

2022 Annual Report to the School Community

School Name: Merino Consolidated School (6237)



- 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 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 12 March 2023 at 12:31 PM by Genevieve Hulin (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

To be attested by School Council President

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school 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).

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)

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

Merino Consolidated School is located in the town of Merino. Merino CS operates with a clear student centred focus. We strive to ensure that the students and their outcomes are at the forefront of all teaching and learning processes. We have excellent facilities for a small number of students. Our facilities include; open learning spaces, 1 to 1 ipads and laptops, spacious grounds, school kitchen and garden, art room, nurture spaces, library, hall and a large undercover multipurpose area. We wholeheartedly believe that learning outcomes are maximised when children feel safe, connected and engaged at school. All students at Merino Consolidated School are encouraged to be active and self-directed in their learning

The school motto is "Where Everybody Is Somebody". At Merino Consolidated School, we foster our students' lifelong love for learning, encourage them to try new and exciting learning opportunities, and provide them a solid foundation to build on for learning later in life. We develop well rounded, confident and responsible individuals who aspire to achieve their full potential through providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. At Merino CS, we also believe that a happy child is a successful one, we are committed to providing a positive, safe and stimulating environment for children to learn and where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

At Merino Consolidated School, we implement an extensive specialist program which includes: Performing Arts, Physical Education, MARC (Art and Library), Hands on Learning, Swimming and the Stephanie Alexander Kitchen Garden classes. ICT is a strong feature with our curriculum, with the students having a 1:1 ratio of both laptops and iPads as well as access to 'spheros' (programmable robots) that are used in STEM classes. We have expanded our science curriculum in accordance with the Victorian Curriculum to include weekly STEM lessons, which allow us to observe outcomes not only in science, but also maths, and technology.

In 2022 we held a maximum enrolment of 9 students in Term 4. Our staff consists of 1.0 Teaching Principal, .6 Classroom Teacher and .78 ongoing Integration Aide.

We are committed to maintaining a low teacher student ratio. Student progress is monitored regularly by adhering to the whole school assessment schedule and ongoing assessment strategies during teaching and learning time. At Merino Consolidated School, we work collaboratively with families to ensure that we have shared goals for their children. Every student has an individual learning program designed to meet their specific needs and these are updated once a term.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Merino Consolidated School our goal is to ensure a stimulating and engaging learning environment where academic achievement is our focus and where students are provided with every opportunity to achieve their potential in all areas of the curriculum.

Our focus in FISO continues to be on Excellence in Teaching and Learning. The Key Improvement Strategies of the school are focused on maximising learning progress for all students, building student agency and further enhancing our connected community to ensure all students have a sense wellbeing and belonging. These continued to be features of our work in 2022 and were more important than ever.

We continued to focus on creating a sense of calm and orderly routine at school in our daily routines that supported students and staff to have a sense of connectedness which supported wellbeing. Merino CS continued to be involved in the Assist COP focusing on student learning data and assessment strategies. A range of assessment strategies enabled us to address learning gaps quickly and implement extra learning interventions.

Merino Consolidated School delivered on the school's Key Improvement Strategies as identified in the 2022 Annual Implementation Plan:

- To continue to focus on improved reading outcomes for students with particular attention being paid to deep level reading comprehension
- To implement drafted writing scope and sequence enabling full data collection to provide evidence of students learning gains of best practice in Writing

During 2022, we modified our approach to the teaching of reading. There was a heavier focus on inferential comprehension and teaching towards a more individual approach to reading goals for each student. We continued the use of the Seven Steps for Writing (particularly in Narrative Writing) which saw outstanding student progress as judged by NAPLAN scores. SoundsWrite also continued to be implemented to great success, with all students making excellent progress with their reading and spelling skills for the year. Staff used PAT testing data and Essential Assessments in Mathematics for pre and post testing in mathematics to determine areas of need for student learning.

As a result of this we continue to be engaged in communities of practice to further enhance our writing teaching, we have continued to collect data and analyse this more regularly through weekly PLC meetings with Marnoo PS. Positive Climate for Learning was another area of focus, we continued to develop a culture of high expectations and provided students, staff and parents with a safe and supportive learning environment.

Wellbeing

In 2022, student well-being continued to be an area of high-level focus at Merino Consolidated School. Merino CS continues to evolve its practices in the area of trauma informed teaching and positive education practices. The school combines the practices of hybrid pedagogical strategies that incorporate trauma-informed teaching, positive education, and wellbeing practices in order to address the individual needs of the enrolled cohort.

