

# 2022 Annual Report to the School Community

School Name: Merrigum Primary School (1874)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 17 April 2023 at 11:49 AM by Tony Shannon (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 08 May 2023 at 11:44 AM by Darren Viney (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Merrigum Primary School is a rural school serving the Merrigum township and surrounding areas. We are committed to providing a friendly and caring environment that enhances learning, personal growth and well-being for all students. We strive to prepare our young people to become active, engaged and responsible citizens of the local and global community. Our core values are Respect, Honesty, Kindness, Trust and Teamwork.

In 2022 we had a total enrolment of 19 students, 5 females and 14 males. We had one principal class, two teaching staff, one part-time teacher (tutor Learning Initiative) one part-time ES staff and a Business Manager 3 days per fortnight.

Based on the Student Family Occupation and Education Index (SFOE) we sit in the high range. We had no data being published for the amount of students who had English as an additional language and we had 33 percent of our students who were from an Aboriginal or Torres Strait Islander background.

In the area of Parent Satisfaction in the school we have no data available. In relation to the area of School Climate in the School Staff Survey we had 29.8% satisfaction, the state average was 79.9%.

The Merrigum Primary School Community highly values the support of parents and community volunteers. Relationships with these organizations have been effective in the enhancement and development of the school's grounds, buildings and excursions.

Merrigum Primary School has an extensive range of extra curricula and cultural activities including Sporting Schools, Life Education van and we join in with other local small schools to run camps and excursions for the students. We ran a languages program, Mandarin Chinese, for the students.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Teacher Judgement of student achievement

- In relation to the percentage of students in Years Prep to 6 working at or above the expected standards in English we had 77.8% of our students achieve this. In relation to similar schools we were above the average of 76.8% but we were below the state average of 87%.
- In relation to the percentage of students in Years Prep to 6 working at or above the expected standards in Mathematics we had 77.8% of our students achieve this. In relation to similar schools we were above the average of 77% but we were below the state average of 85.9%.

NAPLAN

- In relation to Reading, Year 3, we had 60% of our students in the top three bands, this was above the similar schools average of 57.5% but below the state average of 76.6%. In the 4-year average, which comprises the years 2019, 2021 and 2022 data, we had 66.7% of our students in the top three bands. This is above the similar schools average of 57.3% but below the state average of 76.6%.
- In relation to Reading, Year 5, we had no data to report on for 2022 In the 4-year average, which comprises the years 2019, 2021 and 2022 data, we had 75.0% of our students in the top three bands. This is above the similar schools average of 56.9% and the state average of 69.5%.
- In relation to Numeracy, Year 3, we had 40% of our students in the top three bands, this was below the similar schools average of 43% and the state average of 64%. In the 4-year average, which comprises the years 2019, 2021 and 2022 data, we had 50% of our students in the top three bands. This is above the similar schools average of 46.9% but below the state average of 66.6%.
- In relation to Numeracy, Year 5, we had no data to report on for 2022 In the 4-year average, which comprises the years 2019, 2021 and 2022 data, we had 25.0% of our students in the top three bands. This is below the similar schools average of 42.7% and the state average of 58.8%.

This year we will have an emphasis on Numeracy, in line with the regions emphasis, as well as having an emphasis on phonics.

### Wellbeing

#### Students Attitudes to School survey

- In relation to Sense of Connectedness we are unable to report on 2022 as we had low numbers of students complete the survey. In the 4-year average we have 48% positive endorsement, this is below the similar schools average of 81.4% and the state average of 79.5%.
- In relation to Management of Bullying we are unable to report on 2022 as we had low numbers of students complete the survey. In the 4-year average we had 53.3% positive endorsement, this is below the similar schools average of 83.1% and the state average of 78.3%.

This year we will have an emphasis on student's wellbeing by incorporating the Visible Wellbeing program across the school.

### Engagement

#### Average Number of Student Absence Days

In relation to the average number of absence days per student, our average number of days absent was 34.6 days per student. This was higher than the Similar Schools average of 27.2 days per student and the state average of 23.3 days per student. In the 4 year average our average number of days absent per student was 21.4 days, this was just above the Similar Schools average of 20.5 and the state average of 17.0

This year we will continue to contact families when their children are absent and reinforce the importance of being present at school.

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### Financial performance

Merrigum Primary School was in a sound financial position at the end of 2022 with a Net Operating surplus of \$97,685. The MARC Van is also run from the school and has a surplus of \$64,750.00 at the end of 2022.

The MARC program replaced the truck and had a new box attached in 2022.

During 2022 Merrigum Primary School replaced 10 laptops for our 17 students and will replace all our iPads in 2023.

The school received sporting schools grant of \$4,900 which was spent on various sporting lessons and equipment for the students. Merrigum Primary School also received the Shade Sail grant of \$20,000 of which the deposit has been paid. The works will be finalised in 2023 and the balance paid then.

