

2021 Annual Report to The School Community



School Name: Marong Primary School (0400)



- 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 06 April 2022 at 09:14 AM by Russell Jeffrey (Principal)

- This 2021 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 29 April 2022 at 08:16 AM by Lakey Lakey (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

The Marong Primary School School vision is as follows "to help prepare our students for their future". The school has three core values which underpin our overall vision for our students : Respect, Responsibility and Honesty. Following a school review in 2021 the school has identified the following intent to address the following goals: Deliver a high quality learning environment to maximise student growth in numeracy and literacy and to Empower students to be confident and highly motivated learners. The school believes that, if the goals as stated are achieved, all students will demonstrate learning growth that reflects the impact of quality curriculum delivery. In order to reach specified targets the school will implement a specific focus on Professional Development to build staff capacity in both Numeracy and Writing. There will be an ongoing process to strengthen instructional leadership through appropriate PD programs. The development of instructional models for Numeracy and Writing will occur in early 2022 to ensure they are in place for the life of this SSP. The school will develop and implement a consistent planning template which caters for differentiation and explicitly links student data to planned student outcomes. There will be strategic links between our Professional Learning Communities and the practice of Peer observations to embed improved practice. Significant work has been undertaken to implement the High Impact Teaching strategies and this will continue in 2022. A priority will be to develop and implement opportunities for rich learning focused conversations with students that will cater for each individual student's learning needs, and establish clear understandings of high expectations for each student. Structures to improve current goal setting opportunities for students will be implemented across the span of the new SSP. Work will be ongoing to improve student voice and agency. In order to achieve our intent for improvement in all areas : Literacy and Numeracy achievement, Student Engagement and Well Being and Student Voice and Agency the school needs to ensure effective structures underpin the work at hand. Appropriate formalised leadership consultative meetings, staff meetings and PLC meetings will be in place to support the school's aim to strive for higher achievement levels across the school. Marong Primary School currently has 12 students who identify as Aboriginal and or Torres Strait Islanders. There are no staff in this category currently.

The school has the following workforce composition in place to address our overall educational goals , 1 principal, 1 leading teacher, 1 learning specialist, 10 classroom teachers, 4 specialist teachers, a disability and inclusion coordinator and a intervention / tutor initiative teacher. Classroom teachers are supported by 7 education support staff. We have a business manager and an Outside School Hours Care program coordinator , a chaplain and grounds keeper. The school currently has 180 students and our SFO factor is mid range approximately 0.5. The school is located 15 kilometres from the centre of Bendigo and is a rapidly growing community with numerous housing estates having been constructed in recent years.

Framework for Improving Student Outcomes (FISO)

Marong Primary School continued to address the goals in the 2017-2021 SSP during the 2021 school year. The school review conducted in Term 4 2021 determined that the school had partially met this goal " to Deliver a high quality learning environment to maximise student growth in numeracy and literacy" . The introduction of collaborative teams supported improved year level planning for teaching and learning, and was instrumental in enabling the school to address this target. Planning sessions supported by the leading teacher facilitated improved professional dialogue based on curriculum content, improved teaching and learning practice, and increased analysis and use of student assessment data to inform teaching. Staff reported strengthened delivery of more consistent curriculum content across individual classrooms and year levels, and assisted the development and implementation of an agreed school instructional model in reading.

The school has identified a need for staff to strengthen their focus on instructional practice in this will be key work for the school in 2022. Over the life of the SSP there has been some significant percentage increases for Year 3 and Year 5 students in the highest two NAPLAN bands in reading across the four years of the planning period, which can be attributed this to the school's focus on the teaching of reading. The school has implemented key strategies as part of a literacy focus that enabled this improved achievement, including the development of an instructional model and a

whole school approach to assessment in reading. Fieldwork observations in classrooms, and discussions with staff confirmed these practices were in place in all classrooms. During the Remote Learning times it was challenging to address our professional development plans however the use of Zoom and Webex technology at least enabled some processes to continue.