In 2022, Merino Consolidated School again played host to its 'Wellness and Connectedness Day'. With local like-minded schools from the area spending the day engaging in a range of activities designed to foster a greater sense of wellness and mindfulness practices. With the aim being to maintain awareness amongst the students and for the students to act in further spreading the message to the wider school community.

Merino Consolidated School has implemented a holistic approach to engage all students to achieve high standards in their overall behavior and thus their academic outcomes. The introduction of resilience and growth mindset skills and strategies was a major undertaking as was the continued implementation of School Wide Positive Behavior. The school continues to be supported by the Department Social Worker who visited the school almost weekly to work with students and staff worked with schools showing best practice in the area of brain based and positive learning.

Our Attitudes to School data showed an improvement in the majority of areas from 2021. One consistent finding from the data was that students did overwhelmingly report that they felt 'challenged in their learning' and felt like they were 'expected to produce their best learning in class'.

Engagement

Student engagement is crucial to learning and personal development. The more engaged a pupil is, the more they connect with their lessons and what they are learning. Students at Merino Consolidated School and their individual needs are equally valued. Due to our low teacher to student ratio, all children are engaged with an individual learning focus tailored to their academic needs. Teaching is designed with each individual in mind. Merino CS places a high value on student autonomy and as such, learning provided is child-centred, rather than teacher-centred, boosting student engagement levels. Students are given individual freedom to make relevant choices and are supported to demonstrate responsible learning choices and are thus able to build autonomy and learn to make wise decisions. Cooperative learning is encouraged especially in our STEM and Topic lessons and equally in Kitchen/Garden lessons and Hands on Learning sessions.

The teaching Growth Mindset and resilience skills and strategies has a huge impact on student's self-confidence and the quality of their lives. Growth mindset strategies are explicitly taught and continuously modelled at all times. Students learn to embrace challenges and understand that failing at a task is part of the learning journey.

We continued to implement and embed School Wide Positive Behaviour (SWPB) and consolidated across the whole school cohort which operates on a clear set of behaviour expectations that are developed around our key school values. Students have ownership of their behaviour and feel safe and secure in the outcomes and expectations that are expected of them.

Students at Merino CS are encouraged to connect with the wider community around them. In 2022 we were able to invite the local community knitting group to assist in the students in developing a new community project which consisted designing a sheep statue displaying various wool craft skills. The knitting ladies came once a week for a knitting sessions. Students also worked hard in Hands on Learning class making (among other items) bird houses and bird baths to sell at the community market and donate to local community groups in Merino.

Merino Consolidated School continues to employ and work with our own Artist in Residence. The students continue to take part in weekly art sessions lead by a local artist covering a wide range of varying techniques cumulating in an 'End of Year' community art show.

Other highlights from the school year



Our hardworking students and staff continuously set the bar high here at Merino Consolidated School going 'the extra mile' in all that they undertake and in 2022 was no exception. The strengthening of the school community and the people that share in the learning space here at Merino CS continues to be a highlight for us as a school.

In 2022 Merino Consolidated school successfully completed its 4 yearly school review which was able to provide a formal platform to review and revise teaching and learning practices across the school.

School Camps continue to be a highlight here at Merino CS. In 2022 saw the whole school (F – Yr 6) attend a 4 day school camp in Halls Gap. Many students benefited from being exposed to a wide variety of opportunities outside of their personal experiences.

2022 also saw the increase of the amount of Excursions and incursions linked to key learning areas provided to the students. Coupled with this, many opportunities for students to work with experts in areas of the curriculum were also provided.

Merino CS has implemented a sporting skills-based sport program which involves participating in expert led sporting skills. 2022 saw inaugural gymnastics and taekwondo sporting skills programs launched. The acquisition of a school bus supported the commencement of this sports program.

Wellbeing Practices continue to be a highlight here at Merino CS. We place these at the front and center of what drives our teaching and learning here at school.

2022 also saw the commencement of our Japanese language program. Merino CS was involved in a pilot program with the Victorian Language school where weekly lessons in the language of Japanese were run via Webex

Financial performance

In 2022 Merino Consolidated School ended the year with a surplus. This was due to forward planning decisions made to establish a stronger fiscal management by the school principal, supported by the school council.

The surplus allows us to continue to ensure funding is allocated to programs in an ongoing capacity to meet the differentiated needs of the students in our school. Our surplus ensures students requiring additional assistance receive this support. The School Council also supported the decision to purchase a school bus ensuring that the students of Merino CS would continue to be able to take part in a wider variety of learning opportunities to enhance their classroom learning.

