

# 2022 Annual Report to the School Community

School Name: Redesdale Mia Mia Primary School (2571)



- 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 04 April 2023 at 10:42 AM by Lyn Coulter (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 06 April 2023 at 02:29 PM by Ashlee Arden-Ridsdale (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

The community of Redesdale-Mia Mia Primary School considers itself a family that fosters wellbeing and embraces diversity. We strive to develop independent leaders who are globally capable. We create learning opportunities that build:

- Resilience through risk taking and a love of learning, initiative and freedom with optimism.
- Respect, truthfulness and trust of others.
- Relationships through teamwork and friendship.

Redesdale Mia Mia Primary School is a small rural school located in Redesdale 28 kilometres north of Kyneton and 40 kilometres south of Bendigo. The school is a product of the 1991 amalgamation of Redesdale and Mia Mia primary schools with a history stretching back 130 years. The school is set on 1 hectare comprising of 3 classrooms, a sports shed, gardening shed and office. The natural schoolyard environment is complemented by an array of playground equipment, lawn areas and multipurpose basketball court.

The school population in 2022 was 12, comprised of 5 female and 7 male students. 25% of students were Aboriginal or Torres Strait Islander. The staffing profile consisted of a Teaching Principal, Classroom Teacher (1.0 due to an increase with the Tutor Learning Initiative), an Integration Aide (0.45) and a Business Manager (0.4). This was complimented by a visiting specialist teacher who delivered an Art program. A shared MARC van visited the school once per week. There were 0 Aboriginal and Torres Strait Islander staff.

Redesdale Mia Mia P.S is a member of a cluster of small rural schools and engaged in a broad range of activities for students including sporting days, camping programs and excursions. The school is a member of and supported by the Redesdale and District Association (RaDA). We are involved in many community activities such as markets, Clean Up Australia Day and other events. The school was represented on the committee of the Bridge Connections Community Newspaper as well as providing a monthly school update for publication.

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

### Learning

In regard to student learning, RMMPS tracked quite well across the year. The AIP focus around Numeracy improvement drove a lot of teacher learning and increased student performance however due to a lack of student numbers, NAPLAN data for the year was unattainable. The 2022 AIP outlined the following:

Increase the percentage of students who make 12 months or more learning growth using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced and/or standards-based data for:

Reading and Viewing: 54% in 2021 to 63% in 2022

Writing: 27% in 2021 to 44% in 2022

Number and Algebra: 63% in 2021 to 70% in 2022

Over the course of 2022, all staff participated in learning about the Number Fluency Assessment (NFA) Program. This initiative was driven by teacher evidence and Essential Assessment data around student capability in regard to the proficiency of 'fluency.' As a result, the decision to implement the NFA was made. The Acting Principal has previously implemented the program in other schools, so we were able to capitalise on existing knowledge. The school utilised a Professional Learning Day and implemented the program. Ongoing feedback was sought through PLC foci across the year as well as anecdotal evidence. Victorian Curriculum achievement data improved immensely in the strand of Number and Algebra from Semester One, 2021 to Semester One 2022, 72% of students made 12 months of more growth, above the goal outlined in the Annual Implementation Plan.

Reading and Writing practice were also enhanced through the implementation of Professional Learning Communities and the Tutor Learning Initiative (TLI). The TLI foci remained the same as previous years, with the tutor (classroom teacher) implementing the school designed Phonemic Awareness Assessment. This data and explicit instruction were also enhanced through the implementation of the Soundwaves program across the whole school. In Writing, from Semester One 2021 to Semester One, 2022,

54% of students made 12 months or more growth as deemed through Victorian Curriculum teacher judgement. Again, this improvement exceed AIP targets.

In Reading, RMMPS continued to be involved in our Community of Practice, working with other small schools to enhance teacher capacity and confidence reading the Fountas and Pinnell framework. Over the course of the year, teachers participated in a variety of learning, both online and face to face. Teacher worked to better develop planning practice however there were limitations due to the lack of specialists available to support collaborative planning time. Reading data did not trend positively in terms of 12 month growth from Semester One, 2021 to Semester One, 2022, where 45% of students made 12 months growth.