Achievement

In 2021 staff continued to provide students with quality learning programs for those times when students were on site. During the lock down periods Marong Primary School staff maintained their commitment to provide excellent remote learning programs supported by regular conferencing with all students. Staff provided differentiated learning programs throughout the course of the year and they are commended for the considerable amount of time and effort applied to this task. Through the implementation of our Professional Learning Communities program teacher expertise and capacity continued to show ongoing levels of improvement. Student achievement in reading was pleasing and reflected the impact of the Fountas and Pinnell Benchmark Assessment program. Data suggests that student achievement in numeracy was acceptable but in need of greater focus. Our writing achievement data was below expectations which was surprising given the emphasis on improving writing skills and the implementation of a moderated writing assessment process. The school has identified numeracy and writing as major focus areas for development and improvement in 2022 and beyond. The introduction of the tutor learning initiative was highly effective at our school. A target group of students who had not made the expected level of progress commensurate with their capabilities, due to the impact of covid were given additional support through the TLI program. The data collated at the beginning of the program, when compared with data collated at the end of the program showed all students had made significant gains in academic progress. In 2021 the school has 4 students funded under the Program for Students with a Disability. These students received classroom assistance via education support staff who were provisioned in their classrooms as a response to the funding. Our PSD students all made solid progress commensurate with their own individual abilities. The achievement progress reports presented to PSG meetings were all positive and indicate a strong sense of support for these students by their classroom teachers, ESS staff and school leadership.

Engagement

The impact of Covid was clearly evident in terms of its effect on student engagement. As students returned to on-site learning there were noticeable examples of students who found the disruption caused by the pandemic difficult to deal with. All teachers were acutely aware of this and went to great lengths to welcome students back to on-site learning. Some key strategies undertaken involved ensuring routines were consistent and easy for students to re-engage with. Daily routines provided structure and stability for the students which enabled them to feel comfortable back in the school setting. An additional challenge to re-engagement back at school resulted from the impact of a major building project that took place throughout the 2022 year. The school play space was effectively reduced by 80% as a consequence of the build and this placed additional stressors on our students. To address this issue staff regularly took students across to the local football ground to enable an opportunity for students to play outdoors in a larger space. A school chaplain was appointed in Term Four and this gave those students with issues re engagement an additional resource / support person to meet with and discuss their challenges. As we move into the 2022 school year all staff have been asked to devise strategies to invite and excite students with a view to lifting student engagement levels across the school. Student attendance at Marong Primary School continues to be strong with absences below many other schools. The school does not have any issues with non-attendance and in fact a student who was dealing with anxiety during covid has returned in 2022 to full attendance. Our parent community is very responsive when required to complete absence notes and our promotion of the "It's not okay to be away" slogan has also proven to be effective. If needed we address unexplained absences via our school classroom DOJO program. This communication platform allows teachers to touch base daily as required with parents. In certain circumstances the school will contact parents by phone in the event of an unexplained absence that is concerning.

Wellbeing

Throughout 2021 the Health and wellbeing of our students was very much a key focus area and priority for our staff. During lockdowns staff maintained regular weekly check-ins with students and families. Communication via Classroom Dojo and Zoom sessions maintained the important link between students and staff. The appointment of a chaplain also assisted us in achieving our well being goals. Continued development of our School Wide Positive behaviours program also played a significant role in our efforts to address Students Well Being needs. At times during the year when students and or families were identified as having particular needs our school responded by maintaining regular contact with them and offering a range of support including, financial, professional support and modified programs to diffuse anxiety and stress. During 2021 Marong Primary School was able to offer an excellent school camp program for our senior students to the Cottage By The Sea at a highly subsidised rate. This experience was extremely beneficial for the students well being. Looking towards 2022 we will endeavour to expand our SWPBs program and continue to implement supportive mechanisms targeting our students well being needs. Our involvement in the disabilities and Inclusion program initiative will also be a major factor in addressing the needs of all students at our school. In 2022 the major facilities upgrade will be completed and the new facilities and grounds upgrades will be handed over to the school. This will have highly anticipated benefits for the well being of everyone at the school.

