

# 2022 Annual Report to the School Community

School Name: Merri Creek Primary School (3110)



- 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 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 31 March 2023 at 10:51 AM by Kerri Gibson (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

Attested on 08 April 2023 at 11:56 AM by Stuart Whiley (School Council President)

# How to read the Annual Report

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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## School context

Merri Creek Primary School, situated on the banks of the Merri Creek in Fitzroy North, is an inner urban Melbourne school with an enrolment of 426 students in 2022. The school family occupation (SFOE) density of 0.0669 is in the low range with a largely professional and educated parent community. We have 19 generalist classes across the school and four specialist learning programs including Music, Visual Art, Library and LOTE (Italian). The workforce composition includes Principal class: 2.0 full-time equivalent (FTE); Teacher Instructional leadership: 2.0 FTE; Non-teaching staff 4.7 FTE, Teaching staff 26 FTE. The school does not have any Aboriginal and Torres Strait Islander staff. The school did not operate a program for overseas students in 2022. In 2022 we had 3 x Foundation classrooms, 3 x Year 1 and 3 x Year 2 classrooms and dedicated music areas in our newly constructed junior building. Across the remainder of the school, we ran with 3 x Year 3 classes and 2 x Year 4 classes and 5 x 5/6 composite classes.

The vision statement for our school is 'As a school community, we create an environment where students thrive in every way. We support each other as we discover, learn, think, and question. Respecting ourselves and others, we all contribute to our community and the wider world.' This is what we strive for as an aspirational driver that umbrellas what we want to achieve as a community of learners. We want every child to thrive in every way and in all areas of the curriculum. We want them to be socially capable of building and sustaining relationships, to be emotionally connected, aware and resilient, to be physically active and active participants in their learning and their environments. In their learning we want students to be active in using the processes of discovery, learning, thinking deeply and questioning. We don't want students to simply be passive receivers of information.

We want children to understand what it means to be respectful of themselves and their own needs but also to recognise that we are unique individuals worthy of the respect of others. Learning is meaningful when it is connected to using knowledge, processes, and skills to make a difference for ourselves and for others.

Merri Creek Primary School values are C.A.R.E.

### Creativity

Within the school community, this reflects:

- Valuing ideas from parents, children, staff and the wider community
- Being open to suggestions and ideas
- Valuing the creative and aesthetic skills and ideas of all members of the community.

### Acceptance

Within the school community, this reflects:

- A commitment to social justice
- An acknowledgement of diversity
- Respecting differences
- Embracing of all cultures
- Inclusion of children with additional or special needs.

### Responsibility

Within the school community this reflects:

- Being helpful to all members of the community
- Reflecting citizenship duty
- Being reliable, transparent and honest
- Fulfilling legal and moral requirements
- Reflecting individual and group responsibility.

### Effort

Within the school community this reflects:

- Aiming to achieve best outcomes for children in relation to academic as well as student well being
- Reflecting upon and building a strong future for the school community
- Being strong advocates for children, families and education.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

An analysis of the school's NAPLAN Numeracy and Literacy data indicates the school is aligned to other primary schools with similar characteristics for all areas of Literacy and Numeracy. This was the first year the school moved to NAPLAN online. Year 5 students made this adjustment with ease. Year 3 students had more challenges with the use of laptops for the first time and the change from a paper-based testing genre to an online approach where practices such as 'working out on paper' and 'checking back' do not align in the same way.

NAPLAN Reading outcomes remained very high in Year 5 with students performing at significantly higher levels than similar schools and with no students presenting in the bottom bands. Year 3 reading was at comparable levels to our similar schools. The return of face-to-face teaching has enabled in the moment teacher-student feedback, which was a challenge during remote learning, with the online delivery of the InitialLit program from F-2. This timely feedback is instrumental to the outcomes of reading skills cumulated by Year 3 where we expect students to have moved from the 'learning to read' phase of their development to the 'reading to learn' phase. A reading intervention program is provided for eligible students at Year 2-6.

Although there were high levels of achievement in the top bands of numeracy at Year 5, this did decrease during the period of remote learning. The school employed a numeracy tutor to work with students predominantly in Year 5 to address the important shift from additive to multiplicative thinking in these middle years. Mathematics is largely taught using manipulatives, and the reliance on abstraction in teaching during remote learning necessitated a period of consolidation and checking for developmental gaps in key learning across the school.

