

2023 Annual Report to the School Community

School Name: Myrning Primary School (0487)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 02 April 2024 at 09:11 PM by Melanie Gilbert (Principal)

- This 2023 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 04 April 2024 at 09:04 AM by Mark O'Shaughnessy (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Myrniong Primary School is located in the township of Myrniong, 72 kilometres north west of Melbourne. The school was established on the current site in 1859 and has a heritage listed building which houses our office, administration and staffroom. Our school grounds are both picturesque and spacious looking north to Mt Blackwood surrounded by farmland. Our students come from a mixture of suburban, town and semi-rural households. As a result there are a number of students that access the school bus service. Our school's final enrolment for 2023 was 182. Myrniong Primary School is committed to providing a learning environment and educational programs, which will motivate, challenge and support students to become lifelong learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, and the rights of all are highly valued and respected. The school's values of Respect, Integrity, Collaboration and High Expectations were embedded in the classroom programs and through our school assemblies. In 2023, our enrolment was divided between two foundation/grade 1 classes, two grade 1/2 classes, two grade 3/4 classrooms and two grade 5/6 classrooms. In 2023, there was 1 student funded under the program for students with disabilities and by the end of the school year 5 students were funded through Disability Inclusion Tier 3 funding. The school's SFOE band value is low-medium. This suggests that our families are predominantly middle class with an average household income. The range of cultural diversity across our students is very low, with only 1 child learning English as an additional language. While there is a lack of cultural diversity, students do present with a wide range of needs. School Programs and support have been implemented to assist these students. In 2023 Myrniong Primary School had 18.7 EFT. The staffing profile at the school is made up of 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 10 classroom teachers, 6 education support staff and 1 Business Manager. Staffing in 2023 remained a challenge particularly in the specialist team. The specialist subjects that were offered in 2023 were STEM, Physical Education, Visual Art and our LOTE subject was Japanese. The classroom teaching staff and leadership team remained relatively stable. The staffing profile was experienced with a number of staff in the Classroom teacher 2 category and three staff in the classroom teacher 1 category. A number of initiatives were implemented in 2023 to allow all students to access academic and extra curricular programs. Adjustments were offered to students to enable their attendance on school camps, to promote their success in the classroom and to provide access to other extra curricular activities, such as a buddies program, leadership programs and community platforms. The school offers a before and after school program that is managed by school council. In 2023 a full time coordinator was put in place to manage the coordination of the before and after school program. Attendance numbers by the end of the school year had risen to approximately 100 bookings each week with bookings on midweek afternoons exceeding 20 enrolments.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student performance data continued to drive the work that was completed within the classrooms. Sounds Write was implemented in the Foundation to Grade 2 classrooms to provide a research based approach to teaching phonics. Heggarty continued to be the approach that was delivered to support phonemic awareness development in the junior classrooms. In 2023, a Learning Specialist was employed to support all PLCs with the sequential development of learning sequences. The learning specialist supported teams with term planning and weekly planning sessions to ensure that student performance data informed the classroom teaching programs. A balanced literacy approach continued to be delivered in the 3-6 classrooms where significant investment in classroom novels was made to improve engagement in the classroom literacy programs.

A major focus in 2023 was to identify the literacy instructional models across the school. A DSSI partner was implemented at the school from term 2 onwards to support the leadership team to develop our work around our instructional approaches based on evidence based research. By the end of the 2023 school year a structured literacy approach was developed ensuring that all students in the F-2 classrooms receive daily instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. In the 3-6 classrooms the focus will be on the development of fluency, vocabulary and comprehension with the assumption that phonic and phonemic awareness skills are developed by the end of grade 2.

The PLC approach was implemented across the school with 3 PLC leaders in place across the F-6 teams. The focus of PLCs was to identify a problem of practice within our teaching and learning programs and to conduct an inquiry process to improve student outcomes.

Assessment practices were refined in literacy with the implementation of Dibells mClass assessments to support the work of teaching staff in the classrooms.

The PMSS program was implemented in 2023 with 2 staff identified to attend targeted professional learning in mathematics. This 2 year program (2023 and 2024) will develop the tier 1 instructional approaches across the school in maths to improve student engagement in maths.

