

2023 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 \(VIT\)](#)
- 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 19 March 2024 at 03:35 PM by Lynne Flynn (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 28 April 2024 at 08:08 PM by Victoria Russell (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

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 kilometers north of Kyneton and 40 kilometers 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 2023 was 14, comprised of 5 female and 9 male students. The staffing profile consisted of a Teaching Principal, Classroom Teacher (1.0 due to an increase with the Tutor Learning Initiative), an Integration Aide (0.4) and a Business Manager (0.4). This was complimented by a visiting specialist teacher who delivered a PE program. A shared MARC van visited the school once per week. 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. The school newsletter each week showcases student achievement, art work and special events.

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. NAPLAN data for the year showed that 25% of grade three students attained strong or exceeding proficiencies in reading and 75% of students attained strong or exceeding proficiencies in numeracy, where the state average was 67.4%. Unfortunately Grade 5 NAPLAN results were unattainable due to small numbers. The 2023 AIP outlined the following: Increase the percentage of students who make 12 months or more learning growth using Teacher Judgement data (Semester One 2022 to Semester Two 2023) that has been triangulated with reference to agreed norm-referenced and/or standards-based data for: Reading and Viewing: 45% in 2022 to 63% in 2023. Writing: 54% in 2022 to 63% in 2023. Number and Algebra: 72% in 2022 to 81% in 2023.

Throughout 2023, the staff participated in a Community of Practice network meetings that focused on 6+1 traits of writing with the objective of improving student understanding of writing and its context and improving student achievement in literacy with a particular focus on writing. The focus was to teach and support each student at their point of need and in line with FISO. We continued the targeted support program in Literacy and Numeracy (Tutoring Program) through funding provided, across years 1 to 6 and tracked the progress of those students identified. We maintained PLC structures that supported teacher collaboration and reflection on teaching practice with a priority on curriculum 'essentials' in reading, writing and number. This data and explicit instruction were also enhanced through the implementation of the Soundwaves program across the whole school. Over the course of the year, teachers participated in a variety of learning, both online and face to face to enhance curriculum knowledge and data analysis.

Wellbeing

The AIP KIS 1B Targets- Wellbeing Baseline data will be established in the school developed survey (in Term One, 2023) in the aspects of: a. self confidence b. emotional intelligence.

The student attitudes to schools survey results (years 4-6) survey demonstrated that 100% had a strong sense of connectedness to the school which was well above with the state average at 77% and like schools at 84.7%. Students have also strongly endorsed the management of bullying with a 93% positive endorsement, well above similar schools at 84.4% and state at 75.1% The Attitudes to

School Survey results for 2023 indicate that the students of RMMPS are highly connected to school, motivated and engaged in their learning.

Students' overall Sense of Confidence over a 4 year span was 87% above similar and state scores of 84.1% and 78.5%. Students, staff and parents have indicated high levels of satisfaction with the overall management of well-being in the school.

Throughout 2023 there was an increased student voice. Students participated in circle solutions, mindfulness lessons and smiling minds. Two staff members were trained in the Berry St model and as a result brain breaks have been incorporated into lessons. Students also have 10-15 minutes of fitness each morning so that they are ready for learning. This has proved to be quite successful, noting that students are much calmer when entering the classroom each morning. RMMPS continued to work on the PBS Framework and students have engaged positively with this.

In 2023 we strengthened our focus on the social and emotional well-being of our students. We continue to focus on how we can use our values of Respect, Responsible, Relationships, to ensure our learning environment is respectful, inclusive and embraces the diversity of our community. We extended our personal development programs across the school utilising a combination of programs and resources such as Respectful Relationships and Berry Street to support students' persistence and resilience.

Engagement

The AIP Target for 2023 was that attendance data demonstrates 75% per cent of students will have less than 20 days of absence.

The attendance rate at RMMPS is improving across all year levels with a majority of students achieving at or above 80% attendance according to school records. However, that latest data on average from years Prep to Year 6 indicate that we average 27.5 days absence per year. The four year average is 31.1 days. Similar schools show 24.8 days whilst the state average is 20.5 days. This is an area that we are continuing to work on.

The Implementation of Fitness, ongoing commitment to SWPBS, Smiling minds and Berry Street training along with the increase of student voice demonstrates that we are well on track in achieving better attendance. All staff ensure that all children feel welcome and comfortable within the school and are greeted each morning with positivity.