Teacher judgements are a process by which teachers gather evidence to draw inferences about their students' learning, based on their professional judgements. In this area we are comparable to our similar schools. Our analysis of this data shows a small misalignment with our teacher judgements at Year 3, where our students are achieving at much higher levels in NAPLAN testing than reported by teachers in their student report judgements. Norm referenced PAT assessments in November 2022 where our Year 3 student outcomes are compared to 14,000 students from similar schools have our Year 3 Reading and Mathematics outcomes aligned to our similar schools' outcomes. A focus on formative assessment practices is central to ensuring consistent and accurate teacher judgements on-going. This is an area of focus for the school.

### Wellbeing

School connectedness is the belief held by students that adults and peers in the school care about their learning as well as about them as individuals. For our students, school connectedness was higher than our similar schools and State schools. The school put a concerted effort into creating a safe and supportive environment for students, with a focus on ensuring well-managed classrooms that incorporated consistent positive behavior management strategies. After a prolonged period in remote learning, with students being physically isolated from their peers, there were higher levels of learning fatigue, increases in challenging behaviour, and a lowered capacity for students to engage in learning that required persistence and resilience. The school responded with a whole school focus on teachers actively taking steps to manage social dynamics and promote positive interactions and friendships in class and beyond. Teachers worked to promote opportunities for students to interact, collaborate, reestablish, and develop peer to peer relationships.

A student action group the 'Youth Beneficial' committee was established in response to student surveys in Term 1. The students wanted to see improvements in aspects of wellbeing in the yard. The staff member in a dedicated role for well-being at Year 5/6 started regular weekly meetings with interested students. The students organised dodge-ball games for Year 3-6 at lunchtimes and another group developed the 'Flush don't Rush' campaign to raise awareness and expectations around the use of this facility. This involved posters, assembly presentations, meeting with the

Principal and Business manager to address ideas for aesthetic improvements. A flowchart was created by another group to illustrate who and where to go in the school when experiencing issues.

## Engagement

In 2022, students returned to the classroom full-time. Careful management of COVID safe practices to reduce incidences of student and staff absences were a key aspect of the school's operations; the success of which can be seen in the school's low absence rates in comparison to similar schools and state schools. Staff and parent satisfaction sits at similar levels to the state average.

The experiences of remote learning for students were varied with some students enjoying the experience, without peer interruption and greater flexibility and choice in the timing, sequence, and depth of their learning. Others missed learning from, and with, their peers, dealt with feelings of isolation, and in some cases, became disengaged from education. On return to full-time face to face learning, there were high levels of collaboration between the school and service providers as well as increased parent engagement.

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## Other highlights from the school year

There was concern that the loss of those activities associated with major transition points in schooling would be impactful and so effort was put into providing a range of engagement activities for students and parents to re-engage. These included community breakfasts and fun days, a mini-fete, year level camps, excursions at all levels, sports events through Sport Victoria including football, cricket, and hockey, winter and summer interschool sports, a swimming program, athletics carnival, whole school Arts Festival, Year 5/6 market day, working bees, junior school reading program with parent volunteers, book week and visiting authors, music assemblies, Merri marathon, School of Rock competition, and the Year 6 graduation ceremony.

Teachers developed their data literacy and analysis capabilities through targeted engagement in whole school and team based professional development opportunities led by instructional leaders. Teachers worked with the Learning Specialist, in professional learning teams to actively monitor student learning, to plan and adapt teacher practice with a focus on student growth in mathematics. This was supported by an external consultant Marg Orme, who specialises in this work.

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## Financial performance

The annual result was a managed deficit of \$180,740 as the school has a school council governed OSHC program where the school manages the coordinators' salaries.

Extraordinary expenditure items: Information Technology equipment - iPads and Server totaling \$21,118, Shade Sail deposit \$10,576, Air-Purifiers \$14,912, Roof repairs \$6,210.

Sources of funding received: Equity - \$5,000 received from DET. The school's equity fund, comprising parent donations, raised \$7,652.

Fundraising - our community raised \$78,106 through the Fete, Community BBQ's, Fun Lunches, Merri Marathon, Election Day Stalls, Bogan Bingo, Year 5/6 Market Day Stalls and Hot Cross Buns. Our families also donated to our Building and Library funds, a total of \$32,928.

Additional State or Commonwealth government funding the school received beyond the SRP: Targeted initiatives: Swimming in Schools \$12,925, Early Years Koorie Literacy and Numeracy Program \$1,700, Student Excellence Program \$10,735, Career Start \$44,068 and Tutor Learning Initiative \$80,303. Also \$7,000 from the Australian Sports Commission for the Sporting Schools Program.

For more detailed information regarding our school please visit our website at  
[www.merricreekps.vic.edu.au](http://www.merricreekps.vic.edu.au)

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 426 students were enrolled at this school in 2022, 214 female and 212 male.

