

2023 Annual Report to the School Community

School Name: Marysville Primary School (1273)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 March 2024 at 01:05 PM by Sandra Bishop (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 25 March 2024 at 01:16 PM by Clea Barr (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Marysville values quality education with high expectations and student wellbeing as priority. We achieve high individual growth, utilising data to inform teaching and learning. Students learn in a safe, nurturing, vibrant, caring environment that promotes pride, acceptance, confidence and curiosity; in line with our guiding values of: Respect, Responsibility and Community. The vision is for students to be connected to the school, their peers and all teachers. With connectivity you increase engagement, student safety, sense of inclusion and enable student voice and agency.

Marysville Primary School: · Facilitates quality teaching and learning programs with differentiation and deep learning. · Effectively uses data to inform teaching and learning. · Strives to attain excellent academic results. · Implements a diverse curriculum catering for all students and provides opportunities to develop critical thinking, questioning, creativity, problem solving, global citizenship, sustainability and indigenous studies. · Embraces digital studies which are delivered by all teachers and used across the curriculum in a variety of ways; in an environment where responsible cyber use is explicitly taught. · Actively engages students in the curriculum through an inquiry approach and by understanding a student's Zone of Proximal development. · Ensures that students have opportunities to be reflective and receive teacher feedback about their learning. · Cares about all students and develops social competencies including the concept rights and responsibilities, engagement and wellbeing of all stakeholders, with zero tolerance of bullying. · Facilitates strong leadership opportunities for collaboration in decision making processes.

Marysville staff comprises of one Principal, three full time teachers and one full time business manager. No staff are Aboriginal or Torres Straight Islanders. We have 42 students, are located in the picturesque town of Marysville. We have an SFOE of 0.5006 and have a small number of Aboriginal students and Sri Lankan students. We have 0 students on the PSD. We do not have any international students.

Progress towards strategic goals, student outcomes and student engagement

Learning

There is a commitment to an integrated curriculum approach. We acknowledge and cater for different rates and styles of learning. The development of higher order thinking skills, risk taking, adaptability, cooperation and sound communication techniques are fostered.

The core Literacy and Numeracy curriculum is complemented with a very active specialist program where students experience learning within the Performing Arts - dance and singing, Visual Arts, Nature /Nurture, AUSLAN and Physical Education. The MARC van visits fortnightly to add to our rich Literacy program and all children take part in Smiling Minds daily as way to nurture and develop student wellbeing. The depth of what we are able to offer throughout the year is a highlight.

For example, Auslan contributes to the overall intellectual and social enrichment of students by providing: · opportunities for engagement with the deaf community and insight into its rich cultural heritage · opportunities to develop intercultural capabilities, understanding and respect for others, appreciation of diversity and openness to different perspectives and experiences.

Marysville Primary School progressed their strategic goals as evidenced by: ·

The percentage of student reading in year 3 in strong or exceeding is 55.6%, this is 2.1% below like schools and 14% below the state average.

The percentage of student reading in year 5 in strong or exceeding is 83.3%, this is 13.4% above like schools and 6.4% above the state average.

The percentage of student numeracy in year 3 in strong or exceeding is 33.3%, this is 30.3% below like schools and 34.1% below the state average.

The percentage of student numeracy in year 5 in strong or exceeding is 83.3%, this is 28.2% above like schools and 15.4% above the state average.

Teacher judgement of student achievement in Prep - 6, English shows 93.3 % at or above expected level. This is 4.3% above similar schools and 2% above the state average.

Teacher judgement of student achievement in Prep - 6, Mathematics shows 93.7% at or above expected level. This 8.7% above similar schools and 6.9% above the state average.

It is a highlight to identify that as the students' progress from Year 3 to Year 5 at Marysville their results increase, and they lead the state and similar schools by a percentage between 13% to 28%. In year 6 the students continue to excel and are well prepared for Secondary College. The academic foundations developed in Foundation to Year 2 prepare the students well for a rigorous academic program that sees the students successful in all areas of the curriculum.

