

2020 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).
- 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 2020 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 15 March 2021 at 01:47 PM by Andrew King (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 March 2021 at 04:40 PM by Les Arnephy (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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.

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 2019 was 14 and again in 2020 is 14 students as Year Six student left and we enrolled a new Grade One student.

The staffing profile consisted of a Teaching Principal, Classroom Teacher (0.9 due to an increase with the Tutor Learning Initiative), a STEM specialist 0.1, an Integration Aide (0.45) and a Business Manager (0.4). This was complimented by a visiting specialist teacher who delivered an Indonesian and Music program. A shared MARC van visited the school once per week.

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 charity events. The school was represented on the committee of the Bridge Connections Community Newspaper as well as providing a monthly school update for publication.

Framework for Improving Student Outcomes (FISO)

Our aim of improving the learning growth of all students in Literacy and Numeracy has seen Redesdale Mia Mia Primary school commit to a number of improvement initiatives throughout 2020. However, with the change in Principalship, the new set of obstacles was identified and a new action plan was developed. Over the course of 2020, RMMPS engaged an EIL to support the knowledge and development of Fountas and Pinnell and work on the school wide Instructional model with staff. Building Practice Excellence was identified as the FISO focus area to develop our professional knowledge regarding Fountas and Pinnell and further unpack the Literacy curriculum as we are aimed to improve student learning in reading. This goal is inline with our strategic plan goal around improving learning growth in Literacy and developing a holistic approach to curriculum, pedagogy and assessment. Whole staff professional learning sessions were used to unpack the Literacy Curriculum and develop relevant 'I Can' statements.

As with all other schools, remote and flexible learning impacted teaching and learning at RMMPS significantly. As a result, the AIP goal of NAPLAN completion became void and our teaching and learning program required significant development, as teachers and students began learning in a whole new way. The first round of remote teaching and learning was not successful for multiple reasons. At the beginning of Term Two, a new teaching Principal was appointed and the learning was met with disengagement as we attempted to move to a digital platform. The second round of teaching and learning remotely was more successful however the impact of not having students at school was still profound.

The whole school assessment schedule was reviewed and included twice yearly use of the Fountas and Pinnell Benchmark Assessment System for Reading. We also developed a teaching and learning plan for the year, mapping our specific areas to be taught. In turn, a yearly plan of teaching and respective assessments was development. To support this, a whole school data wall was developed to monitor student progress and guide teacher planning

conversations. Accordingly, detailed IEP's were developed for each of the students which were used to drive the daily instruction in our F-6 classroom. Termly 3 Way Conferences were used to develop and communicate student learning goals to parents.

The School Wide Positive Behaviour Matrix was also enhanced through the introduction of token that demonstrate our values of Respect, Relationships and Resilience.

Achievement

The 2020 AIP goal for all students to achieve 12 months learning growth in Reading and Number and Algebra was partially met. In regards to teacher judgment of student learning in Mathematics, 46.2% of student were assessed at or above expected levels on comparison to similar schools where the average was 79.3%. In regards to English teacher judgements for 2020, RMMPS students were assessed with 51.3% of students deemed at or above expected level as compared to similar schools, which sat at 78.5%.

Due to Covid-19, no students undertook NAPLAN.

Our 2021 AIP will have a strong focus on improving Literacy skills within students and demonstrate 12 months growth as assessed by teacher judgement.

Engagement

Our school attendance data was this year, well above the state median. With some students refusing to attend for different reasons, the average number of absence day was 27.1 with the four year average for RMMPS being 20.3 Both of these numbers are above the similar schools average of 16.9 for 2020 and 17.7 for the four year average. However, strategies were implemented to support these families including:

- Engaging respective wellbeing agencies to support students engagement
- Daily contact with families of absent students.
- Engaging with families regarding Individual Education Plans
- Participation in Student Support Group (SSG) meetings with external SSS staff and mental health professionals.
- Regular recognition of outstanding attendance at assemblies.
- Use of the school newsletter to communicate attendance expectations.
- Expansion of our school breakfast and lunch programs.