## Wellbeing

As with 'Learning', the lack of student numbers makes it quite difficult to reflect on student wellbeing at RMMPS. Our local Google survey that we attempted to conduct posed challenges to implement at the end of 2022 and was not conducted. However, the school continued to experience success in this area. RMMPS continued to work on the PBS Framework and students engaged positively with this. The decision was made to overhaul student recognition in the newsletter, and this was viewed in a very positive light. Furthermore, the Smiling Minds program was maintained, for an explicit hour a week of instruction and again, the student and family feedback around this program was extremely positive.

However, in regard to the student opinion survey, 'Sense of Connectedness' sat at 80% for the 2022 school year and the 4-year average was 87.6%. Both sets of data are very positive when compared with 'similar Schools' in 2022, which was 79.4% and the 'similar schools' 4-year average of 82.2%. Again, RMMPS was higher than the State 2022 percentage, which was 78.1% and the State four-year average of 79.5%.

Another big success for RMMPS was in regard to the student opinion survey. The 'management of bullying' saw RMMPS above both similar schools and the state average in both the 2022 data and the 4-year average data. For 2022, RMMPS sat at 95.2% whereas similar schools were at 83.1% and the state average was at 75.8%. The four-year average numbers echoed the 2022 data in a positive light, with RMMPS again at 95.2%, similar schools at 84.0% and the state average of 78.3%.

## Engagement

Student attendance data continues to be an area of work for RMMPS. Although, like all schools, the impact of Covid isolations as well as other colds can not be understated. For many of our students, they have a sibling at the school and this has a profound impact on student attendance.

In 2022, the average number of school days absent was well above state and similar schools. At RMMPS, the average number of days absent was 34.2 and compared with similar schools (25.9) and the state average of 23.3. Again the four year average is higher than both. RMMPS was averaging 30.1, similar schools was 19.8 and the state average was 17.0

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## Other highlights from the school year

A major highlight for the student of RMMPS was our Positive Start camp to Melbourne. The whole school went to Melbourne for an overnight excursion and visited many of the major tourist attractions Melbourne has to offer. The MCG, the Sports and Aquatic Centre, the LEGO show at the Melbourne Museum and the ice skating were the highlights.

Another major celebration was the first RMMPS Trivia Day at the Redesdale Hotel. This was done on a Saturday afternoon, with a turnout of around 50 people and raised almost \$600 for the school. This money helped pay for the paint that students used to create the RMMPS mural on the side of the sports shed.

## Financial performance

Redesdale Mia Primary School recorded a 'Net Operating Statement' surplus of \$68,790. The 2022 equity money received by the school allowed greater access to teaching staff, including an increased time fraction for the classroom teacher. Furthermore, this was buoyed by the Mental Health and Wellbeing Funding and the Tutor Learning Initiative. Equity money also supported the purchase of more Fountas and Pinnell guided reading sets, particularly for student reading in the higher levels. The Early Years Koori Literacy and Numeracy funds allowed the school to purchase a variety of texts written from an Indigenous perspective. The Bushfire at Risk funding allowed the school to design and create a safe green zone on the oval. This has ensured a green oval year-round, particularly in the more dangerous months, creating a safer environment for students and the wider Redesdale Mia community.

**For more detailed information regarding our school please visit our website at**  
**<https://www.redesmiaps.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 12 students were enrolled at this school in 2022, 5 female and 7 male.

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

### Overall Socio-Economic Profile

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

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.

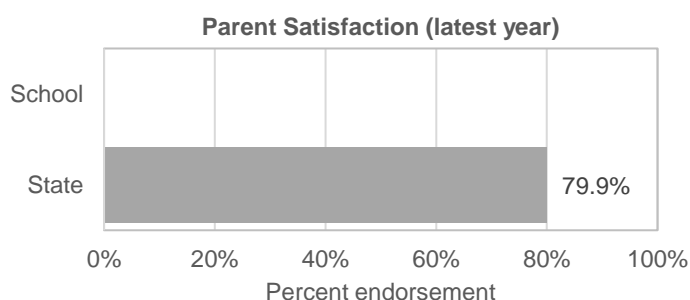
This school's SFOE band value is: High

### 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.

| Parent Satisfaction              | Latest year<br>(2022) |
|----------------------------------|-----------------------|
| School percent endorsement:      | NDP                   |
| State average (primary schools): | 79.9%                 |