4 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).

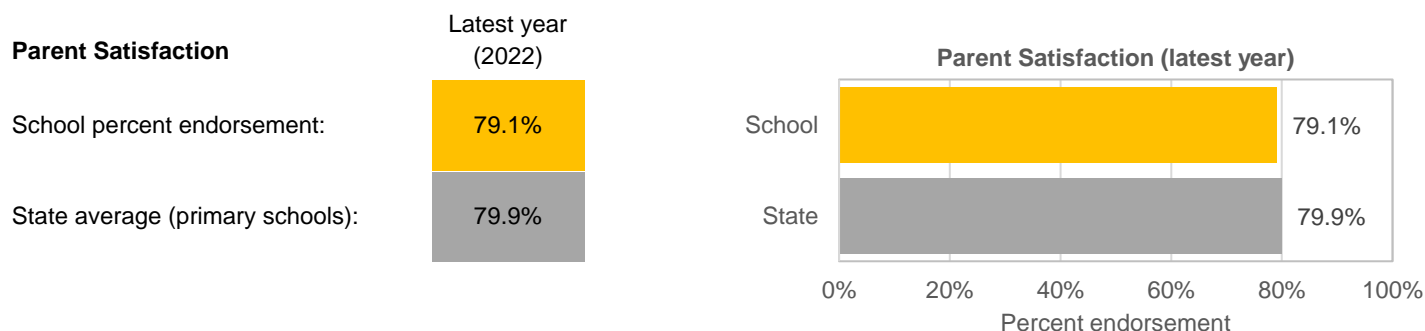
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

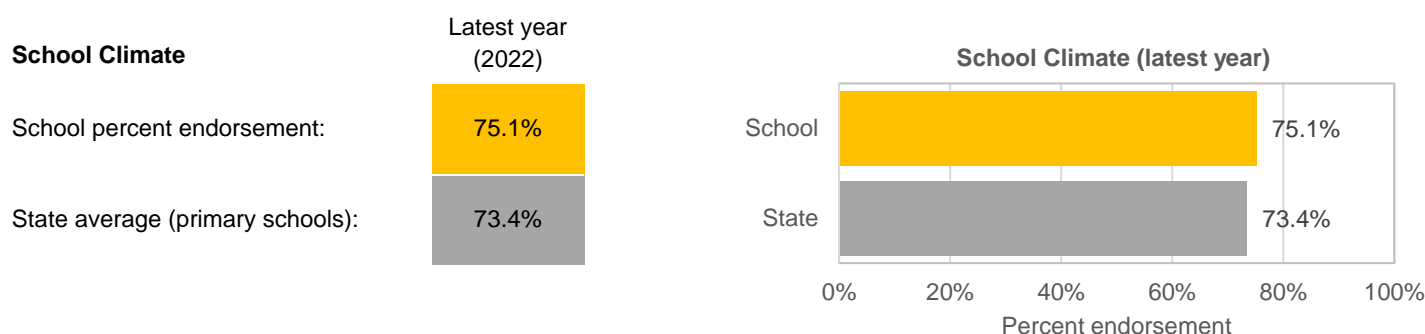


### School Staff Survey

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:

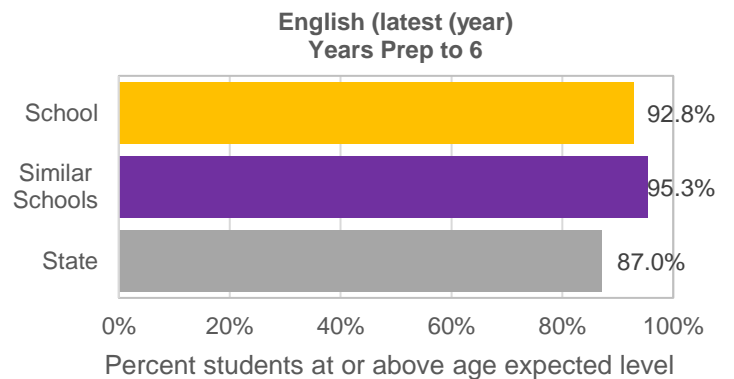
92.8%

Similar Schools average:

95.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

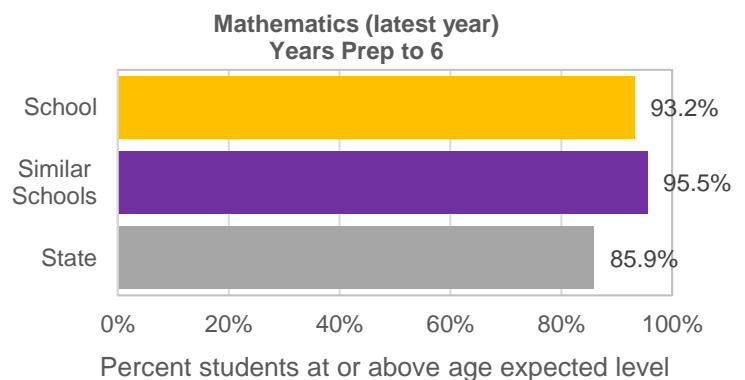
93.2%

Similar Schools average:

95.5%

State average:

85.9%



## 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.

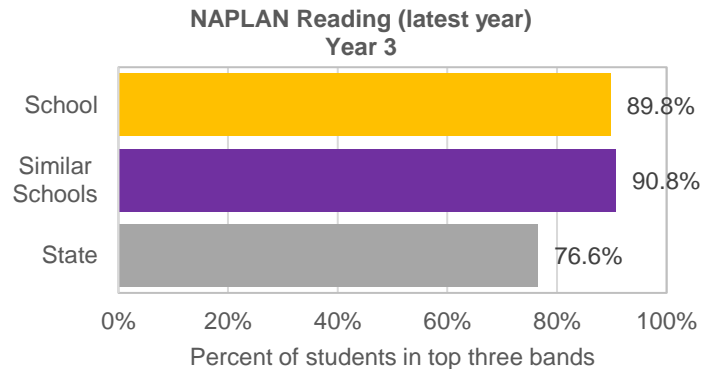
### NAPLAN

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.

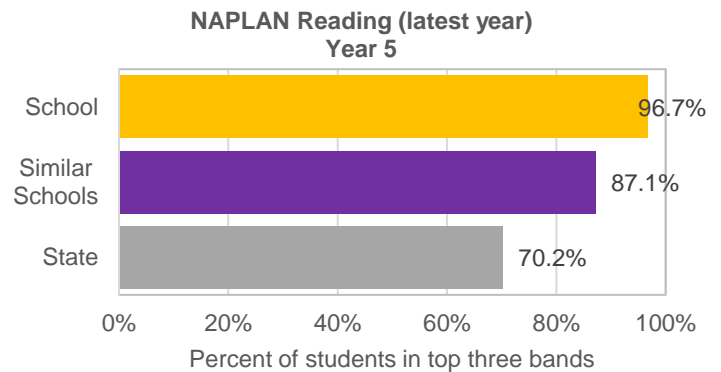
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.8%	91.7%
Similar Schools average:	90.8%	90.3%
State average:	76.6%	76.6%



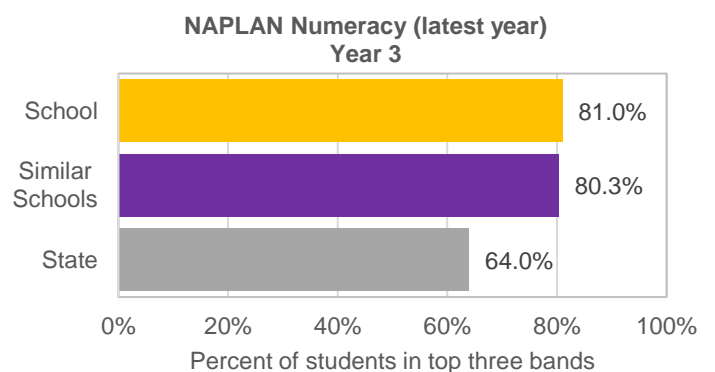
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.7%	97.1%
Similar Schools average:	87.1%	86.3%
State average:	70.2%	69.5%



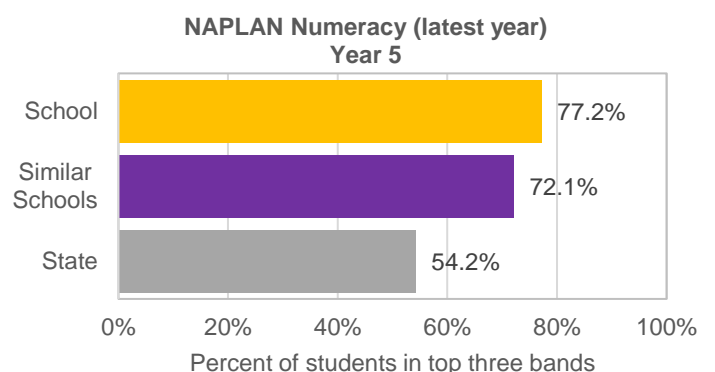
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.0%	83.2%
Similar Schools average:	80.3%	83.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.2%	85.3%
Similar Schools average:	72.1%	77.4%
State average:	54.2%	58.8%