Wellbeing

The introduction to the Positive Behavior Support system occurred in 2019 and was further enhanced in 2020. In formal discussions with the students, tokens were agreed upon as recognition for demonstrating school values. Specifically, tokens for our three values 'respect, Resilience and Relationships' were developed along with a token sheet for each student. This approach enhanced our PBS system within the school.

In 2020, we had some students complete the Student Attitude to School Survey however we did not have enough to provide data. Regardless, RMMPS Attitude to School Survey is available for the four year average of 'Sense of Connectedness.' The four-year average for RMMPS was 94.7% as compared with similar schools, which was 82.0%. The four-year average data for Management of Bullying for RMMPS was 96.5% compared with the similar schools average of 82.7%.

The Parent Opinion Survey also provided very pleasing results, with many aspects scoring 100% including:

- high expectations for success
- student motivation and support
- stimulating learning environment
- effective teaching
- student agency and voice

- school support
- teacher communication
- managing bullying
- promoting positive behaviour

Financial performance and position

Redesdale Mia Mia Primary School recorded a 'Net Operating Statement' surplus of \$46438.

The 2020 equity money received by the school was used to allow for greater access to teaching staff including a specialist language teacher (Indonesian) and additional classroom teacher time allocation. Furthermore, equity money was also used to purchase a significantly large amount of take home readers to enhance engagement in home reading and literacy skills. We also purchased a recognition plaque from the Dja Dja Wurrung.

Additional funds were received by the school through the Bushfire Preparedness Program, these were used or are allocated to be used in line with recommendations for all Bushfire at Risk Schools.

As a local fundraiser, RMMPS designed and sold beanies to the local 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.

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 14 students were enrolled at this school in 2020, 8 female and 6 male.

0 percent of students had English as an additional language and 30 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) which takes into account parents' occupations and education.

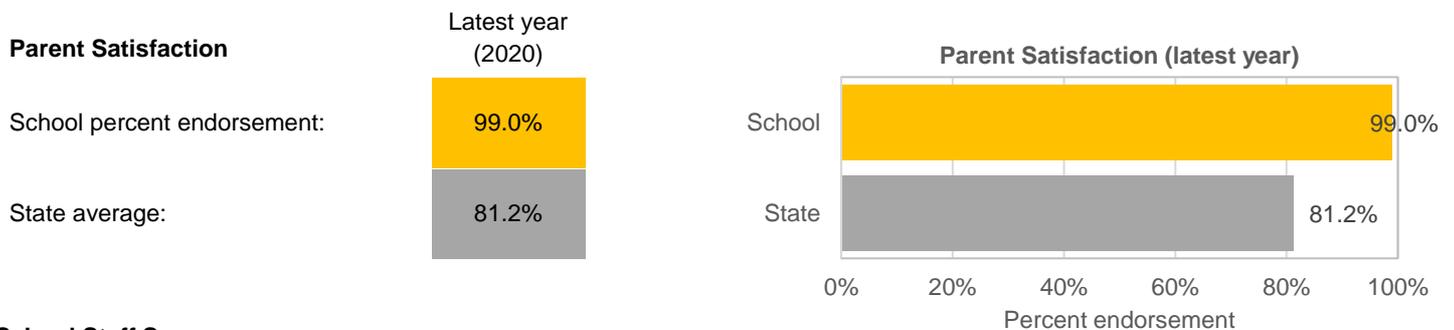
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