Finance performance and position

The financial summary indicates that at the end of 2021 the school had achieved a financial surplus of \$226,287. This can be attributed to funds granted to the school as part of a facilities development project which approximated \$115,000 in total. These funds were provided to the school to address furniture needs and ICT technology requirements. In addition the school received a \$40,000 grant to support our Outside School Hours care program. This particular grant will be recurrent over the next 3 years. The school is a base centre for a Mobile Area Resource Centre and funds accumulate annually to fund replacement vehicles every 3 to 4 years. Any additional funds relate to a small surplus of general funds and fund raising amounts as not yet expended. The major contract currently being implemented is the facilities project which will be completed in 2022.

In 2021 the school received \$31,788 in equity funding in cash and a credit component under the same heading for \$31,595. The tutor initiative provided the school with a grant of \$48,877 as a credit component of our Student Resource Package. The Marong Primary School Parents Club raised in excess of \$6,000 via their fundraising initiatives which was highly commendable given the impact of Covid.

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 178 students were enrolled at this school in 2021, 84 female and 94 male.

0 percent of students had English as an additional language and 7 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).

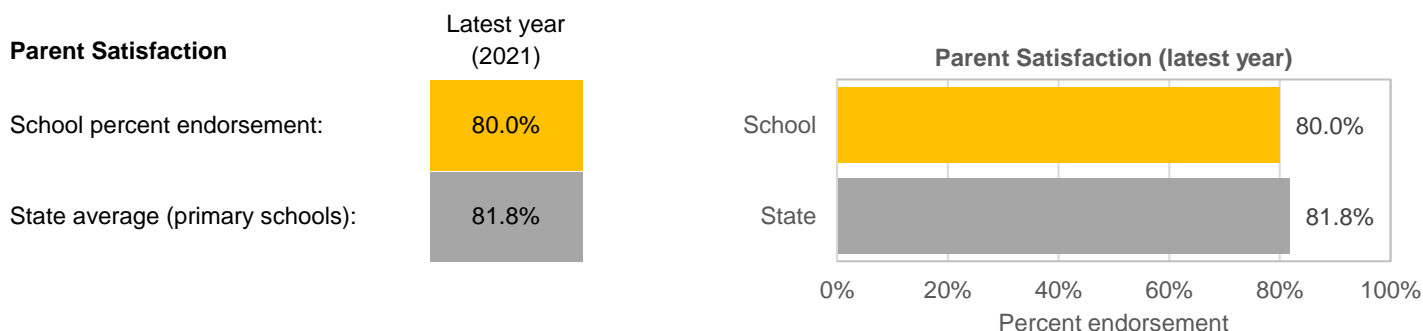
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

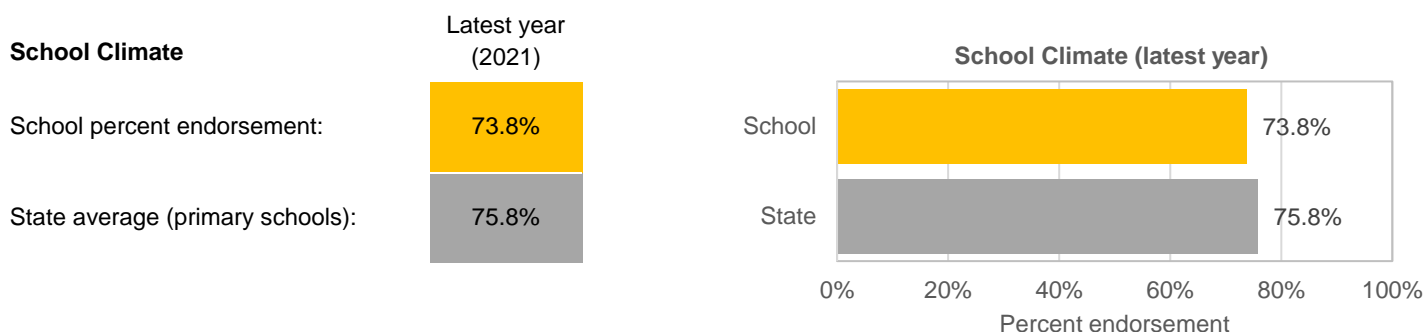


School Staff Survey

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:

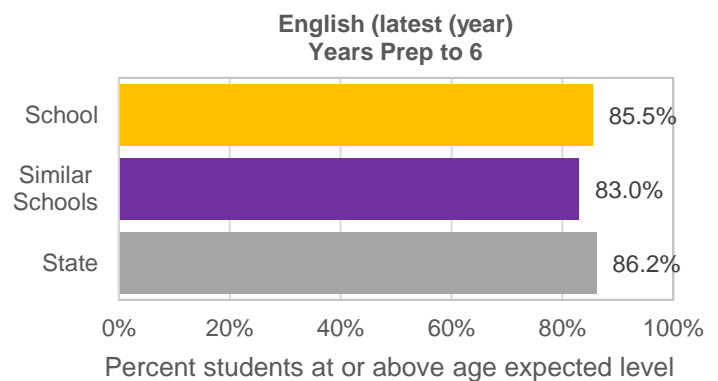
85.5%

Similar Schools average:

83.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

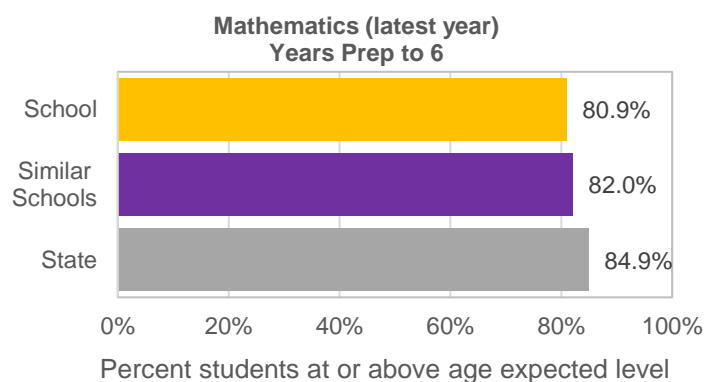
80.9%

Similar Schools average:

82.0%

State average:

84.9%



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.

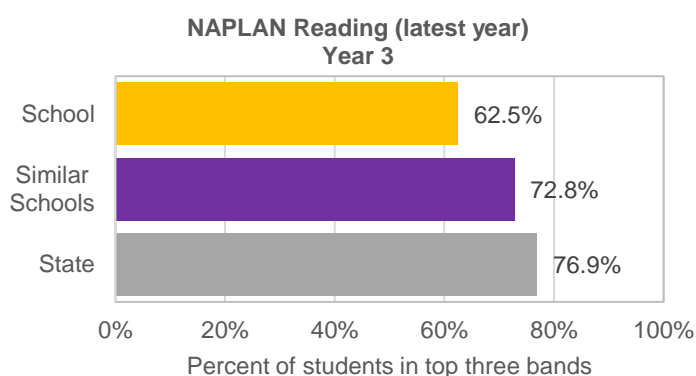
NAPLAN

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.

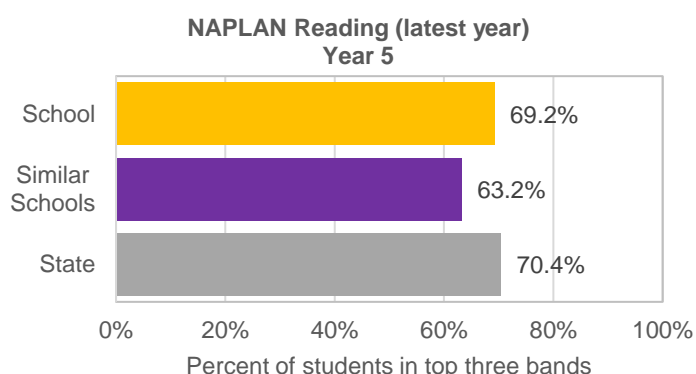
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	64.4%
Similar Schools average:	72.8%	71.8%
State average:	76.9%	76.5%



