

2021 Annual Report to The School Community



School Name: Newmerella Primary School (2930)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2022 at 08:33 AM by Stephen Mathers (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

VISION

For all children to achieve to their full potential

VALUES

Caring

- We look after ourselves, others and the environment
- We accept everyone's differences and include everyone
- We accept and seek help when required

Honesty

- We don't hold onto the past, we focus on the future
- We show self-discipline
- We take responsibility from our actions

Excellence

- We are resilient and strive towards our goals
- We encourage everyone to do their best
- We celebrate achievement
- We promote student voice

Learning

- We have a growth mindset and embrace all challenges
- We take risks in our learning
- We learn from our mistakes

PURPOSE

To equip children to be able to make a positive contribution to the local and global community through

- Positive, respectful relationships between students, staff, parents and the wider community
- A culture of performance and development, focused on continuous improvement
- A safe, welcoming, caring, stimulating and happy learning environment that sets high standards for effort, achievement and behaviour
- A challenging and engaging curriculum appropriate to the needs and interests of all students
- Highly effective and purposeful teaching and learning that explicitly caters for all individual needs and thinking
- A commitment by all in our school community to child safety and protection from abuse and the values of

Caring, Honesty, Learning and Excellence

WORKFORCE COMPOSITION

Principal - teaching Health, Sport and Physical Education 5 afternoons per week

4 Fulltime classroom teachers

Science Technology Engineering Arts and Maths - STEAM teacher - 4 afternoons per week

Music, Dance and Drama Teacher 2 days per fortnight

4 Education Support Staff - one fulltime and 3 part time (mornings)

School Chaplain - 10 hours per week

Business Manager - 21 hours per week

School Enrollment - 85 students – 22% Aboriginal

Location - 5km west of Orbost

Framework for Improving Student Outcomes (FISO)

Newmerella Primary School delivered on our Key Improvement Strategies, however some of the associated Annual Improvement Plan actions and professional development plans were modified to cater for remote learning. We did this by prioritizing and focusing to support the delivery of online remote learning utilizing the Seesaw platform.

2021 Annual Implementation Plan - Summary

For all students to make the equivalent of 12 months expected growth in literacy and numeracy with particular focus on those students who did not make the expected growth in 2020.

Learning, catch-up and extension priority

Implement and optimize Tutor program utilizing regular CRT teachers who know and relate well with students

Staff conduct in depth analysis of student data to identify target students

Plan, recruit and schedule for tutoring program

Establish small group tutoring programs

Establish/embed/maintain structures to support teacher collaboration and reflection to strengthen teaching practice /differentiation

Staff to collaboratively plan units of work with a focus on differentiation

Happy, active and healthy kids priority

Resource facilities and upskilling of staff to support kitchen garden and grief and trauma programs to strengthen in-class relationships through peer and group learning activities

Recruit and engage school chaplain to support staff and students with kitchen garden and grief and trauma programs

Establish a whole school approach to social-emotional learning or belonging and engagement

Establish an agreed approach to monitoring and responding to student wellbeing concerns

Strengthen in-class relationships through peer and group learning activities

Connected schools priority

Continue to work closely with Snowy River Education Community schools with Teaching and Learning Protocols

Continue to collaborate with SREC schools to build on professional learning and practices focused on student engagement with Behavioural Analyst, Dan Petro

Continue to connect with Network schools with implementation of Outer Gippsland Literacy Strategy

Continue to maintain and build on the positive relationships developed with parents during remote learning

Achievement

Our school evaluated student learning and family needs and used this to identify next steps for remote learning. This included designing a suitable curriculum for online learning for each key learning area. Allocation of classroom teacher and specialist teacher responsibility for delivery of learning areas with daily and weekly timetabling following DET recommended time allocations. Collaborative teacher planning to ensure connectedness between curriculum areas and differentiation to meet student's needs.

The program was implemented using the Seesaw app. as the platform for delivery that our school community was already familiar with using it for the presentation, sharing, viewing and providing feedback on student learning.