Wellbeing

Wellbeing is a priority at Marysville Primary School. Every staff member knows every child and takes an interest in who they are and how they are. We have a whole school approach to student wellbeing that includes daily Smiling Minds, whole school singing, whole school assemblies that focus on student celebration of achievement in all curriculum areas. We have a buddy program to support our new Foundation students and a thorough transition program from Pre School to Primary School and Primary School to Secondary College. All teachers explicitly teach RRRR, Smiling Minds, Child Safety and anti-bullying/cyber safety lessons. The students at Marysville PS are engaged in several ways as evidenced by the positive endorsement from the student Attitudes to School Survey (AtoSS):

- The overall percentage of positive endorsement for 'Sense of connectedness' was 90.0%, 9.9% higher than similar schools (80.1%) and 13% higher than the state (77.0%).
- The overall percentage of positive endorsement for 'Management of bullying was 96.3%, 14.9% higher than similar schools (81.4%) and 21.1% higher than the state (75.1%).

Extracurricular activities that contributed to student connectivity and wellbeing include:

- An active Junior School Council that put on weekly lunch time "Milo" and "Frog" get togethers.
- Monday - Wednesday 'Breakfast Club', supported by the school chaplain and community volunteers.
- Engagement in cluster cross country, athletics, and swimming carnivals.
- The years 4, 5 and 6 students taking part in an 8-week cross country skiing program at Lake Mountain.
- Nature Nurture nature education program - an integrated nature-based program which creates opportunities where meaningful learning connections and sustainable healthy life habits are developed. This program is a highlight for our school because it directly links the academic program to the student wellbeing programs while strengthening community involvement through the development of the garden beds and students garden club at lunchtime. All students get the opportunity to cook what they grow. The students learn about sustainability and recycling through the care of the worm farms, herb gardens and the harvesting of all produce and regeneration of vegetable gardens.
- Whole school singing - singing is strongly correlated with a positive sense of social inclusion, and a feeling of belonging to our community. Singing with others enhances the possibilities of empathic relationships with those around us.

Engagement

The Marysville Primary School student engagement data is evidence of well-connected students that are happy to be at school. Many additional program areas were enjoyed by the children such as: cross country skiing, athletics carnival, swimming, dance, gymnastics, and football clinics. We maximized the use of outdoor learning spaces to conduct dance, science, PE, art and singing lessons. Whole school singing: music and performance (whole school concert,) and whole school Smiling Minds were other ways that we engaged students. The Junior School Council became fully active, they organized special football days, lunches and fun activities to engage their peers and amplify their voice.

Pleasingly, the student Attitudes to School Survey (AtoSS) 'Connectedness to school' data reached the target set for 2023.

The average number of days that students were absent was 17.5 days. Similar schools averaged 23 days absence and the state average was 20.5 days. We performed better than both similar schools and the state by an average of 3 days per student. Year 6 student attendance was 96% which was the highest in the school. The lowest was 88% attendance in Prep and 89% in Year 3. The Attitudes to School Survey results showed 94% positive attitude to attendance and 6% neutral

Other highlights from the school year

Marysville Primary School prides itself on its openness and interaction with the local community, it has recognised the need to connect the students and school to the wider community.

Here are a few examples:

The employment of an Aboriginal elder to teach Taungurung language and culture.

NAIDOC Week: celebrated each year encourages students to celebrate the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples.

Easter Parade - children dressed up as various characters wearing Easter bonnets. They all paraded in the main street of Marysville inviting the community to join them in their celebrations.

Local Church – the school celebrated Easter and Christmas by walking to the Local church to listen to the story that an elder in the church told.

Anzac Day/ Remembrance Day Ceremony -students represented the school at the Marysville Wreath-laying ceremonies

Christmas Concert - welcoming parents, family, and friends to celebrate the end-of year concert by students.

Wear Orange Wednesday (WOW) to say "Thank You" to the State Emergency Service.

Aussie of the Month: an innovation to encourage great role models, expressing active engagement in and care for community. The award is given to students who reflect compassion, thoughtfulness, and commitment in the local community.