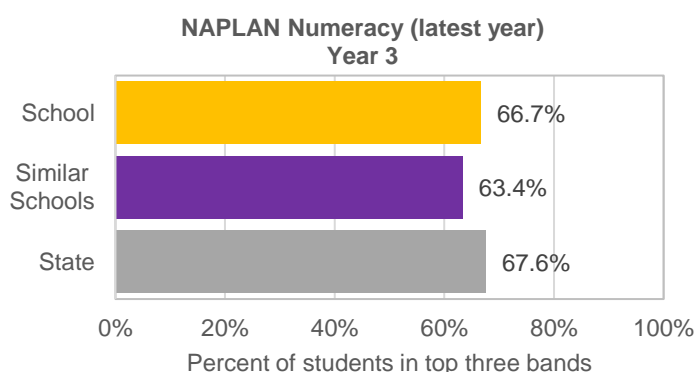
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.2%	56.0%
Similar Schools average:	63.2%	63.1%
State average:	70.4%	67.7%



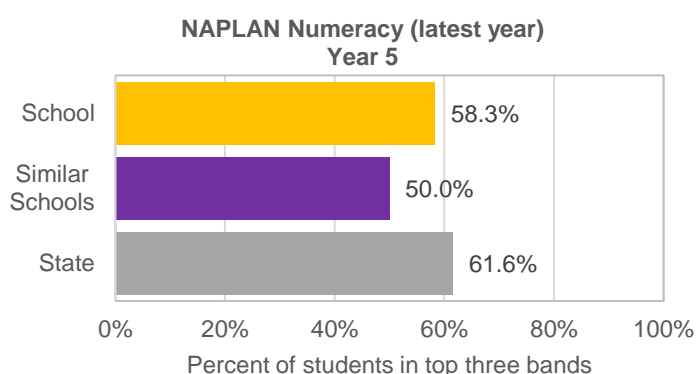
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	59.3%
Similar Schools average:	63.4%	65.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.3%	47.8%
Similar Schools average:	50.0%	52.3%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

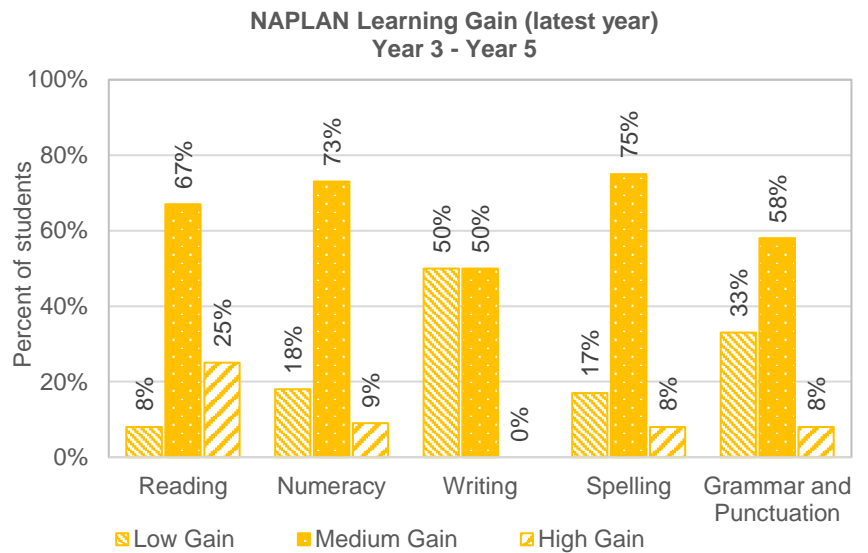
NAPLAN Learning Gain

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:	8%	67%	25%	19%
Numeracy:	18%	73%	9%	17%
Writing:	50%	50%	0%	16%
Spelling:	17%	75%	8%	17%
Grammar and Punctuation:	33%	58%	8%	18%



