

# 2019 Annual Report to The School Community



School Name: Metung Primary School (3050)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 20 July 2020 at 09:03 PM by Clare Edwards (Principal)

The 2019 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 11 November 2020 at 11:36 PM by Michael Murphy (School Council President)

## About Our School

### School context

Metung Primary School is located approximately 320 km from Melbourne, 30km from Bairnsdale and 23 km from Lakes Entrance in East Gippsland. The school exists in an area of natural beauty in the lakeside village of Metung. The school commenced the year with an enrollment of 54 and ended the year with an enrollment of 44 students (a 19% decline). In addition to this, 2019 also saw a significantly large group of Grade 6 students exit, after having completed their final year at Metung. The SFO for the school in 2019 was 0.3578 (low-medium), with most students drawn from the local community.

The school ran three multi-age classes (P-2, 3-4, 5-6) which was based on the belief that multi-aging is an effective classroom organisational structure for teachers to meet the individual needs of children. It teaches to the developmental stage of the child, not the chronological age of the child. The teaching staffing of the school was 4.6 FTE (teaching Principal, full time classroom teacher, part-time specialist, full time MARC Van teacher, part-time Business Manager, two part-time Educational Support Staff). Specialist subjects were provided in Art, Science, Music, AUSLAN, Library (MARC scheme) and Physical Education with the Junior Class participating in a weekly Perceptual Motor Program. Enrichment programs included Swimming, Camps Program, Inter school Sport, Performing Arts activities and the annual whole School Concert.

The school, through its vision of "It Takes a Village to Educate a Child", actively worked with the community to engage students and encourage community members to actively contribute and be part of the school. Students at Metung Primary school were exposed to leadership opportunities with students being involved in running school assemblies, participating in the Junior Community Rotary Award program, ANZAC Day ceremony, Reconciliation Day and involvement with the local older peoples' programs, Shave for a Cure and raising monies for the State School Relief Fund.

During Term 4, the incumbent Principal took leave and was replaced with an Acting Principal from a cluster school. The Acting role was extended through to the end 2019 and again to the conclusion of 2020.

### Framework for Improving Student Outcomes (FISO)

In 2019, the school continued to work with a PLC group consisting of a triad of small schools including Swan Reach and Buchan. The PLC cluster continued to work on the FISO initiatives with Literacy and particularly reading (data collection using F&P), being the main areas of focus.

Goal 1: To improve student outcomes in literacy and numeracy.

12 month Target:

- The staff will continue to work on their understanding and implementation of the Gradual Release Teaching Model into their classroom practice
- To improve the percentage of students gaining high growth in reading, writing and Numeracy in NAPLAN. Staff and ES staff to work with student to develop greater familiarity with the NAPLAN test
- Implement the Fountas and Pinnell testing through out the school. Develop staff understanding of the testing and the use of the Continuum

Goal 2: To improve student engagement in their learning.

12 month Target:

- Continue to work with the PLC on developing knowledge and understanding of the writing for reading process
- Work with staff and student to develop an understanding of student voice and agency and start to integrate these strategies into the teaching and learning at Metung
- Continue to engage with and implement the Area Reading strategy in the school. Literacy leader to attend all session and feedback to staff at weekly staff meeting

Goal 3: To improve student wellbeing.

12 month Target:

- Through the buddies program the school will continue to evaluate and develop students resilience, acceptance and well being. Respectful relationships strategies will be incorporated into this area in 2019
- The school will apply for inclusion in the respective relationships program in 2019 to become a partners school with Buchan and Nungurner Primary schools
- To work with student to better understand and reduce the incidents of what constitutes bullying at Metung Primary school
- To reduce the number of bullying incidents across the male population of the school
- Continue to work with the school community to address issue relating to bullying and to improve the community understanding of what constitutes bullying and how to effectively manage occurrence at school, online and at home.

### Achievement

Student achievement continued to be a strong focus for the school. In 2019, the school continued to work with a PLC group consisting of a triad of small schools including Swan Reach and Buchan. The PLC cluster continued to work on the FISO initiatives with Literacy and particularly reading (data collection using F&P), being the main areas of focus.

Goal 1: Metung Primary School has worked hard throughout 2019 to improve student outcomes in literacy and numeracy.