## WELLBEING

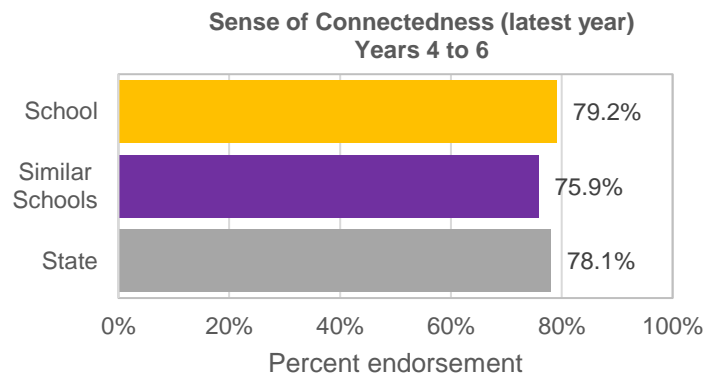
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	79.2%	75.2%
Similar Schools average:	75.9%	77.2%
State average:	78.1%	79.5%

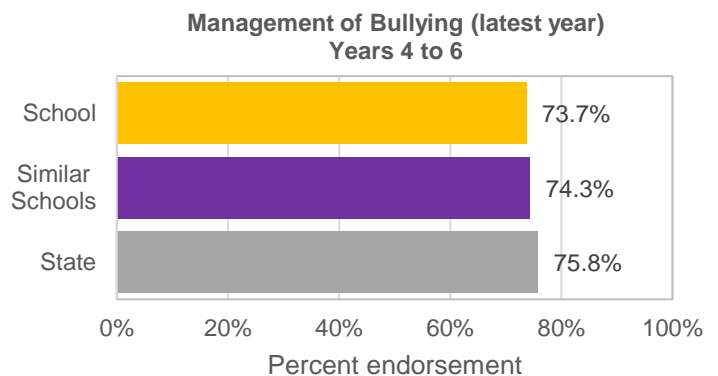


### Student Attitudes to School – Management of Bullying

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:	73.7%	75.0%
Similar Schools average:	74.3%	76.5%
State average:	75.8%	78.3%



## ENGAGEMENT

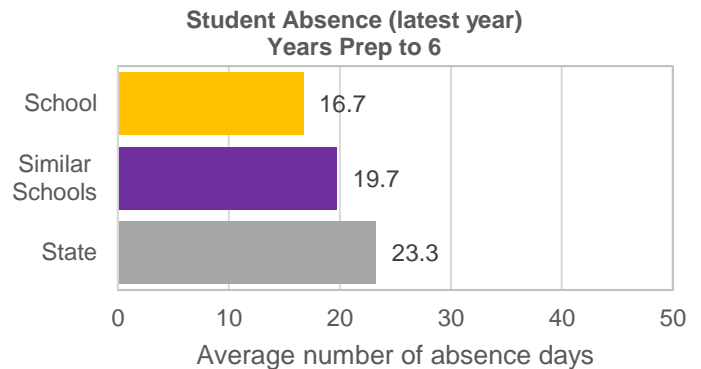
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.7	11.8
Similar Schools average:	19.7	12.9
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):	92%	92%	91%	93%	92%	91%	91%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,468,185
Government Provided DET Grants	\$289,990
Government Grants Commonwealth	\$155,334
Government Grants State	\$0
Revenue Other	\$84,057
Locally Raised Funds	\$695,245
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,692,811</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,575,586
Adjustments	\$0
Books & Publications	\$6,906
Camps/Excursions/Activities	\$150,292
Communication Costs	\$3,740
Consumables	\$65,844
Miscellaneous Expense <sup>3</sup>	\$32,667
Professional Development	\$17,017
Equipment/Maintenance/Hire	\$21,708
Property Services	\$72,898
Salaries & Allowances <sup>4</sup>	\$504,667
Support Services	\$82,098
Trading & Fundraising	\$138,934
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,603
<b>Total Operating Expenditure</b>	<b>\$4,706,962</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$14,151)</b>
<b>Asset Acquisitions</b>	<b>\$20,474</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$988,010
Official Account	\$12,554
Other Accounts	\$33,328
<b>Total Funds Available</b>	<b>\$1,033,891</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$180,170
Other Recurrent Expenditure	\$2,218
Provision Accounts	\$5,000
Funds Received in Advance	\$40,705
School Based Programs	\$242,439
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	\$5,769
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>\$476,301</b>

*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.*