Teachers scheduled learning activities timetabled for each day. Teachers set up classroom meetings with students scheduled for each morning and afternoons for students to connect with each other and their teacher. Breakout groups were set up to support group learning. Facetime was used for individual support where students could contact teachers and teachers could provide face to face online support and feedback to students.

Students were set tasks that they were able to complete at their own pace. Initially, the early year's students were slower to complete the work than anticipated. Many required additional support with adapting to completing work on the screen as well as with speech, photographic and videoed recorded responses.

As a school we built staff capability in the use of technologies and delivery of remote learning to facilitate greater face to face interaction with students for

- Classroom conferences to increase motivation and engagement
- Explicit teaching
- Student support and feedback
- Peer support and collaboration

Student assessment achievement results show for Naplan Learning Gain, Year 3 (2019) - Year 5 (2021), a greater

percentage of students from our school made high gains in Reading, Writing and Numeracy than for students from similar schools.

Engagement

The initial focus was on supporting students already identified as at risk or needing extra support. The Student Wellbeing Team compiled a list of these students and regularly monitored and supported their progress during this period. This involved initial and follow up home visits and regular telephone and video conferences with students and their families. All students were provided with their own school ipad, workbooks and learning materials to use at home as well as free internet data if required.

Reflection on the implementation of remote and flexible learning

The program was implemented using the Seesaw app. as the platform for delivery that our school community was already familiar with using for the presentation, sharing, viewing and providing feedback on student learning. Teachers scheduled learning activities timetabled for each day. Teachers set up classroom meetings with students scheduled for each morning and afternoons for students to connect with each other and their teacher. Breakout groups were set up to support group learning. Facetime was used for individual support where students could contact teachers and teachers could provide face to face online support and feedback to students.

Students were set tasks that they were able to complete at their own pace. Initially, the early year's students were slower to complete the work than anticipated. Many required additional support with adapting to completing work on the screen as well as with speech, photographic and videoed recorded responses. A few students who had not been as engaged, connected more strongly with learning in some classes. Feedback from most students was that they had become more independent and resilient in their learning and competent and confident with online learning. Students said that they really enjoyed and looked forward to the daily Zoom meetings to stay connected with their teachers and their peers as well as the individualised support through Facetime.

Increased interactions with families resulted in families being more closely connected to the school and their child's learning as well as having a greater understanding and appreciation of the scope of teacher's work. Parents were able to develop a more accurate understanding of where their children are at in their learning and how they learn.

Student attendance results indicate a slightly higher absence rate for students from our school compared with similar schools. This data is attributed to a small number of students having many days absent.

Wellbeing

We held weekly online meetings to obtain feedback from staff on students of concern, and established a wellbeing check for school staff.

The principal and wellbeing leader were able to meet with all staff onsite at school on at least one day each week through a weekly onsite, staff rostering arrangement.

In addition to weekly Zoom check in meetings and Principal being onsite daily to meet with staff at least once per week when staff were rostered on site.

These strategies were effective in keeping staff connected and morale positive in challenging times.

We prioritised the health and wellbeing supports for our staff, students and their families experiencing difficulties over other priorities.

We modified the delivery of health and wellbeing supports to students and their families, by ensuring all students and families remained connected with the school through regular online written, verbal and face time communications.

The following activities contributed to supported engagement and wellbeing

- New classroom kitchen with the successful implementation of the Stephanie Alexander Kitchen Garden program
- New artificial softfall playground material
- Outdoor education programs providing opportunities for students to experience camps, mountain bike riding, stand up paddle-boarding, surfing to build resilience, self- confidence and independence.

As a school we built staff capability in the use of technologies and delivery of remote learning to facilitate greater face to face interaction with students for

- Classroom conferences to increase motivation and engagement
- Explicit teaching
- Student support and feedback
- Peer support and collaboration

In Term 4, we focused on

- Kinder to school transition
- Yr 6-7 transition to OSC
- Planning and Transition between classrooms groups for 2022.
- The end of year celebration to showcase the presentation of student learning in performing and visual arts onsite and virtually, was most successful and uplifting for our school community.