Merrigum Primary School spent \$11,800 on an Arborist Report, pruning and removal of trees during 2022.

The school will be replacing the shade sail over the playground with a steel roof in 2023.

**For more detailed information regarding our school please visit our website at  
[www.merrigumps.weebly.com](http://www.merrigumps.weebly.com)**

# 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 19 students were enrolled at this school in 2022, 5 female and 14 male.

NDP percent of students had English as an additional language and 33 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).

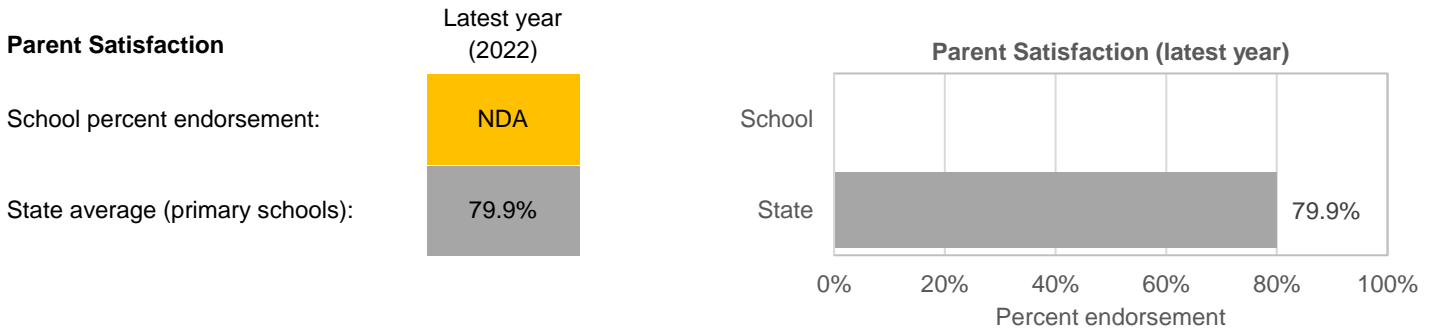
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

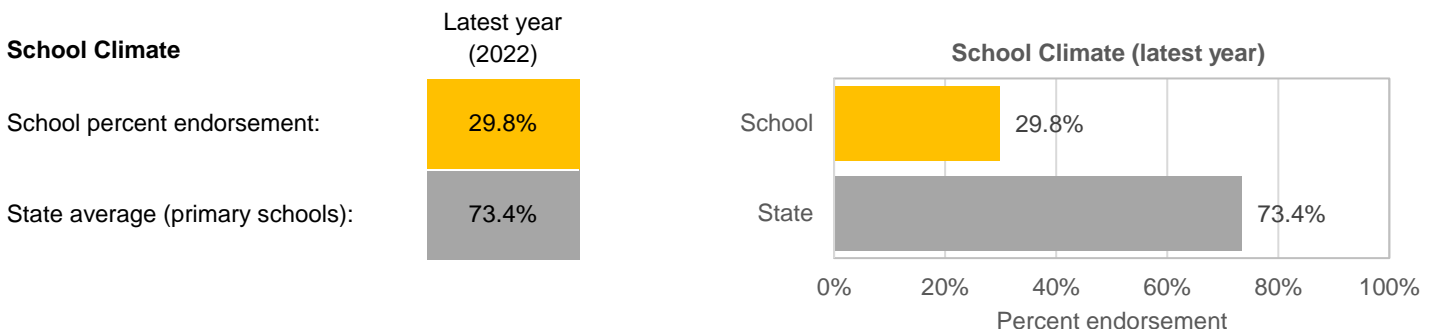


### School Staff Survey

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:

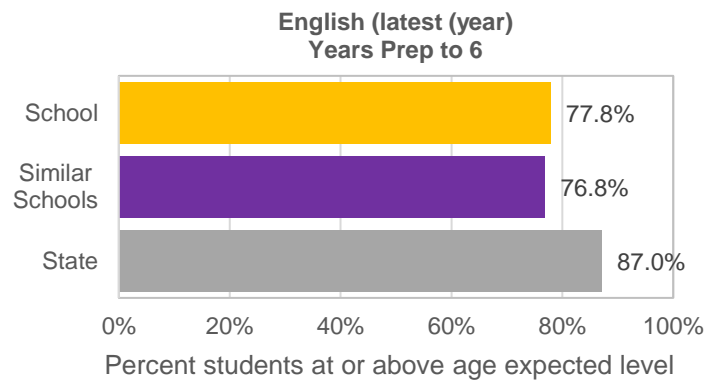
77.8%

Similar Schools average:

76.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

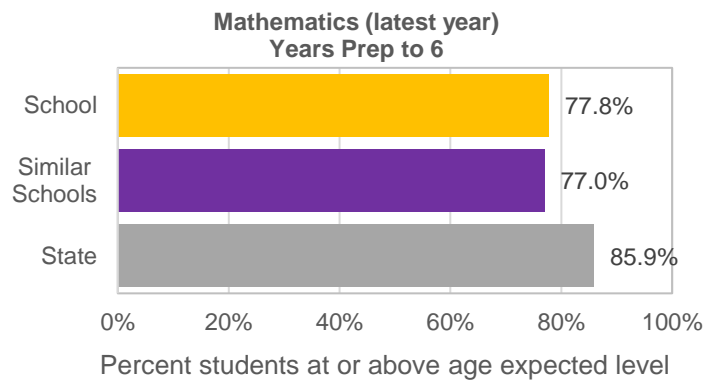
77.8%

Similar Schools average:

77.0%

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.

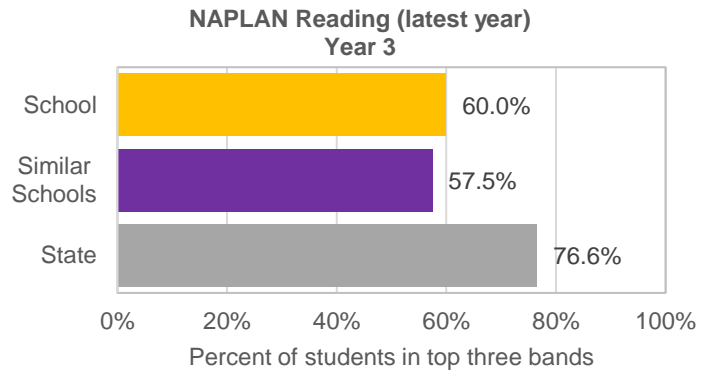
### NAPLAN

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.

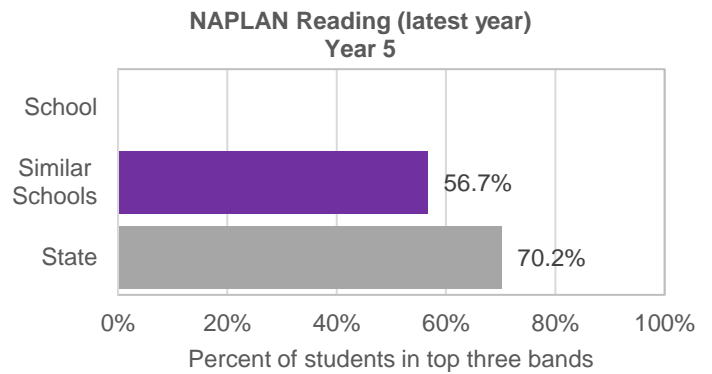
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	66.7%
Similar Schools average:	57.5%	57.3%
State average:	76.6%	76.6%



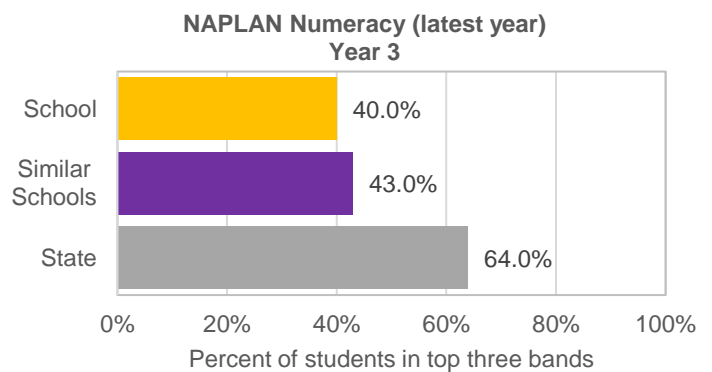
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	75.0%
Similar Schools average:	56.7%	56.9%
State average:	70.2%	69.5%



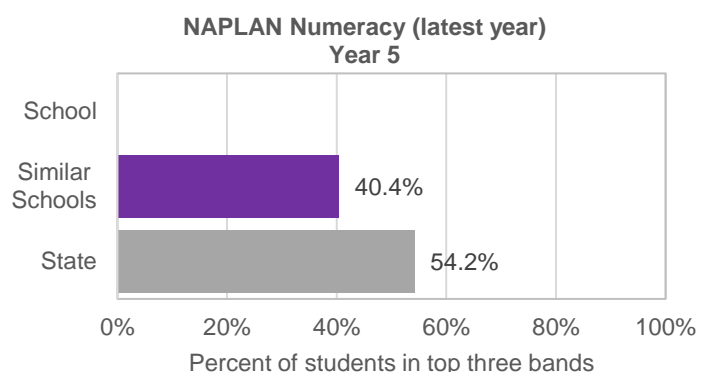
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	50.0%
Similar Schools average:	43.0%	46.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	25.0%
Similar Schools average:	40.4%	42.7%
State average:	54.2%	58.8%