ENGAGEMENT

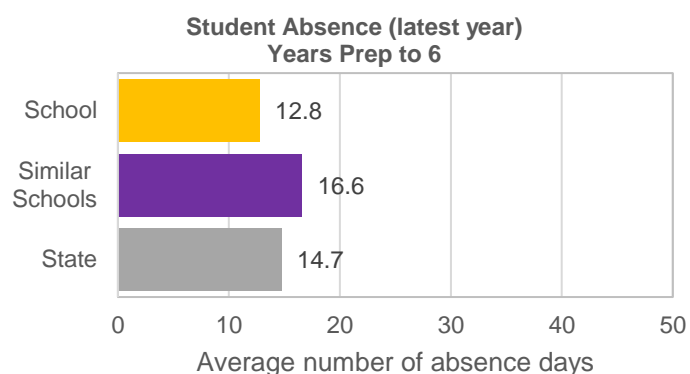
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.8	13.6
Similar Schools average:	16.6	15.5
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):	95%	92%	94%	94%	93%	96%	92%

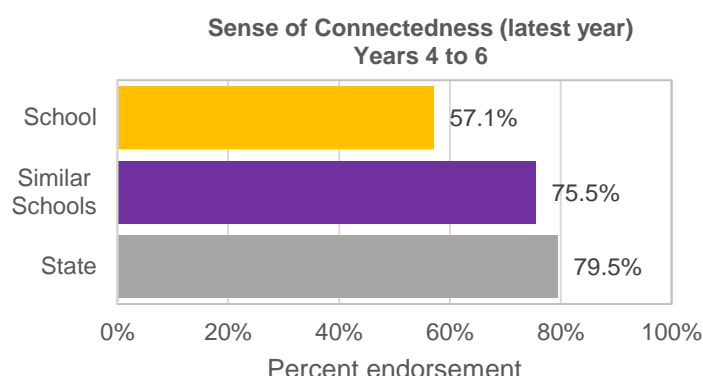
WELLBEING

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:	57.1%	71.9%
Similar Schools average:	75.5%	77.0%
State average:	79.5%	80.4%

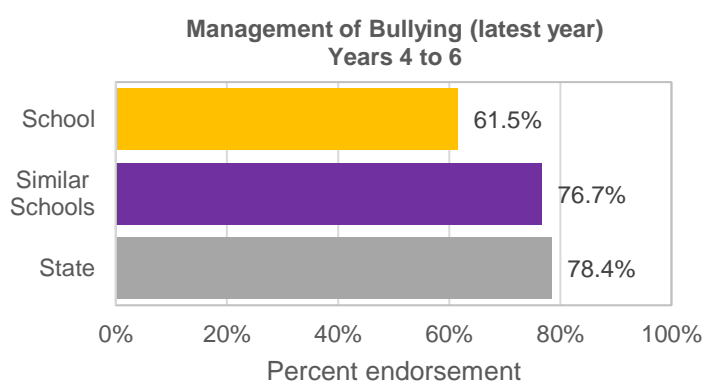


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	61.5%	71.7%
Similar Schools average:	76.7%	78.3%
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	\$1,761,109
Government Provided DET Grants	\$190,036
Government Grants Commonwealth	\$128,424
Government Grants State	\$95,544
Revenue Other	\$22,004
Locally Raised Funds	\$118,536
Capital Grants	\$0
Total Operating Revenue	\$2,315,652

Equity ¹	Actual
Equity (Social Disadvantage)	\$63,383
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$63,383

Expenditure	Actual
Student Resource Package ²	\$1,620,293
Adjustments	\$0
Books & Publications	\$8,339
Camps/Excursions/Activities	\$22,396
Communication Costs	\$13,718
Consumables	\$34,326
Miscellaneous Expense ³	\$23,253
Professional Development	\$7,360
Equipment/Maintenance/Hire	\$27,037
Property Services	\$54,360
Salaries & Allowances ⁴	\$159,352
Support Services	\$55,062
Trading & Fundraising	\$36,517
Motor Vehicle Expenses	\$2,926
Travel & Subsistence	\$0
Utilities	\$24,426
Total Operating Expenditure	\$2,089,364
Net Operating Surplus/-Deficit	\$226,287
Asset Acquisitions	\$24,210

- (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	\$137,280
Official Account	\$39,299
Other Accounts	\$0
Total Funds Available	\$176,579

Financial Commitments	Actual
Operating Reserve	\$75,094
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
Total Financial Commitments	\$75,094

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.