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

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

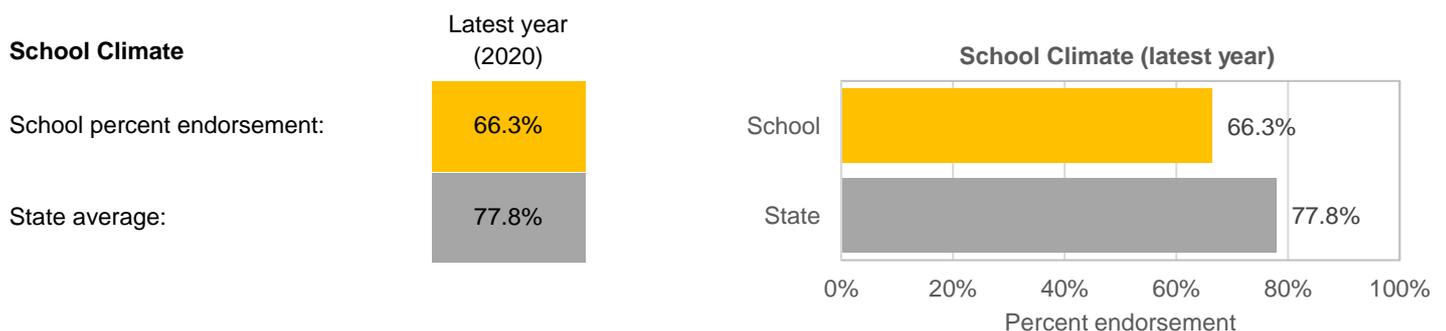


School Staff Survey

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

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

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



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
(2020)

School percent of students at or above age expected standards:

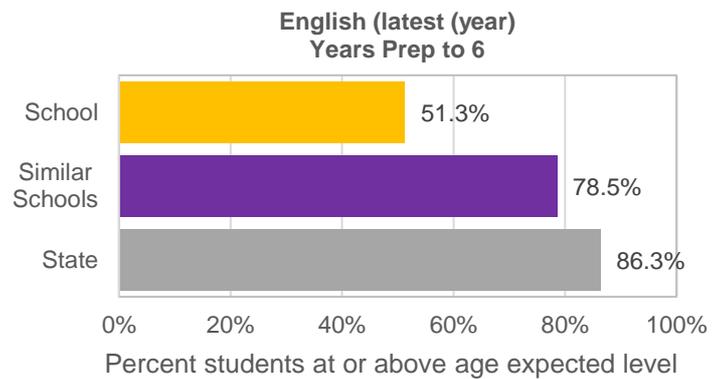
51.3%

Similar Schools average:

78.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

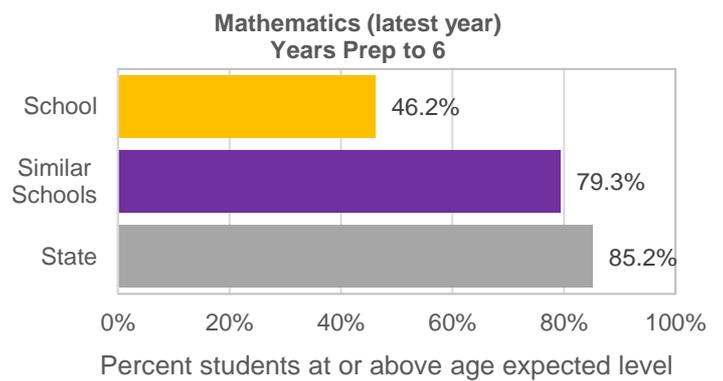
46.2%

Similar Schools average:

79.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

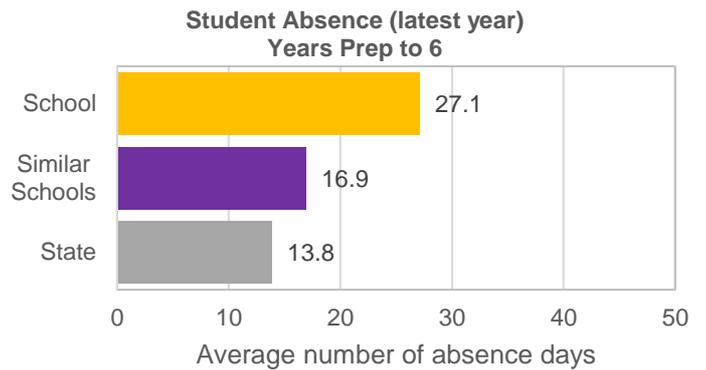
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

| | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 27.1 | 20.3 |
| Similar Schools average: | 16.9 | 17.7 |
| State average: | 13.8 | 15.3 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2020): | NDP | 80% | 94% | NDP | NDP | 65% | NDP |

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.