Wellbeing

In 2023 a main focus continued to be on acquiring Tier 3 funding for those students who were eligible. By the end of 2023, 5 profile meetings have been held with successful attainment of tier 3 funding for all 5 students. Five further meetings have been scheduled for term 1 in 2024 with a further five students to be scheduled throughout 2024. As a result of the need of added support in the classrooms a further Education Support Staff member was appointed from term 3 to support in the grade 3/4 classrooms. Drumbeat was implemented in term 3. One staff member has been trained in the program to deliver a 10 week program to students. Drumbeat was implemented in response to student need to build resilience and support students with their emotional needs. Drumbeat is a research based program that utilises rhythmic interventions to support anxiety and emotional control. School Wide Positive Behaviour Support (SWPBS) was implemented in 2023. A team of staff attended the Tier 1 interventions training in SWPBS in the first half of 2023. The team met weekly to develop the approach and framework that the school would use to implement the program. In term 3 SWPBS was launched to the whole staff through a whole school curriculum day and then through the student body. Coaching staff from the Department of Education in Resilience, Rights and Respectful Relationships (RRRR) and SWPBS attended the school to support the staff in understanding the SWPBS model and why it was needed at Myrniong Primary School. Class Dojo was the tool chosen to recognise positive behaviour throughout the school and a reward system was implemented for students to receive rewards as they reach varying point levels. Rewards focussed on the four main areas of intrinsic and extrinsic motivation to ensure that all students were motivated to adjust behaviour and attitude. The main focus in 2023 was on developing a Positive Behaviour Matrix in preparation for the 2024 school year which would outline the expectations for conduct throughout different settings both within and outside of our school setting. Inform and Empower was implemented in 2023 in response to need within the student cohort to build the student's skills in conducting themselves when online, particularly outside of school hours. The students were involved in termly (4) sessions with the facilitators online to learn about being safe online.

Engagement

In 2023, adjustments for individual students in all classrooms were being made to support engagement in our classroom programs. Adjustments included a differentiated curriculum, movement breaks, wobble stools, fidget toys, adjusted timetables and calm spaces in the classrooms. These adjustments allow all students to access our programs at their individual level and ensures that individualised programs are in place in all settings across the school for all students that require it. Maths was identified in 2022 as being a major area of the school where student engagement in their own learning and developing a belief within themselves to be effective mathematical learners was needed. The Primary Maths and Science program was attended by two staff in 2023 and will continue into 2024. The program is a Department of Education funded initiative that provides funding for two staff to build their skills and knowledge in mathematics to build the capacity of our staff to deliver engaging programs in all mathematics classrooms. The focus in 2023 was to build our resources for maths for our students to use in the classrooms to support their understanding in maths. Every classroom has been provided with a trolley of hands on resources to be used during maths lessons. Focus was also on offering differentiated teaching in mathematics identifying the needs of the children to ensure that teaching is focussed and targeted for all students. SWPBS was also implemented in 2023 to increase student engagement in all areas across the school. Building a positive growth mindset within the student cohort was a focus to support the work that was being done in literacy and numeracy.

Other highlights from the school year

Our camping program in 2023 included a day camp for our foundation students at Lake Dewar YMCA camp. Our year 1 students completed a late stay, dinner and disco and our year 2 students a sleepover at school as their introduction to the camping program. Our year 3 and 4 students stayed for two nights in Anglesea and our year 5 and 6 students experienced 2 nights at a bush camp in Kyneton.

Sporting opportunities were provided to the students in Athletics, basketball, cricket and cross country. The students had the opportunity to participate in the Ballan Autumn Festival and the school concert.

Our connection with the Friends of Werribee Gorge continued in 2023 with our year 3/4 students completing a day of tree planting at the gorge under the supervision of the park rangers.

Financial performance

The school carried a small deficit at the end of 2023. The school operates a managed deficit to support the employment of the OSHC Coordinator out of the SRP which is repaid through the OSHC grant that was obtained in 2022. Tier 3 funding applications will also be backdated to 2023 which prevents an accurate result from being reported.

Equity cash funding allowed extensive investment in technology in 2023 to bring the grade 3-6 classes to 1:1 ratio of iPads to students. Investment was also made in literacy in purchasing texts to be used in classroom libraries and guided reading sessions. The school continued with the shade sails grant that was secured in 2022 with the structure being completed in term 4 2023. The landscaping of the area will be completed in term 1, 2024.