The current budget has been designed to continue to ensure that all areas of the school are appropriately funded each year. Throughout the year our financial status has been observed regularly to ensure that we remain within our financial limitations. The School Council continues to ensure that workforce planning is prudent and visionary to ensure programs are funded effectively.

For more detailed information regarding our school please visit our website at
<http://merinocs.vic.edu.au/>

Draft

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 9 students were enrolled at this school in 2022, NDP female and NDP 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).

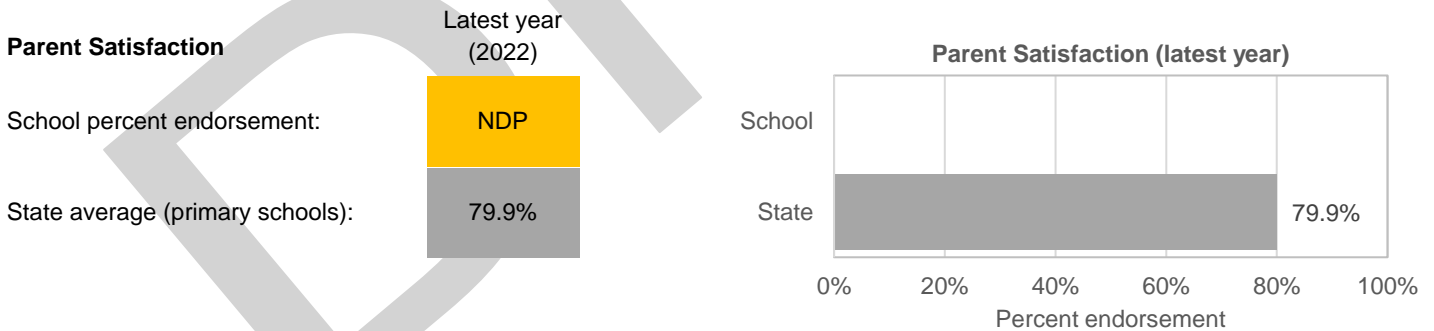
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

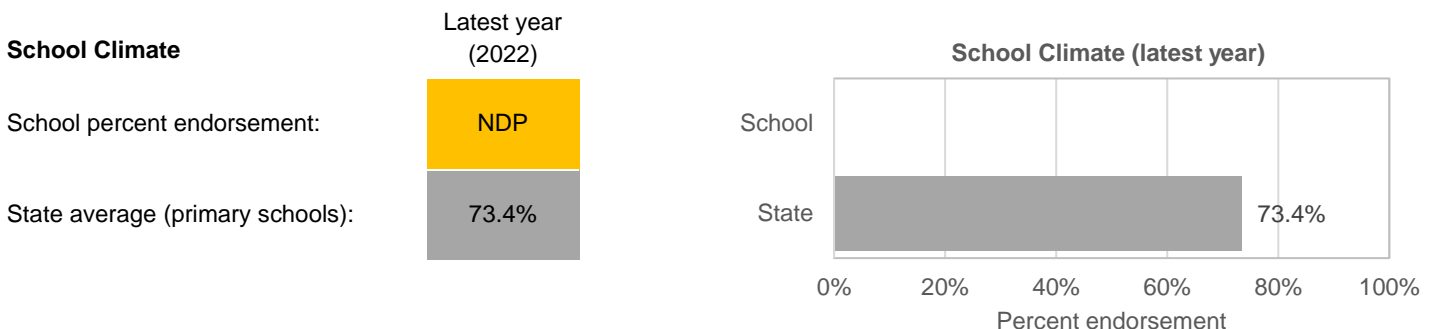


School Staff Survey

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

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:

83.3%

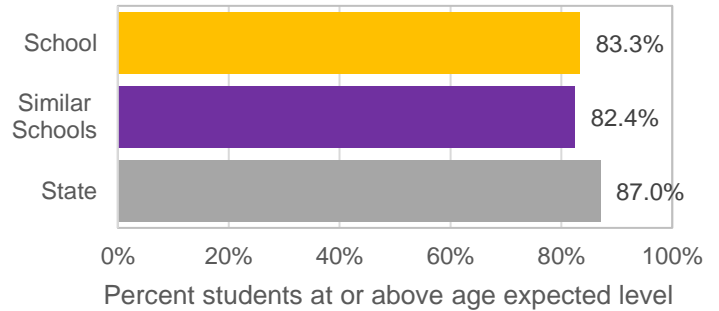
Similar Schools average:

82.4%

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:

83.3%

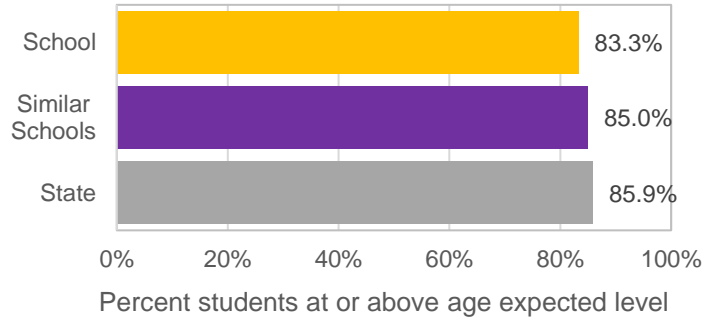
Similar Schools average:

85.0%

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.