Financial performance

The SRP provided most of the financial surplus carried over from the previous year enabling the school to employ a graduate teacher making up a 3-grade structure. The PSD provided a targeted revenue source. The economic climate, cost of living increases, lack of employment opportunities and demographics have changed leading to families leaving the area. This has impacted our enrolments. Hence a conservative approach is required.

Our school priorities continue to be the refurbishment of the learning areas. In 2023, through a grant and using school funds an outdoor learning classroom was constructed. This space is used mainly for science and Nature Nurture lessons and is an invaluable place for children to play at recess and lunchtime. Throughout the year quality improvements and capital works took place.

Equity funding received was spent on teachers delivering intervention programs. The school receives funding for the Tutor Learning Initiative, Bushfire Preparedness and Chaplaincy. The Mental Health in Primary Schools funding enabled the school to employ an Art Therapist one day a week, this has enhanced the ability to deliver quality programs to improve student wellbeing. Fundraising provided revenue for additional student resources.

For more detailed information regarding our school please visit our website at
<https://www.marysville.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 52 students were enrolled at this school in 2023, 23 female and 29 male.

NDP 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).

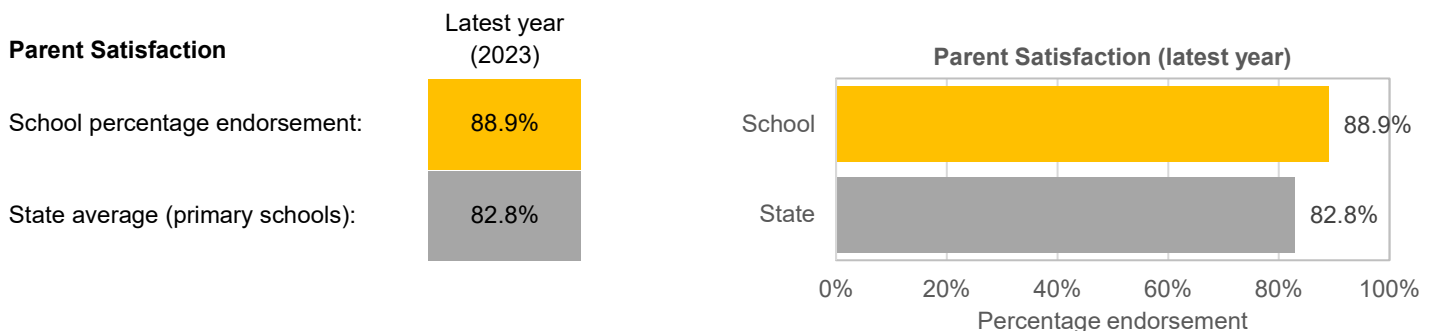
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