Sporting Schools Grants were obtained for three out of the four terms in 2023 for a total of approx \$7500. This funding allowed qualified coaches to be brought into the school to provide training in the field of AFL football and allowed out PE teacher to complete training to deliver engaging PE lessons.

Mental Health cash funding was used to train a staff member in facilitating the Drumbeat program and purchase 10 Djembe drums to support the implementation of the Drumbeat program moving forward.

Fundraising through the fundraising committee raised \$16500.00 through the school's trivia night and golf day. These funds will be used in 2024 to purchase outdoor furniture for the new shade sail area.

For more detailed information regarding our school please visit our website at
<https://www.myrniongps.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 182 students were enrolled at this school in 2023, 96 female and 86 male.

NDP 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).

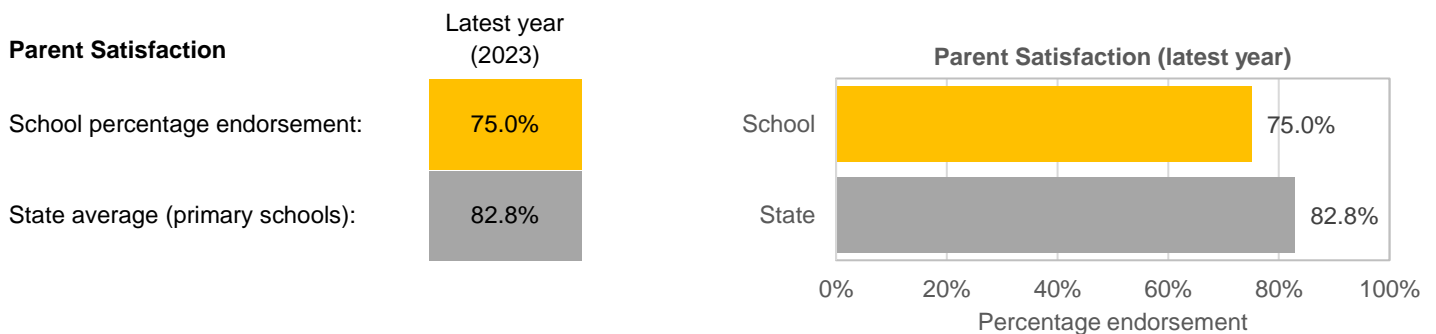
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

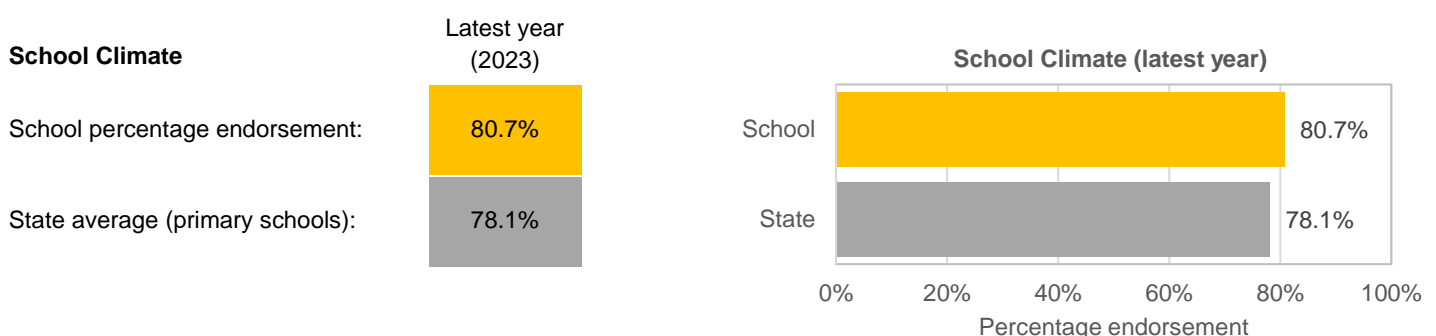


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

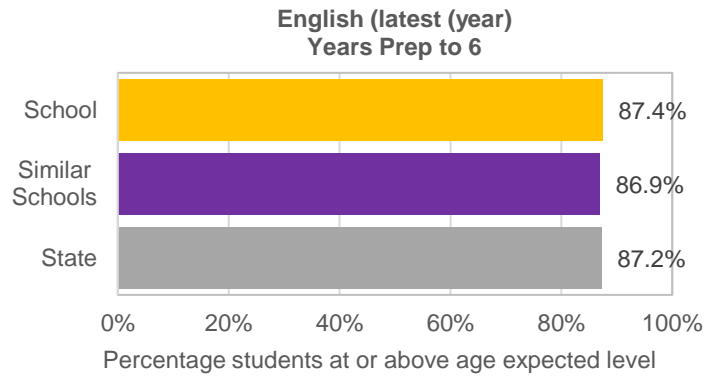
87.4%

Similar Schools average:

86.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

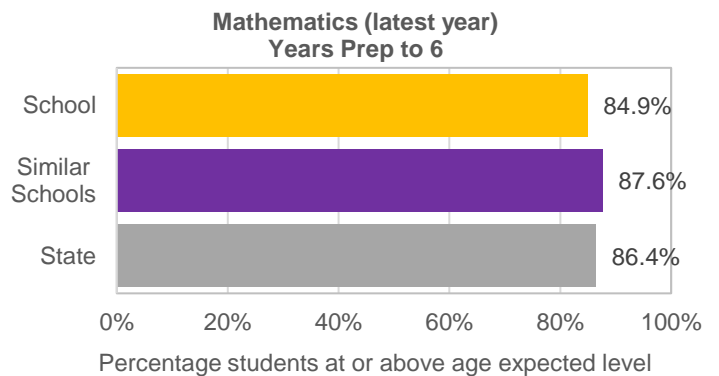
84.9%

Similar Schools average:

87.6%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.0%

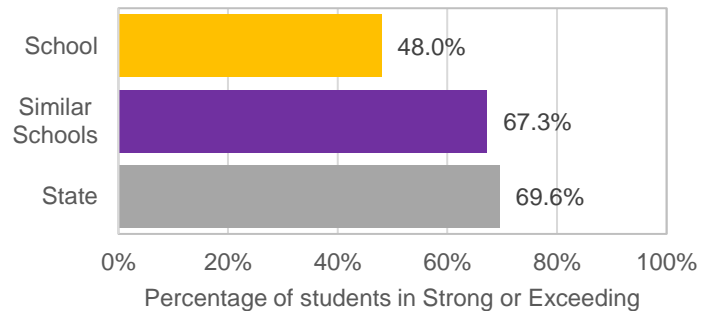
Similar Schools average:

67.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.7%

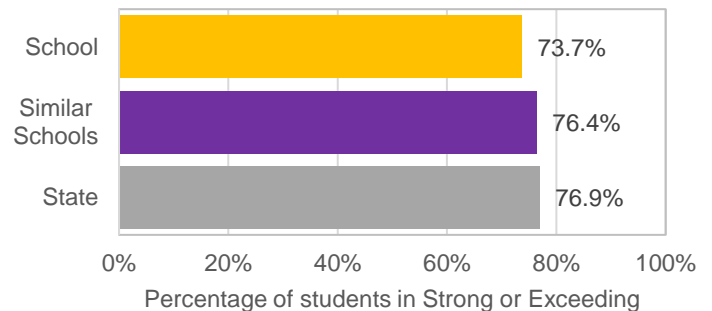
Similar Schools average:

76.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.5%

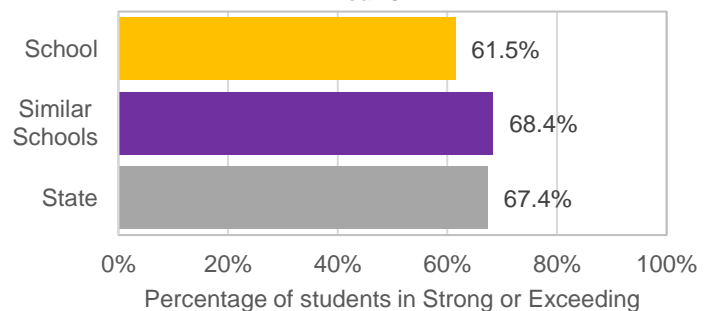
Similar Schools average:

68.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.6%

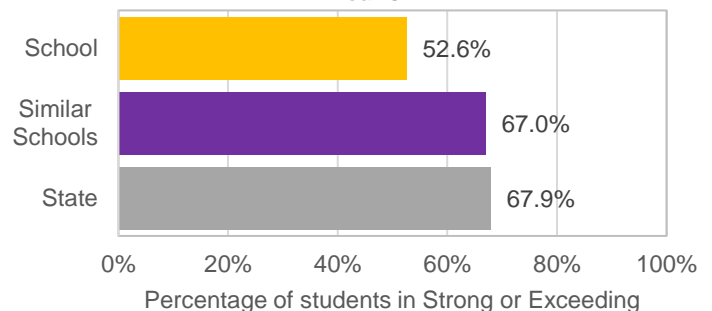
Similar Schools average:

67.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

70.4%

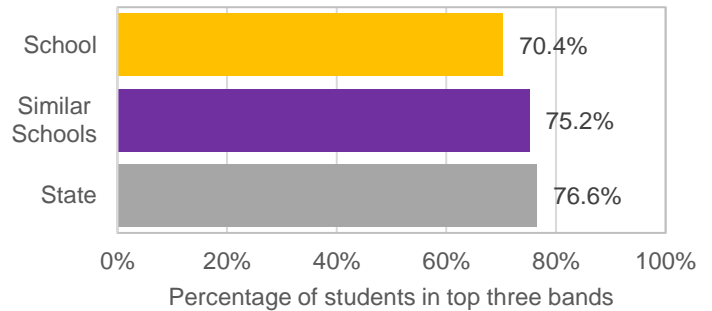
Similar Schools average:

75.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.4%

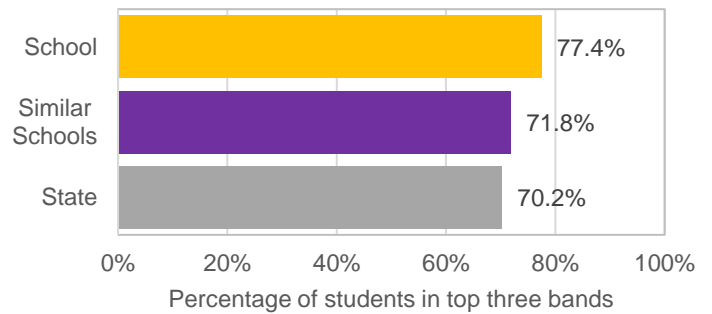
Similar Schools average:

71.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

51.9%

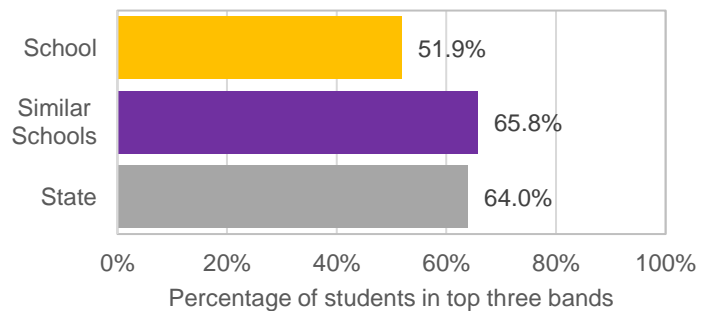
Similar Schools average:

65.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.3%

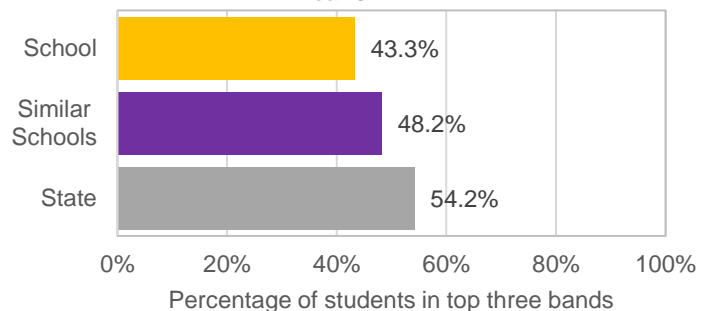
Similar Schools average:

48.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

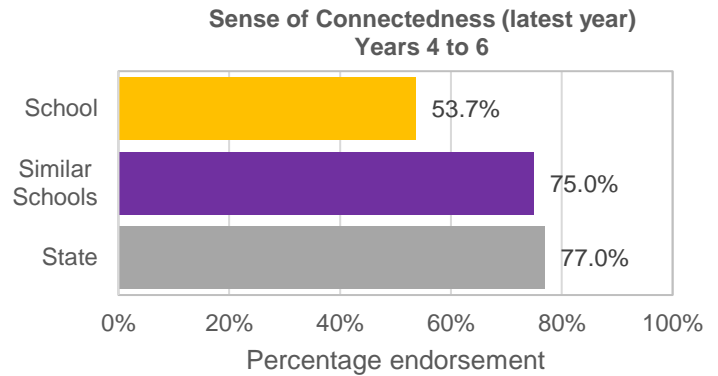
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	53.7%	68.3%
Similar Schools average:	75.0%	76.2%
State average:	77.0%	78.5%

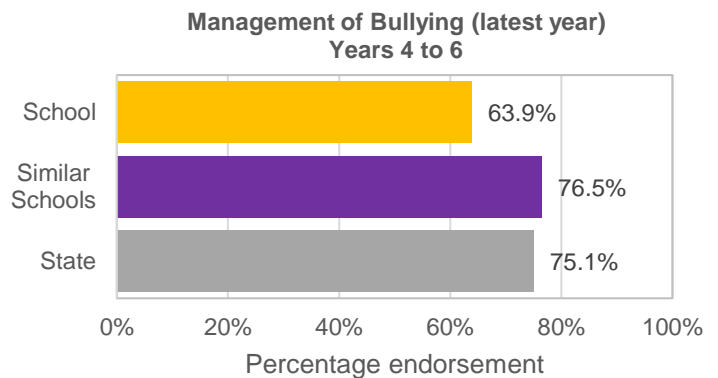


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	63.9%	73.6%
Similar Schools average:	76.5%	77.3%
State average:	75.1%	76.9%



ENGAGEMENT

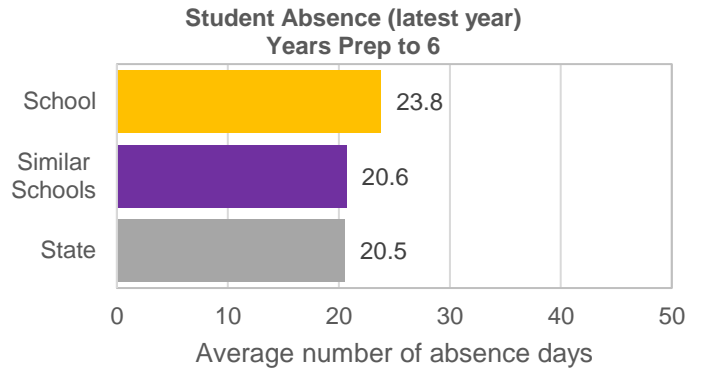
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	23.8	18.6
Similar Schools average:	20.6	18.2
State average:	20.5	18.1



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 (2023):	89%	90%	88%	90%	89%	88%	83%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,948,905
Government Provided DET Grants	\$242,412
Government Grants Commonwealth	\$10,297
Government Grants State	\$0
Revenue Other	\$33,708
Locally Raised Funds	\$215,140
Capital Grants	\$0
Total Operating Revenue	\$2,450,463

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,245
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,245

Expenditure	Actual
Student Resource Package ²	\$2,058,901
Adjustments	\$0
Books & Publications	\$1,801
Camps/Excursions/Activities	\$54,014
Communication Costs	\$3,972
Consumables	\$80,911
Miscellaneous Expense ³	\$19,681
Professional Development	\$7,818
Equipment/Maintenance/Hire	\$55,011
Property Services	\$71,952
Salaries & Allowances ⁴	\$107,531
Support Services	\$3,997
Trading & Fundraising	\$39,453
Motor Vehicle Expenses	\$1,772
Travel & Subsistence	\$0
Utilities	\$19,762
Total Operating Expenditure	\$2,526,576
Net Operating Surplus/-Deficit	(\$76,113)
Asset Acquisitions	\$48,779

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$592,605
Official Account	\$5,183
Other Accounts	\$0
Total Funds Available	\$597,788

Financial Commitments	Actual
Operating Reserve	\$72,287
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$107,738
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$13,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$12,320
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$205,346

All funds received from the Department of Education, 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.