## WELLBEING

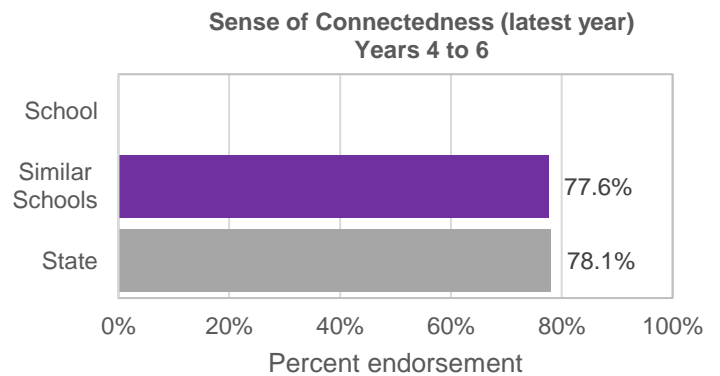
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	NDP	48.0%
Similar Schools average:	77.6%	81.4%
State average:	78.1%	79.5%

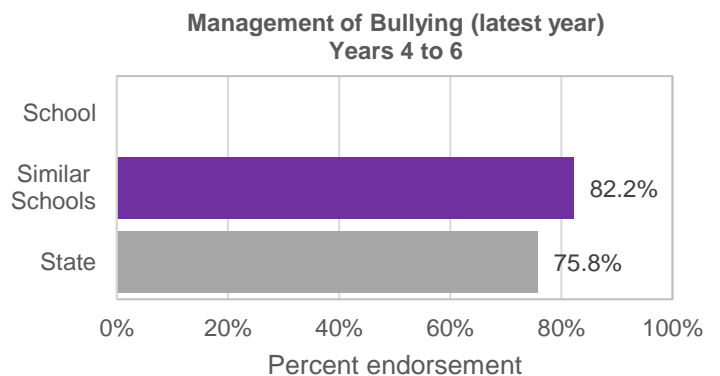


### Student Attitudes to School – Management of Bullying

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:	NDP	53.3%
Similar Schools average:	82.2%	83.1%
State average:	75.8%	78.3%



## ENGAGEMENT

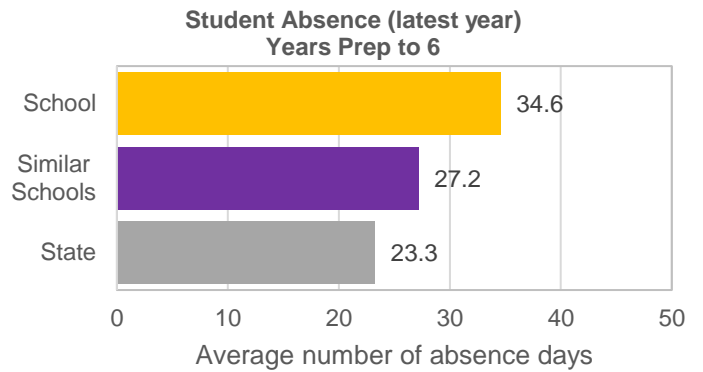
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	34.6	21.4
Similar Schools average:	27.2	20.5
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):	NDP	NDP	74%	89%	NDP	NDP	NDP

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$568,054
Government Provided DET Grants	\$129,007
Government Grants Commonwealth	\$4,900
Government Grants State	\$17,151
Revenue Other	\$40,261
Locally Raised Funds	\$5,749
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$765,122</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$57,547
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$57,547</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$514,780
Adjustments	\$0
Books & Publications	\$5,195
Camps/Excursions/Activities	\$12,663
Communication Costs	\$1,085
Consumables	\$11,793
Miscellaneous Expense <sup>3</sup>	\$6,467
Professional Development	\$18,006
Equipment/Maintenance/Hire	\$8,977
Property Services	\$42,894
Salaries & Allowances <sup>4</sup>	\$25,746
Support Services	\$0
Trading & Fundraising	\$4,266
Motor Vehicle Expenses	\$9,797
Travel & Subsistence	\$0
Utilities	\$5,769
<b>Total Operating Expenditure</b>	<b>\$667,438</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$97,684</b>
<b>Asset Acquisitions</b>	<b>\$41,043</b>

- (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	\$185,228
Official Account	\$8,181
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$193,409</b>

Financial Commitments	Actual
Operating Reserve	\$20,969
Other Recurrent Expenditure	(\$1,716)
Provision Accounts	\$0
Funds Received in Advance	\$32,309
School Based Programs	\$70,790
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$67,607
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
<b>Total Financial Commitments</b>	<b>\$189,959</b>

*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.*