- Staff continued to work through Curriculum Meetings, professional develop sessions and PLC workshops to develop their understanding and implementation of the Gradual Release Teaching Model
- Significant effort was put in to place to staff intensive small group work to target reading and comprehensions skills
- Fountas and Pinnell training and testing was implemented through out the school.
- Whole school and cluster data was collected, collated and compared through the PLC with the intention of pinpointing greatest points of need and areas for teachers to build collective capacity to improve teaching and learning outcomes.
- Grade 5 NAPLAN READING data showed a 10 percent increase of students in the top two bands (upward trend to 50%).
- Grade 5 NAPLAN NUMERACY data showed a 15 percent increase of students in the top two bands (upward trend to 50%).

### Engagement

Goal 2: Metung Primary School worked hard to improve student engagement in their learning, particularly during Term 4.

12 month Target:

- Teachers continued to develop their knowledge and understanding in delivering engaging literacy lessons through PLC work.
- The school ensured the Literacy Leader was released to attend the Area Reading strategy.
- The school made a particular effort in Term 4 to increase student engagement in the Senior Class, where both the teaching principal and support teacher were new to the school. This was done through the provision of increased student voice, greater responsibilities and opportunity for student leadership.
- The school supported one D&I funded student, as well as a significant percentage of other non-funded students (including ATSI and EAL) through the support of additional Education Support staff and individualised programs.

### Wellbeing

Goal 3: Metung Primary School worked particularly hard and put a number of things in place in Term 4 to improve student wellbeing.

12 month Target:

- Regular Student Support Service meetings were held with a key contact case worker and the Principal to ascertain

student need.

- A Metung Mates program was introduced in Term 4 as a weekly activity to develop student friendships, responsibility, resilience, acceptance and well being.
- 'Zones of Regulation' were introduced with the assistance of Kelly Duncan from the Student Support Team to assist students address anxiety and emotional regulation.
- The school successfully formed an initiative to commence Respectful Relationships program with the Micro4 Cluster (Metung, Nungurner, Buchan, Clifton Creek)
- A significant number of students exited the school prior to Term 4. This altered the school dynamic considerably and provided an opportunity for the school to begin developing a more positive, student focused culture and climate.

### **Financial performance and position**

Metung Primary School continued to manage its financial and human resources in a proactive and sustainable manner and through its effective management of resources, achieved a surplus.

- The sustained enrollment numbers at the commencement of 2019 again enabled the school to increase the time fraction for one staff member and continue to employ an education support staff member to run Literacy intervention and support programs. Although student enrollments declined significantly during the year, ES roles were bolstered during Term 4 to support challenging student behaviours and educational needs.
- The school began to reorganise some of its account keeping structures to ensure alignment with DET guidelines, including the consolidation of accounts for areas such as MARC Van and the school Fun Run.
- During Term 4, Metung Primary School used Bush Fire Vegetation Removal funds as well as some cash reserves to ensure bush fire prevention works and additional maintenance tasks were undertaken within appropriate timeline. This proved prophetic given the horrific bush fire season that occurred over the 2019 summer holidays.

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

# Performance Summary

The Government School Performance Summary 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

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 52 students were enrolled at this school in 2019, 25 female and 27 male.

np percent of students had English as an additional language and np 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: 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.9	85.8	79.2	92.0

### School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.6	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.4	89.7	81.7	95.0	Similar
Mathematics	93.4	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	100.0	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	85.7	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	83.3	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	50.0	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	85.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	76.5	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	66.7	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	52.8	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	20.0	20.0	60.0
Numeracy	20.0	60.0	20.0
Writing	40.0	60.0	0.0
Spelling	0.0	80.0	20.0
Grammar and Punctuation	0.0	40.0	60.0

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.4	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.4	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	88	99	94	92	92	94	95

**WELLBEING**

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	58.8	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	73.9	81.4	73.9	88.1	-

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	62.7	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	77.5	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$680,017
Government Provided DET Grants	\$100,737
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$5,699
Locally Raised Funds	\$56,671
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$848,225</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,898
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,898</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$657,297
Adjustments	\$0
Books & Publications	\$2,043
Communication Costs	\$1,705
Consumables	\$19,855
Miscellaneous Expense <sup>3</sup>	\$32,902
Professional Development	\$2,321
Property and Equipment Services	\$57,887
Salaries & Allowances <sup>4</sup>	\$32,711
Trading & Fundraising	\$5,549
Travel & Subsistence	\$2,269
Utilities	\$7,323
<b>Total Operating Expenditure</b>	<b>\$821,864</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$26,361</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$214,880
Official Account	\$28,875
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$243,755</b>

Financial Commitments	Actual
Operating Reserve	\$22,472
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,047
School Based Programs	\$18,798
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,591
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,000
Capital - Buildings/Grounds < 12 months	\$4,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$104,909</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*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.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

## WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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 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.

'Levels A to D' 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').