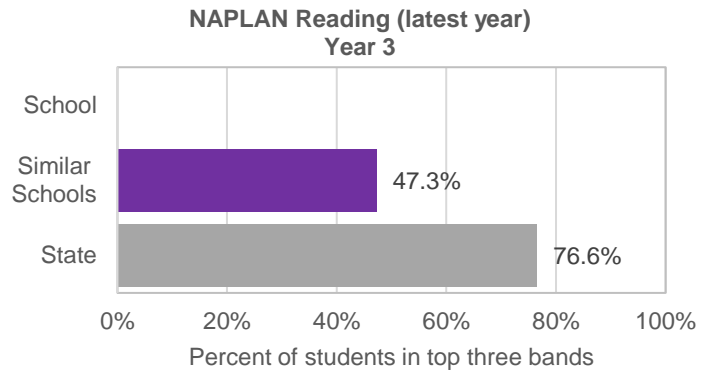
NAPLAN

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.

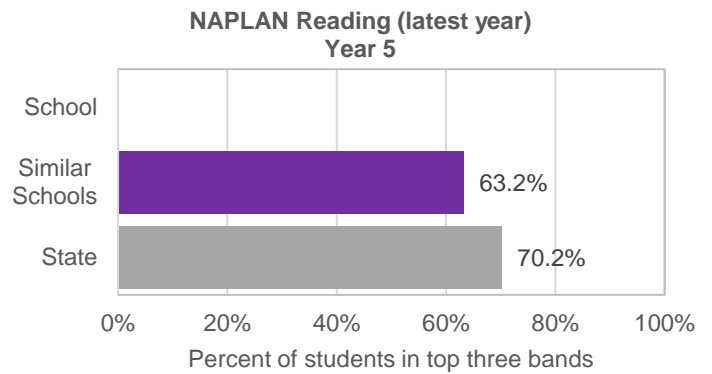
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	47.3%	63.9%
State average:	76.6%	76.6%



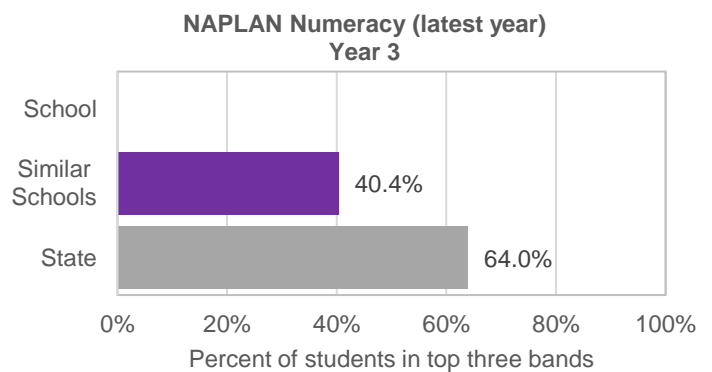
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	63.2%	63.3%
State average:	70.2%	69.5%



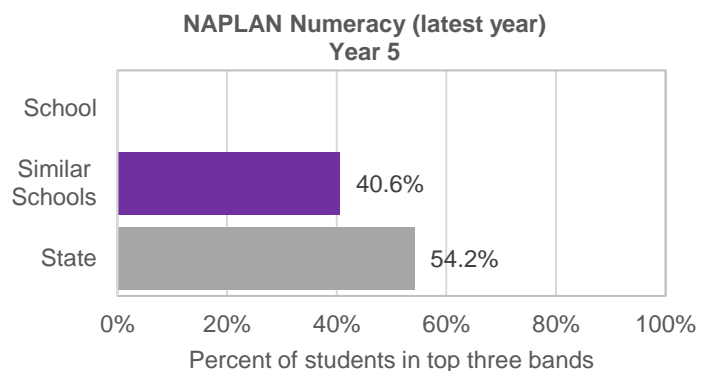
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	40.4%	60.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	100.0%
Similar Schools average:	40.6%	51.9%
State average:	54.2%	58.8%