Students survey results for the measures of Sense of Connectedness and Management of Bullying shows a higher a percentage of endorsement for our school than for similar school and the State average.

Finance performance and position

Our school finished the 2021 school year with a \$129,715 surplus due to prudent financial management and effective use of resources and a \$144,769 surplus carried over from the previous year

An extraordinary expenditure item was \$54,000 expenditure on installation of artificial, softfall, playground material. The school received \$87,650 in Equity(socially disadvantaged) funding that was largely used to provide student support services from psychologists, speech pathologists, student and staff counselling and occupational therapists that were not available from Department of Education Student Support Services as well as to fund additional Education Support Staff.

The school received additional funding for bushfire prevention to remove hazardous vegetation and replace softfall playground material.

For more detailed information regarding our school please visit our website at
<https://www.newmerella.ps.vic.gov.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 85 students were enrolled at this school in 2021, 44 female and 41 male.

0 percent of students had English as an additional language and 22 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

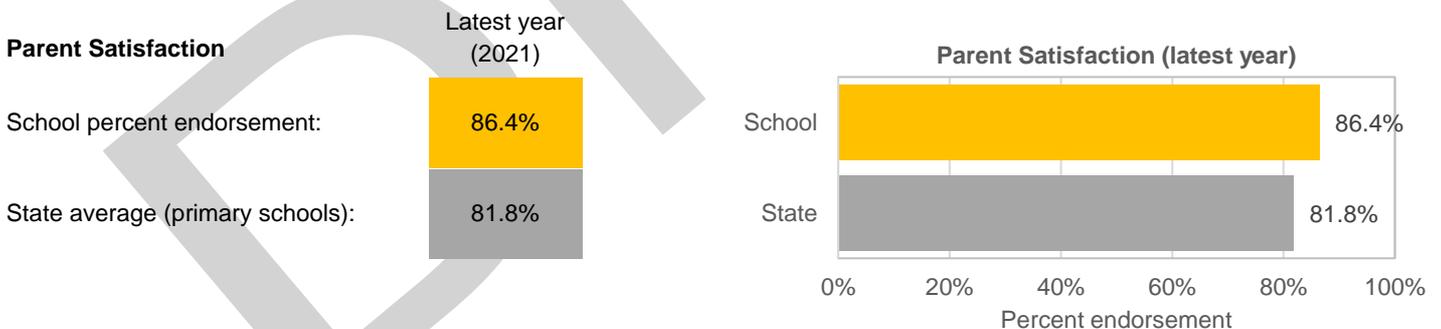
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