Students are engaged in Physical Activity each week with the Kelly Sports program and also immersed in Indonesian through our LOTE program. Both subject areas are engaging. Students have reported that they really enjoy both of these subjects and look forward to these each week.

Students in years 4-6 participated in the DASH program and learned about how people in the community help us. The students came up with a community project to enable past and present students to remain connected. They won a community grant for \$2000 to bring the project to fruition.

The students have been involved in the River detectives program and have been actively monitoring the river and analysing the water. This is posted on the Redesdale Community noticeboard each month. The feedback from the local community has been very encouraging as some locals have taken an interest in what we are doing.

Financial performance

Redesdale Mia Primary School recorded a 'Net Operating' surplus of \$72,824. With a total expenditure of \$465,623. The 2023 equity money received by the school allowed greater access to teaching staff, including an increased time fraction for the classroom teacher. Furthermore, this was enhanced by the Mental Health and Wellbeing Funding and the Tutor Learning Initiative. Equity money also supported the purchase of additional reading materials, 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 purchase a fire designated water tank and create a safe green zone on the oval as well as getting gutters cleaned, trees trimmed and vegetation cleared. This has ensured that in the event of a fire, we have reduced our risks considerably.

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 14 students were enrolled at this school in 2023, 5 female and 9 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).

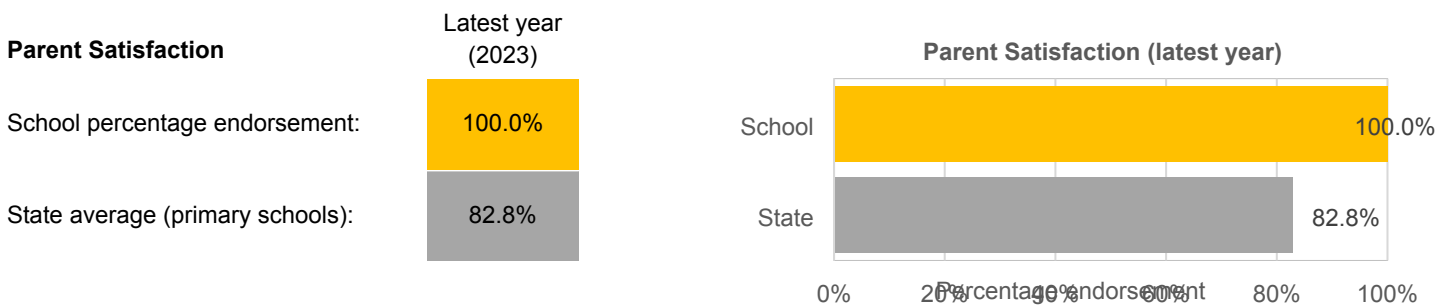
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

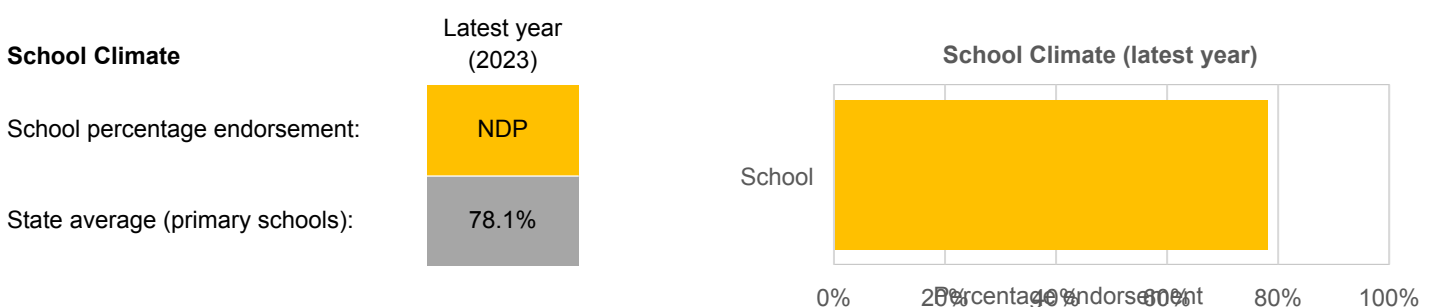


School Staff Survey

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:

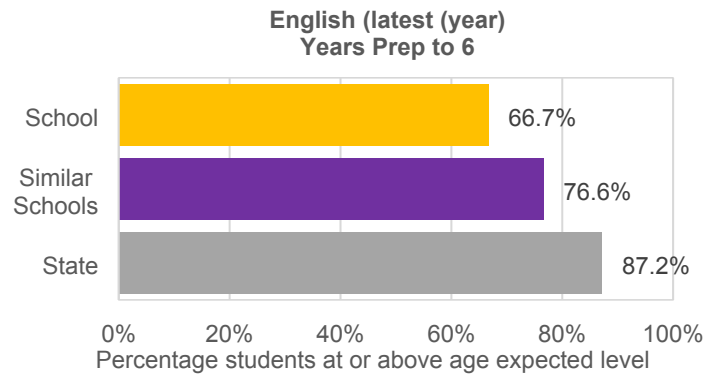
66.7%

Similar Schools average:

76.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

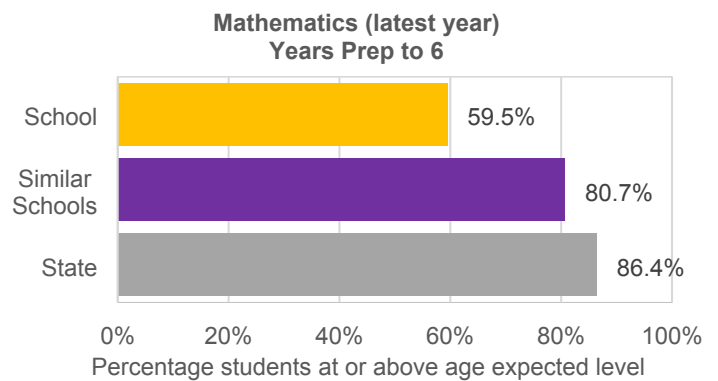
59.5%

Similar Schools average:

80.7%

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:

25.0%

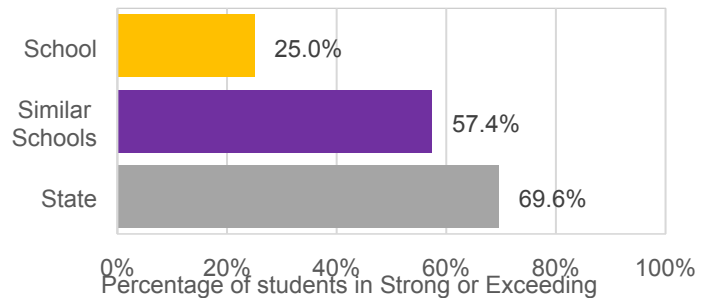
Similar Schools average:

57.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

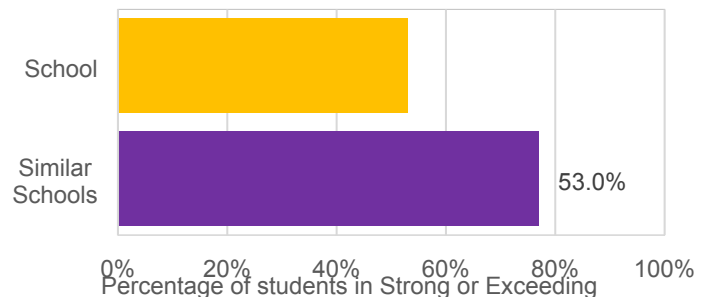
Similar Schools average:

53.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

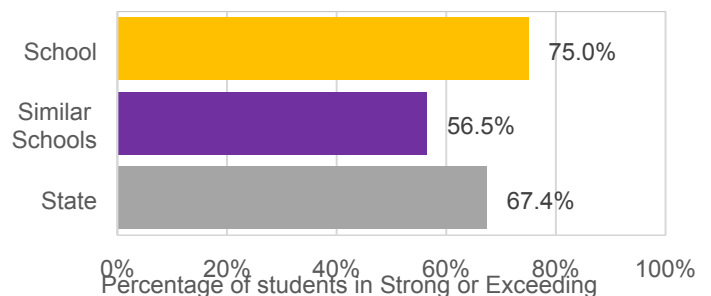
Similar Schools average:

56.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

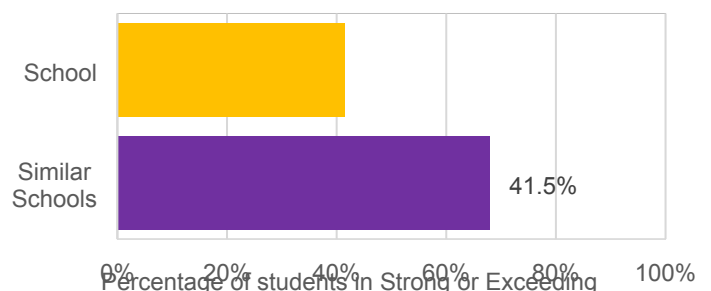
Similar Schools average:

41.5%

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.

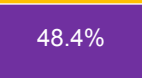
**Reading
Year 3**

Latest year
(2022)

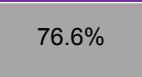
School percentage of students in the top three bands:



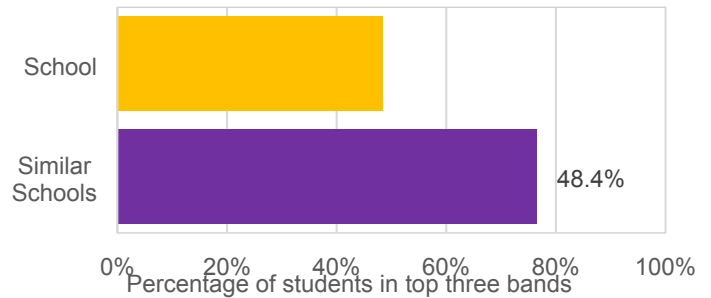
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 3**



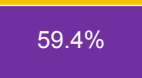
**Reading
Year 5**

Latest year
(2022)

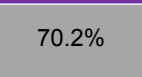
School percentage of students in the top three bands:



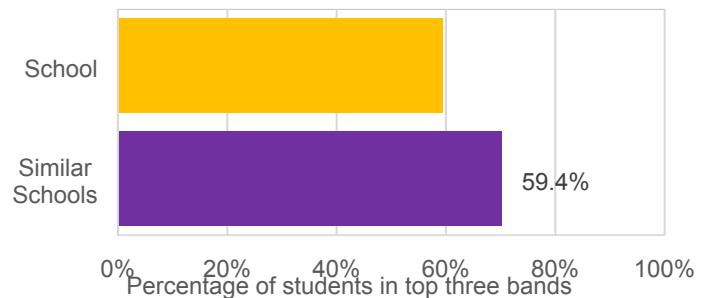
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 5**



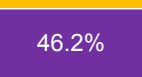
**Numeracy
Year 3**

Latest year
(2022)

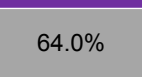
School percentage of students in the top three bands:



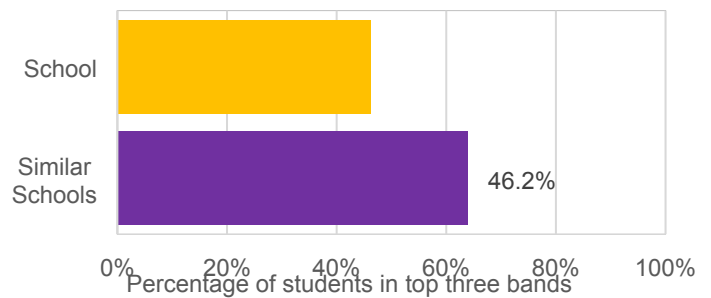
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 3**



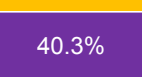
**Numeracy
Year 5**

Latest year
(2022)

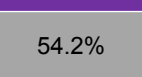
School percentage of students in the top three bands:



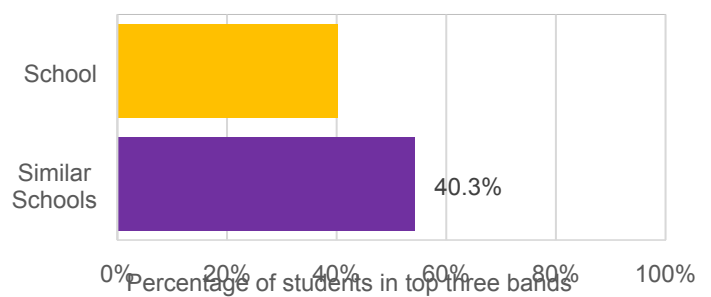
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