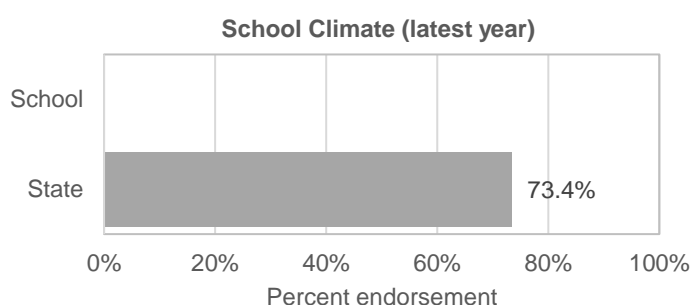
### School Staff Survey

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.

| School Climate                   | Latest year<br>(2022) |
|----------------------------------|-----------------------|
| School percent endorsement:      | NDP                   |
| State average (primary schools): | 73.4%                 |



## 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:

NDA

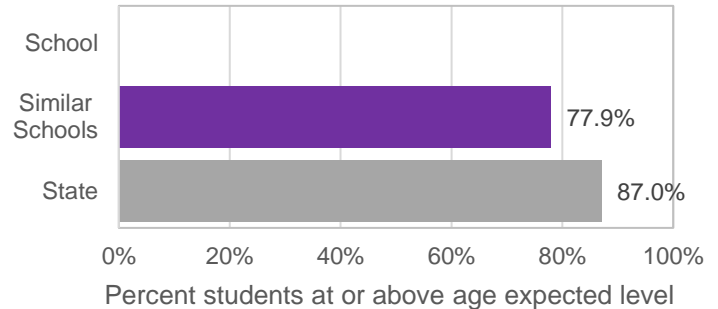
Similar Schools average:

77.9%

State average:

87.0%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

NDA

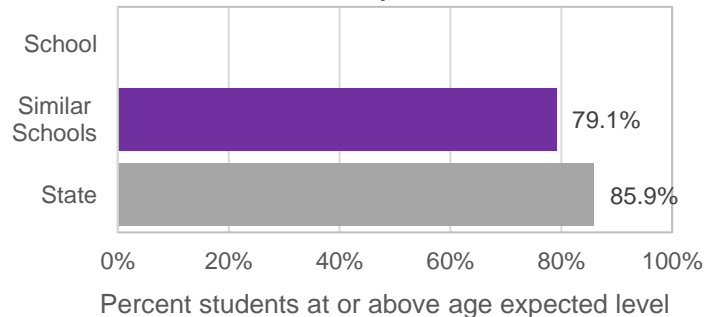
Similar Schools average:

79.1%

State average:

85.9%

#### Mathematics (latest year) Years Prep to 6





## 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.

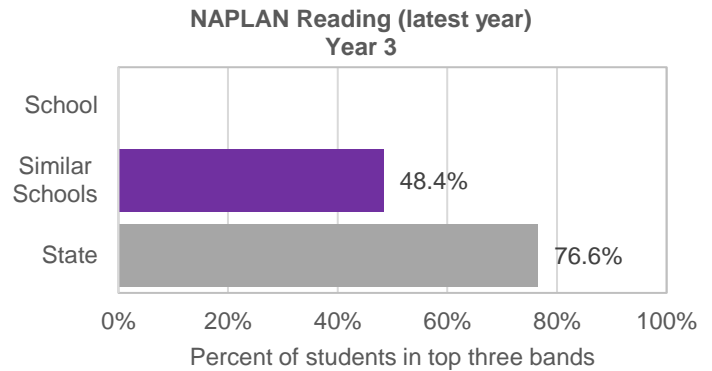
### NAPLAN

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.

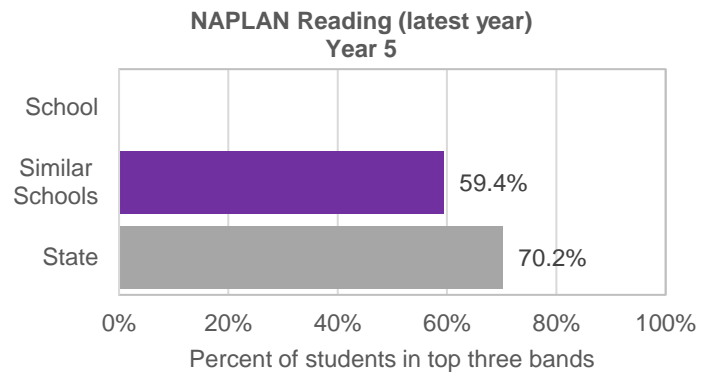
#### Reading Year 3

|  | Latest year<br>(2022) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | NDP                   | 40.0%             |
| Similar Schools average:                       | 48.4%                 | 59.6%             |
| State average:                                 | 76.6%                 | 76.6%             |