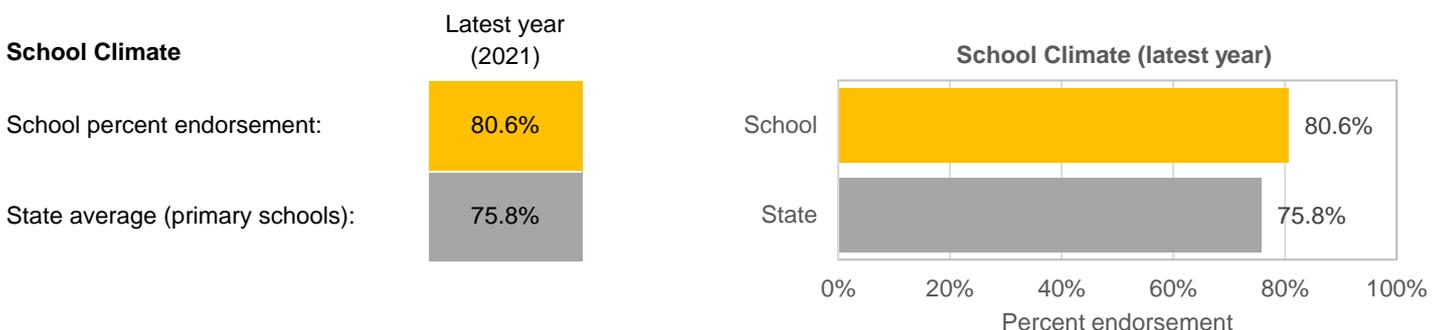


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

72.6%

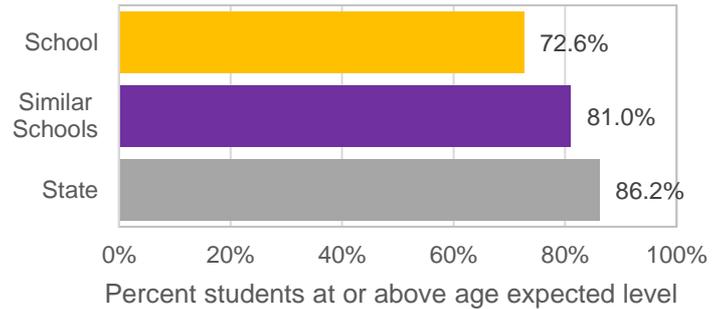
Similar Schools average:

81.0%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

70.7%

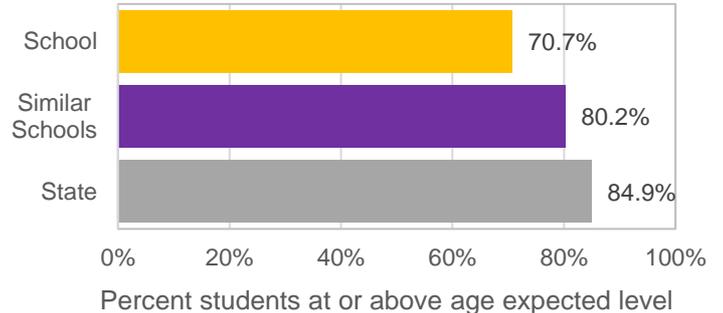
Similar Schools average:

80.2%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (continued)

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

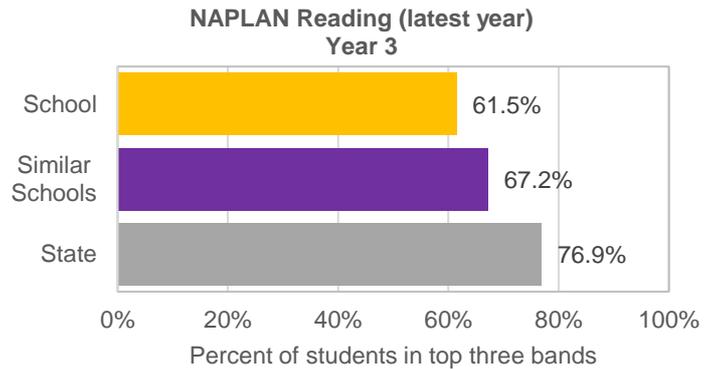
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

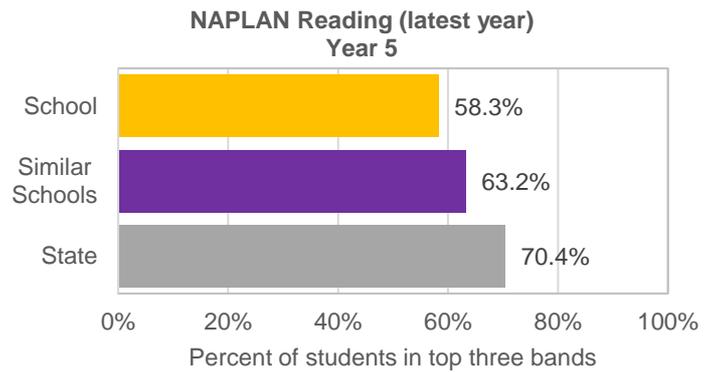
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.5%	56.8%
Similar Schools average:	67.2%	68.3%
State average:	76.9%	76.5%