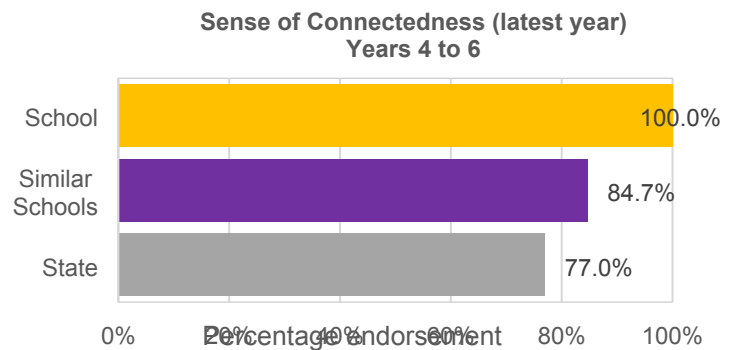
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	100.0%	87.0%
Similar Schools average:	84.7%	84.1%
State average:	77.0%	78.5%

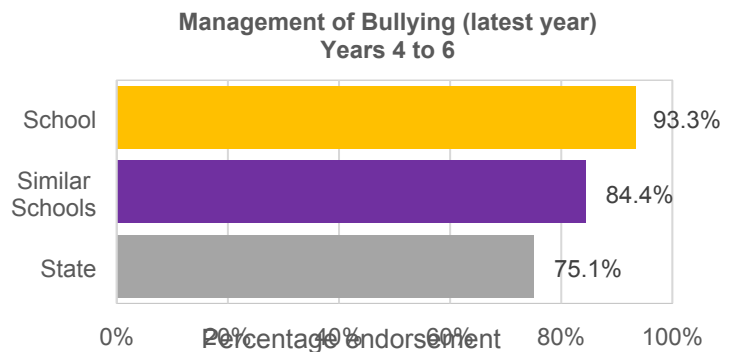


Student Attitudes to School – Management of Bullying

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:	93.3%	93.3%
Similar Schools average:	84.4%	84.9%
State average:	75.1%	76.9%



ENGAGEMENT

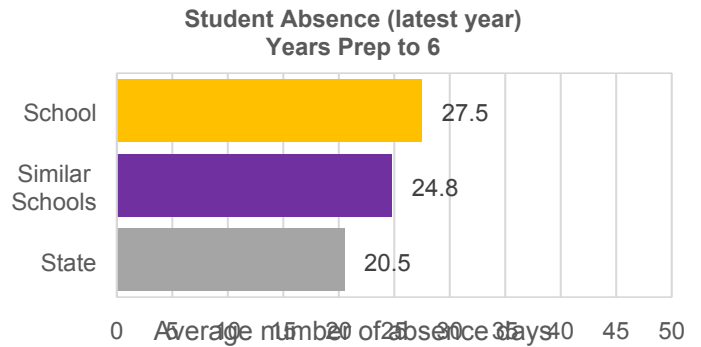
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	27.5	31.1
Similar Schools average:	24.8	20.9
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):	NDP	NDP	NDP	89%	NDP	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$389,550
Government Provided DET Grants	\$135,888
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$5,246
Locally Raised Funds	\$3,263
Capital Grants	\$0
Total Operating Revenue	\$538,447

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,089
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,089

Expenditure	Actual
Student Resource Package ²	\$346,536
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,410
Communication Costs	\$792
Consumables	\$16,208
Miscellaneous Expense ³	\$2,697
Professional Development	\$3,046
Equipment/Maintenance/Hire	\$14,178
Property Services	\$42,707
Salaries & Allowances ⁴	\$14,389
Support Services	\$11,619
Trading & Fundraising	\$797
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,245
Total Operating Expenditure	\$465,623
Net Operating Surplus/-Deficit	\$72,824
Asset Acquisitions	\$0

- (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 17 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	\$133,793
Official Account	(\$231)
Other Accounts	\$0
Total Funds Available	\$133,562

Financial Commitments	Actual
Operating Reserve	\$15,308
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$3,000
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	\$50,361
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$68,669

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.