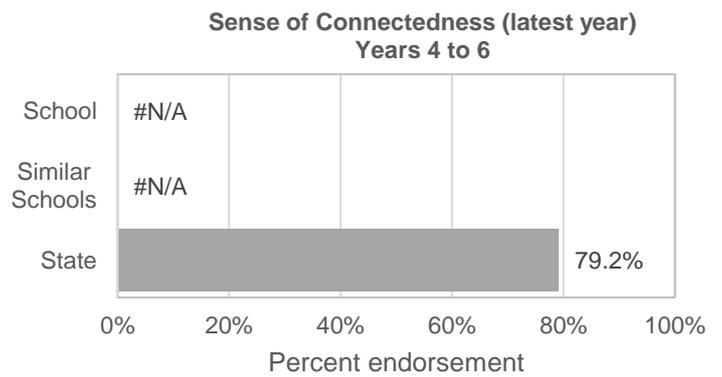
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

| | Latest year (2020) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | NDP | 94.7% |
| Similar Schools average: | NDP | 82.0% |
| State average: | 79.2% | 81.0% |



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

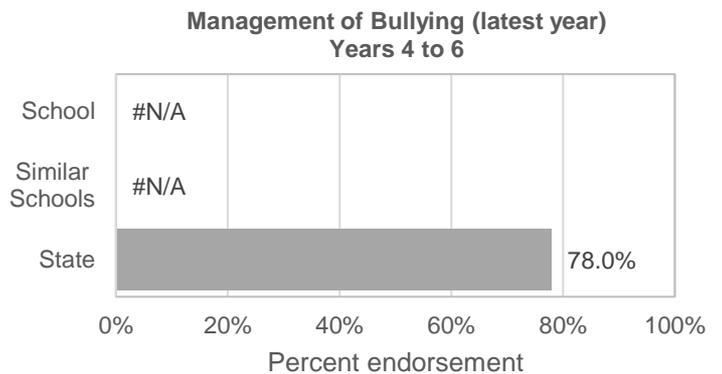
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

| | Latest year (2020) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | NDP | 96.5% |
| Similar Schools average: | NDP | 82.7% |
| State average: | 78.0% | 80.4% |



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

| Revenue | Actual |
|--------------------------------|------------------|
| Student Resource Package | \$318,323 |
| Government Provided DET Grants | \$127,074 |
| Government Grants Commonwealth | \$3,000 |
| Government Grants State | NDA |
| Revenue Other | \$2,381 |
| Locally Raised Funds | \$8,046 |
| Capital Grants | \$8,027 |
| Total Operating Revenue | \$466,851 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$54,118 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$54,118 |

| Expenditure | Actual |
|---------------------------------------|------------------|
| Student Resource Package ² | \$301,994 |
| Adjustments | NDA |
| Books & Publications | NDA |
| Camps/Excursions/Activities | \$2,304 |
| Communication Costs | \$5,568 |
| Consumables | \$24,097 |
| Miscellaneous Expense ³ | \$3,839 |
| Professional Development | \$297 |
| Equipment/Maintenance/Hire | \$23,360 |
| Property Services | \$22,954 |
| Salaries & Allowances ⁴ | \$13,547 |
| Support Services | NDA |
| Trading & Fundraising | \$1,510 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$4,613 |
| Total Operating Expenditure | \$404,084 |
| Net Operating Surplus/-Deficit | \$54,740 |
| Asset Acquisitions | NDA |

- (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 01 Mar 2021 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 2020

| Funds available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$87,056 |
| Official Account | \$3,916 |
| Other Accounts | NDA |
| Total Funds Available | \$90,972 |

| Financial Commitments | Actual |
|---|-----------------|
| Operating Reserve | \$14,689 |
| Other Recurrent Expenditure | \$2,347 |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | \$18,850 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | \$58,903 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$94,789 |

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.