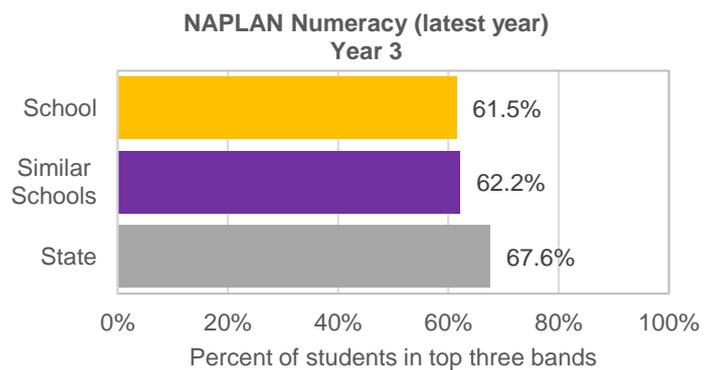
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.3%	62.5%
Similar Schools average:	63.2%	61.0%
State average:	70.4%	67.7%



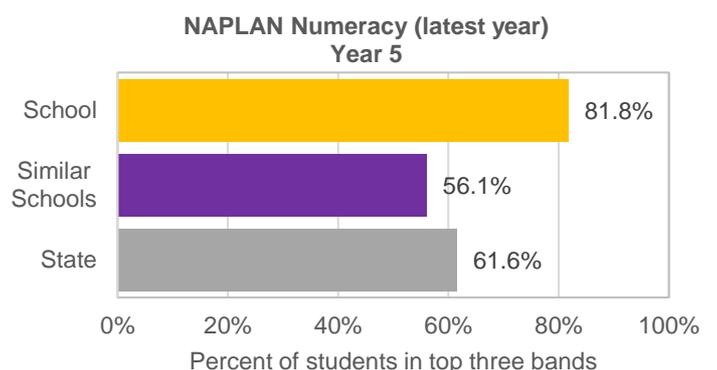
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.5%	57.1%
Similar Schools average:	62.2%	63.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	76.9%
Similar Schools average:	56.1%	53.2%
State average:	61.6%	60.0%



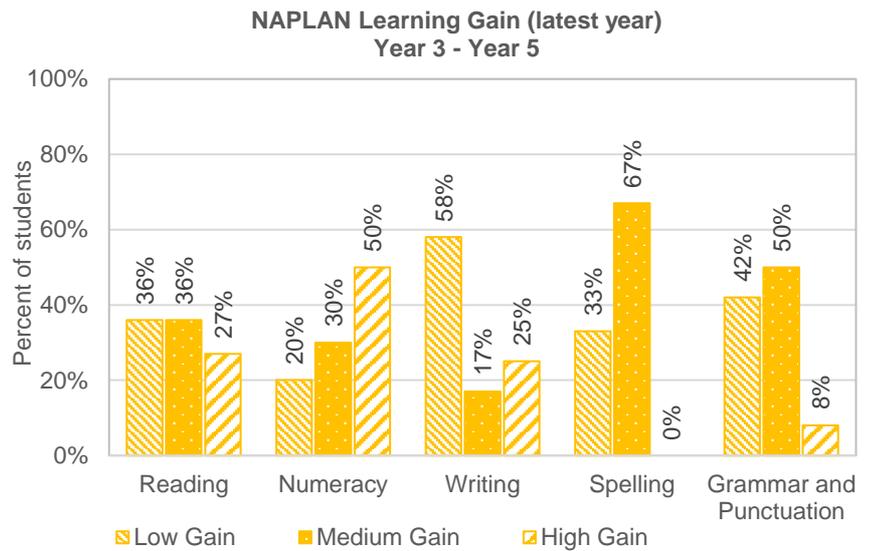
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	36%	27%	21%
Numeracy:	20%	30%	50%	24%
Writing:	58%	17%	25%	18%
Spelling:	33%	67%	0%	21%
Grammar and Punctuation:	42%	50%	8%	16%