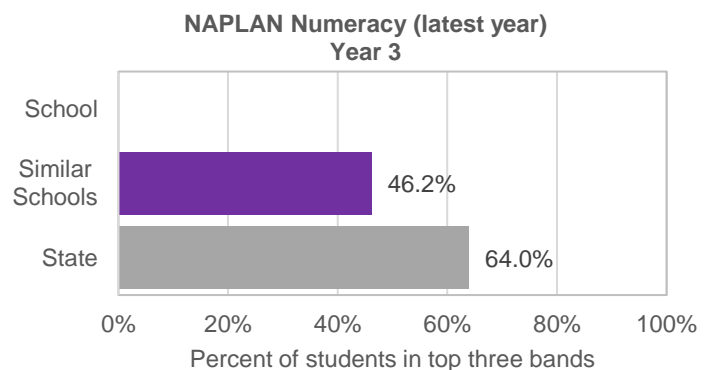
#### Reading Year 5

|  | Latest year<br>(2022) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | NDP                   | 40.0%             |
| Similar Schools average:                       | 59.4%                 | 60.0%             |
| State average:                                 | 70.2%                 | 69.5%             |



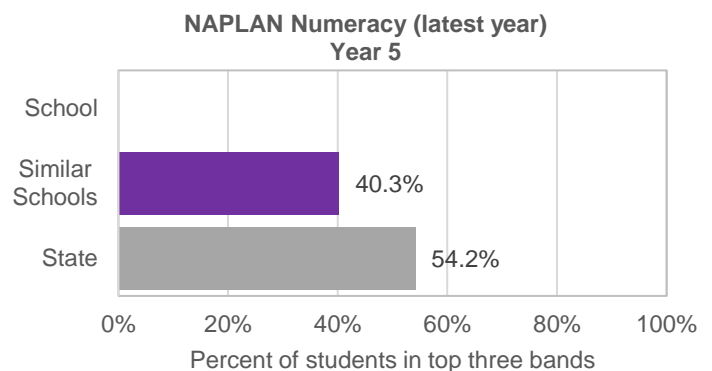
#### Numeracy Year 3

|  | Latest year<br>(2022) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | NDP                   | 40.0%             |
| Similar Schools average:                       | 46.2%                 | 53.7%             |
| State average:                                 | 64.0%                 | 66.6%             |



#### Numeracy Year 5

|  | Latest year<br>(2022) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | NDP                   | 40.0%             |
| Similar Schools average:                       | 40.3%                 | 44.8%             |
| State average:                                 | 54.2%                 | 58.8%             |



## WELLBEING

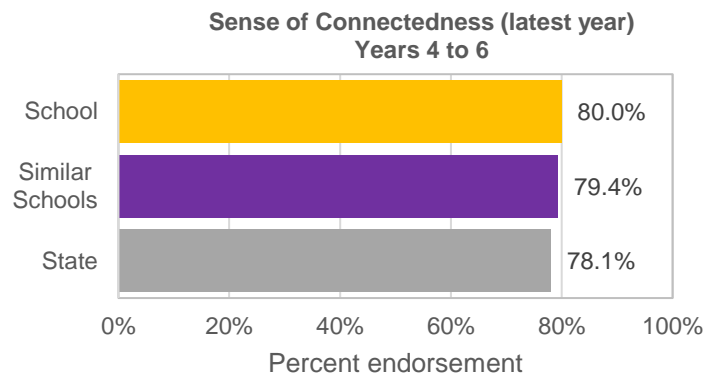
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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<br>(2022) | 4-year<br>average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 80.0%                 | 87.6%             |
| Similar Schools average:    | 79.4%                 | 82.2%             |
| State average:              | 78.1%                 | 79.5%             |

