$44,115
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$295,527

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.