ENGAGEMENT

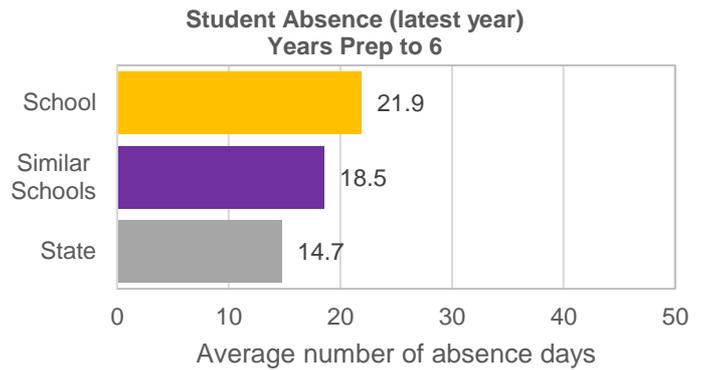
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.9	16.8
Similar Schools average:	18.5	17.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	83%	86%	87%	91%	89%	89%	91%

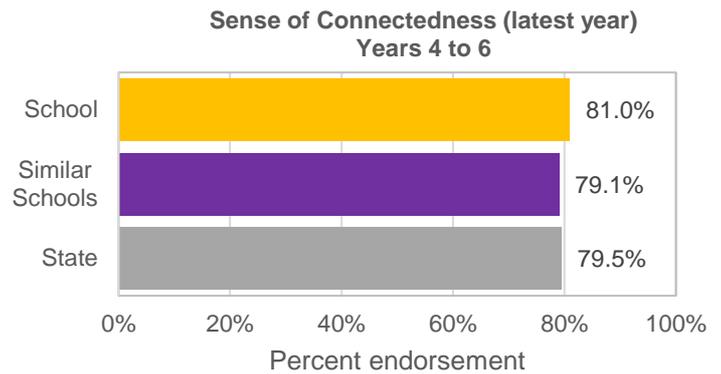
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.0%	83.3%
Similar Schools average:	79.1%	80.2%
State average:	79.5%	80.4%

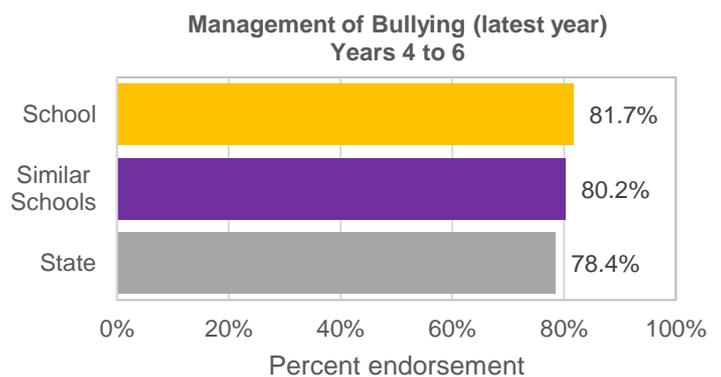


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.7%	83.4%
Similar Schools average:	80.2%	80.8%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$996,898
Government Provided DET Grants	\$234,735
Government Grants Commonwealth	\$5,500
Government Grants State	\$455
Revenue Other	\$5,381
Locally Raised Funds	\$36,106
Capital Grants	\$0
Total Operating Revenue	\$1,279,074

Equity ¹	Actual
Equity (Social Disadvantage)	\$87,650
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$87,650

Expenditure	Actual
Student Resource Package ²	\$870,062
Adjustments	\$0
Books & Publications	\$1,601
Camps/Excursions/Activities	\$18,145
Communication Costs	\$3,986
Consumables	\$36,025
Miscellaneous Expense ³	\$30,805
Professional Development	\$2,849
Equipment/Maintenance/Hire	\$15,905
Property Services	\$69,928
Salaries & Allowances ⁴	\$62,579
Support Services	\$18,349
Trading & Fundraising	\$4,616
Motor Vehicle Expenses	\$461
Travel & Subsistence	\$0
Utilities	\$14,046
Total Operating Expenditure	\$1,149,359
Net Operating Surplus/-Deficit	\$129,715
Asset Acquisitions	\$81,675

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$116,470
Official Account	\$2,806
Other Accounts	\$0
Total Funds Available	\$119,276

Financial Commitments	Actual
Operating Reserve	\$43,875
Other Recurrent Expenditure	(\$1,596)
Provision Accounts	\$0
Funds Received in Advance	\$27,221
School Based Programs	\$37,491
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$106,991

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.