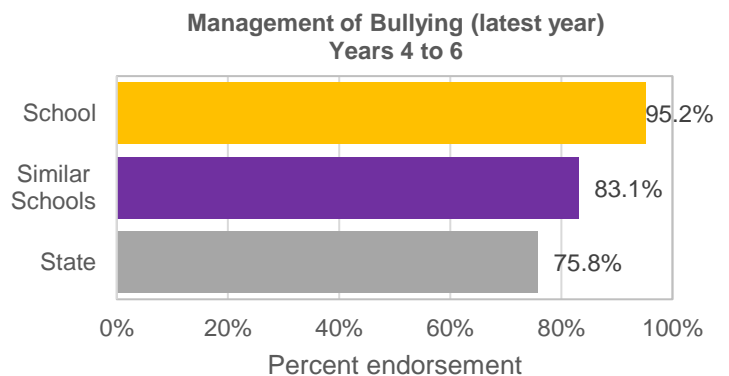


### Student Attitudes to School – Management of Bullying

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<br>(2022) | 4-year<br>average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 95.2%                 | 95.2%             |
| Similar Schools average:    | 83.1%                 | 84.0%             |
| State average:              | 75.8%                 | 78.3%             |



## ENGAGEMENT

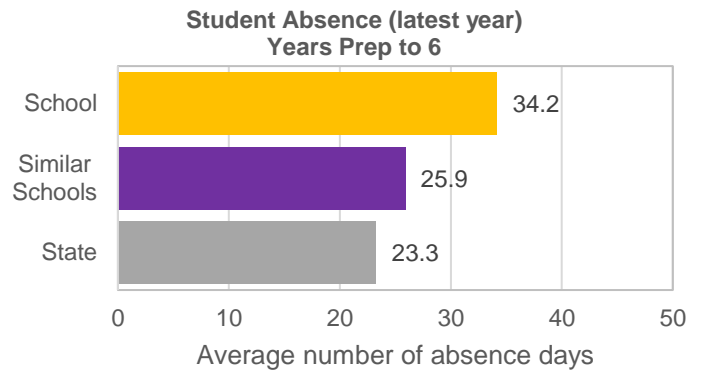
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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<br>(2022) | 4-year<br>average |
|--|-----------------------|-------------------|
| School average number of absence days: | 34.2                  | 30.1              |
| Similar Schools average:               | 25.9                  | 19.8              |
| 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  | NDA    | NDP    | NDP    | NDP    | NDP    | NDP    |

# Financial Performance and Position

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

| Revenue                        | Actual           |
|--------------------------------|------------------|
| Student Resource Package       | \$357,575        |
| Government Provided DET Grants | \$105,535        |
| Government Grants Commonwealth | \$0              |
| Government Grants State        | \$26,893         |
| Revenue Other                  | \$4,030          |
| Locally Raised Funds           | \$4,348          |
| Capital Grants                 | \$28,921         |
| <b>Total Operating Revenue</b> | <b>\$527,301</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$51,295        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$51,295</b> |

| Expenditure                           | Actual           |
|---------------------------------------|------------------|
| Student Resource Package <sup>2</sup> | \$333,247        |
| Adjustments                           | \$0              |
| Books & Publications                  | \$2,924          |
| Camps/Excursions/Activities           | \$3,496          |
| Communication Costs                   | \$750            |
| Consumables                           | \$9,565          |
| Miscellaneous Expense <sup>3</sup>    | \$4,925          |
| Professional Development              | \$1,657          |
| Equipment/Maintenance/Hire            | \$2,724          |
| Property Services                     | \$47,911         |
| Salaries & Allowances <sup>4</sup>    | \$13,839         |
| Support Services                      | \$0              |
| Trading & Fundraising                 | \$2,823          |
| Motor Vehicle Expenses                | \$0              |
| Travel & Subsistence                  | \$0              |
| Utilities                             | \$5,728          |
| <b>Total Operating Expenditure</b>    | <b>\$429,590</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$68,790</b>  |
| <b>Asset Acquisitions</b>             | <b>\$51,877</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

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$99,705         |
| Official Account              | \$5,531          |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$105,236</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>   |
|---|-----------------|
| Operating Reserve                           | \$10,000        |
| Other Recurrent Expenditure                 | \$0             |
| Provision Accounts                          | \$0             |
| Funds Received in Advance                   | \$0             |
| School Based Programs                       | \$0             |
| 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             |
| <b>Total Financial Commitments</b>          | <b>\$10,000</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.*