WELLBEING

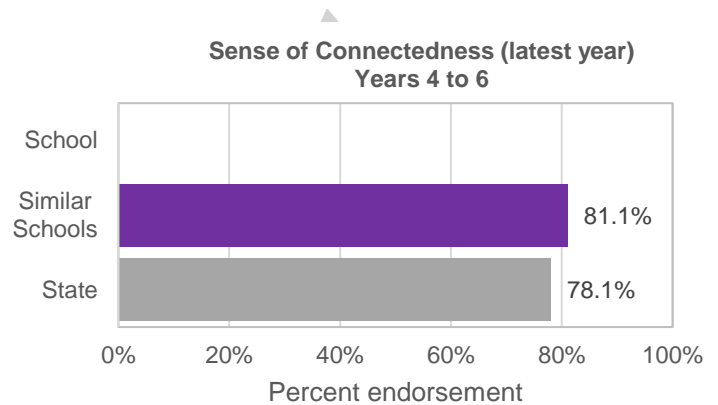
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	NDP	64.3%
Similar Schools average:	81.1%	80.4%
State average:	78.1%	79.5%

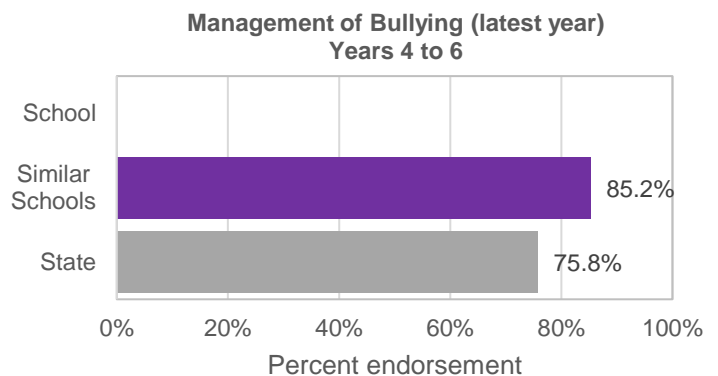


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	NDP	65.2%
Similar Schools average:	85.2%	83.2%
State average:	75.8%	78.3%



ENGAGEMENT

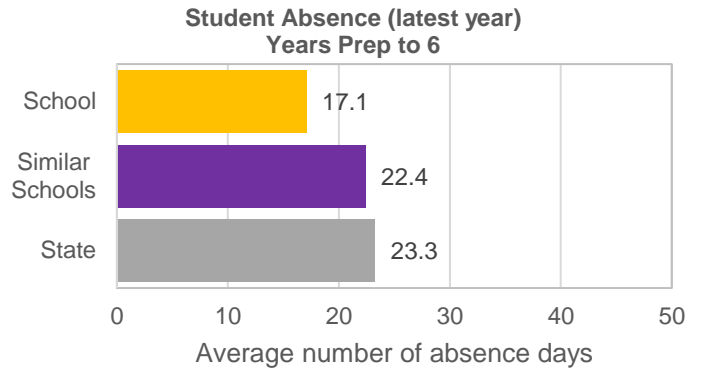
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	17.1	16.2
Similar Schools average:	22.4	17.7
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	\$419,612
Government Provided DET Grants	\$160,043
Government Grants Commonwealth	\$1,260
Government Grants State	\$0
Revenue Other	\$13,103
Locally Raised Funds	\$8,098
Capital Grants	\$0
Total Operating Revenue	\$602,116

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,483
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,483

Expenditure	Actual
Student Resource Package ²	\$273,022
Adjustments	\$0
Books & Publications	\$148
Camps/Excursions/Activities	\$19,765
Communication Costs	\$989
Consumables	\$7,490
Miscellaneous Expense ³	\$7,133
Professional Development	\$4,961
Equipment/Maintenance/Hire	\$6,650
Property Services	\$28,799
Salaries & Allowances ⁴	\$24,619
Support Services	\$760
Trading & Fundraising	\$4,443
Motor Vehicle Expenses	\$2,486
Travel & Subsistence	\$0
Utilities	\$4,123
Total Operating Expenditure	\$385,389
Net Operating Surplus/-Deficit	\$216,727
Asset Acquisitions	\$72,087

- (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

Funds available	Actual
High Yield Investment Account	\$379,023
Official Account	\$5,989
Other Accounts	\$0
Total Funds Available	\$385,011

Financial Commitments	Actual
Operating Reserve	\$14,580
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$66,902
Beneficiary/Memorial Accounts	\$30,995
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	\$120,241
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$232,718

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.