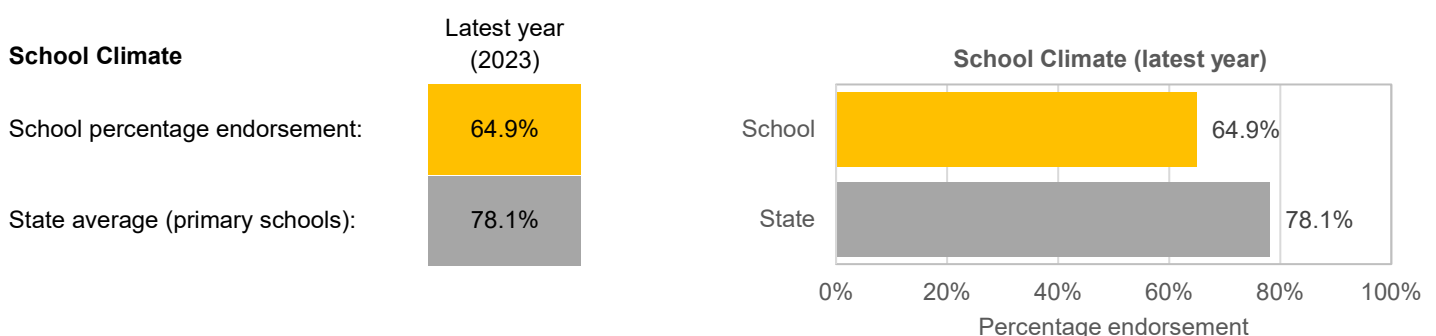


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

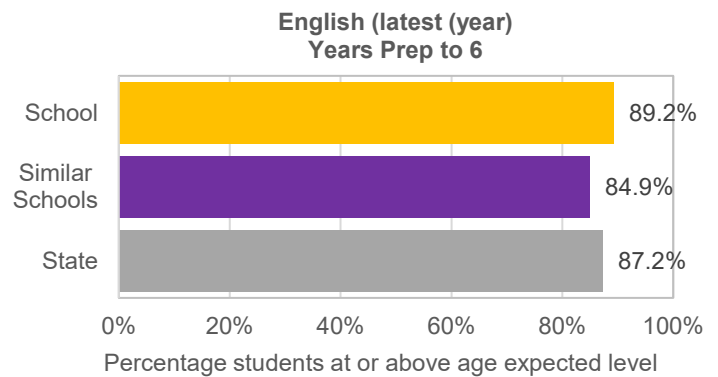
89.2%

Similar Schools average:

84.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

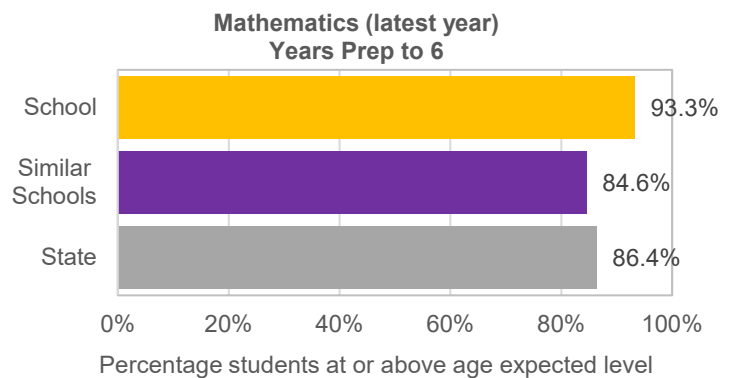
93.3%

Similar Schools average:

84.6%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

55.6%

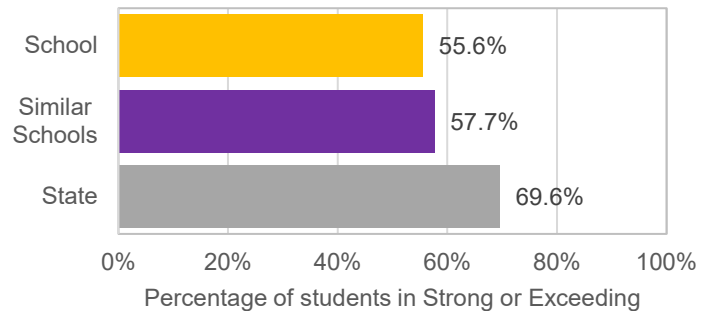
Similar Schools average:

57.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

83.3%

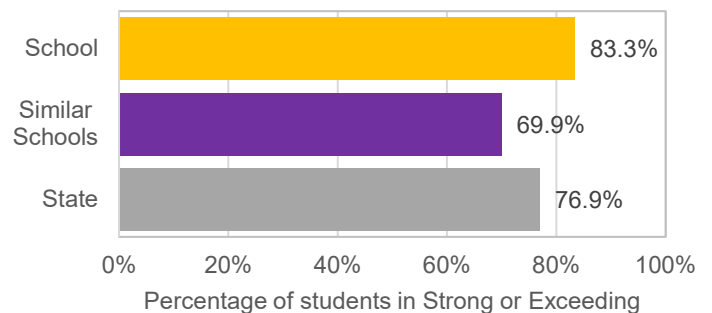
Similar Schools average:

69.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

33.3%

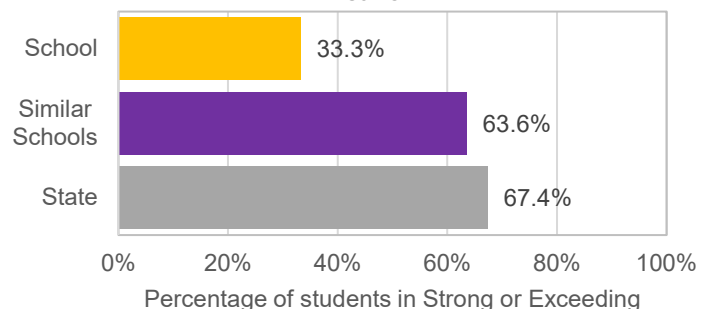
Similar Schools average:

63.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

83.3%

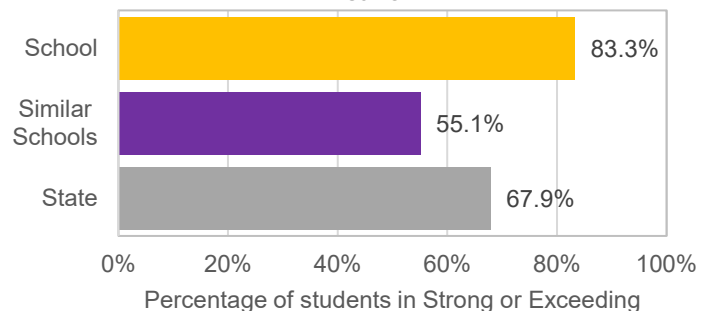
Similar Schools average:

55.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

72.7%

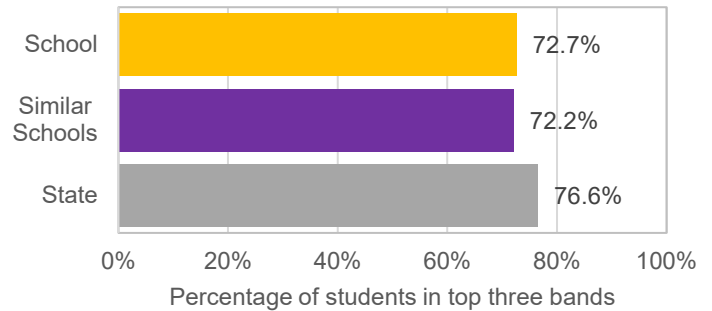
Similar Schools average:

72.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

NDP

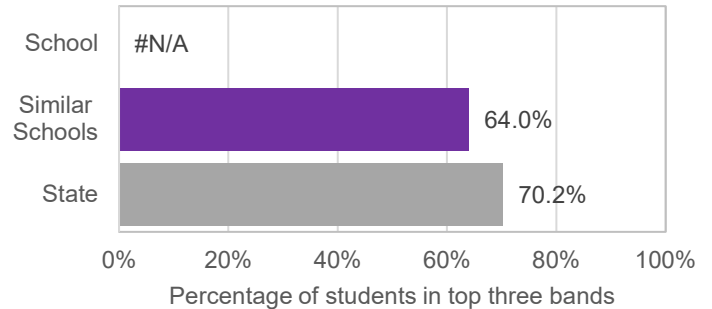
Similar Schools average:

64.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

45.5%

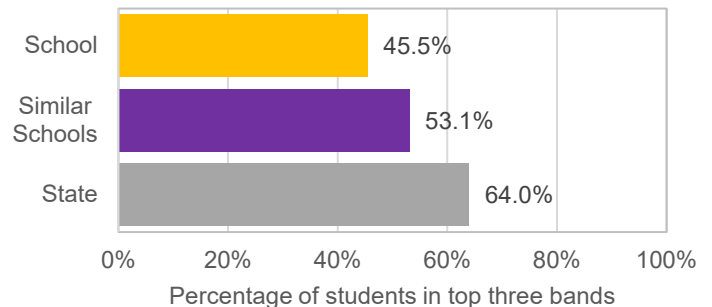
Similar Schools average:

53.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

NDP

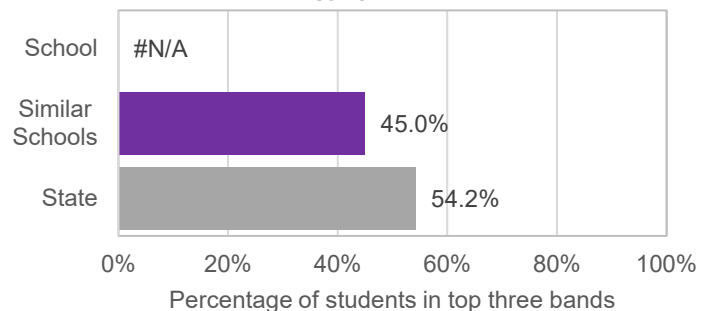
Similar Schools average:

45.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

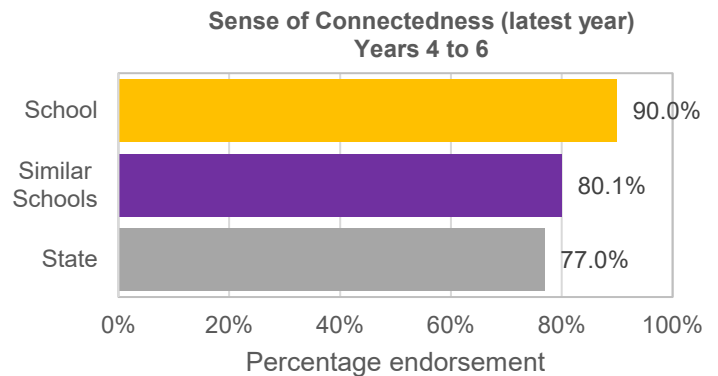
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	90.0%	88.6%
Similar Schools average:	80.1%	80.8%
State average:	77.0%	78.5%

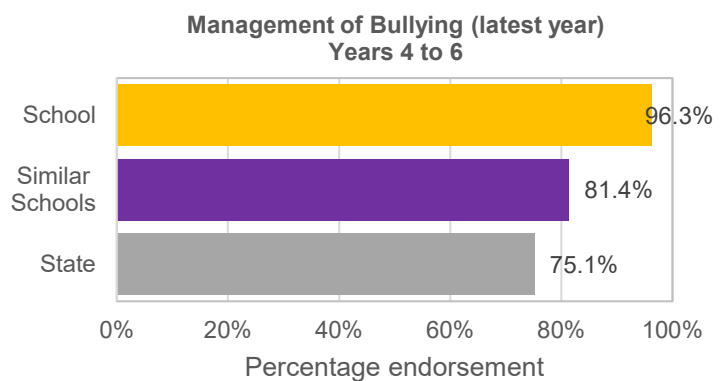


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	96.3%	90.6%
Similar Schools average:	81.4%	82.2%
State average:	75.1%	76.9%



ENGAGEMENT

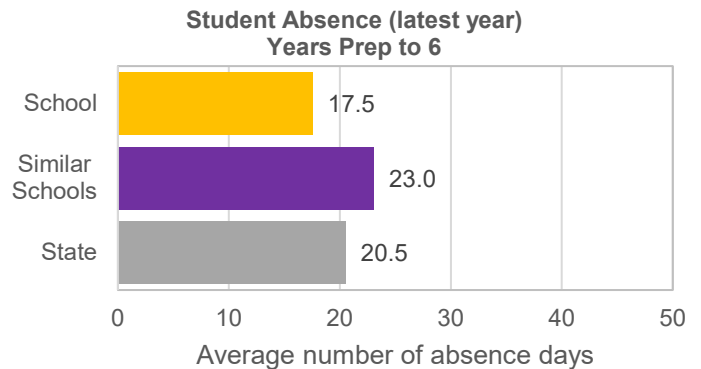
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	17.5	14.5
Similar Schools average:	23.0	20.0
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	88%	90%	94%	89%	92%	90%	96%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$744,669
Government Provided DET Grants	\$265,591
Government Grants Commonwealth	\$2,600
Government Grants State	\$0
Revenue Other	\$54,048
Locally Raised Funds	\$34,492
Capital Grants	\$0
Total Operating Revenue	\$1,101,401

Equity ¹	Actual
Equity (Social Disadvantage)	\$44,279
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$44,279

Expenditure	Actual
Student Resource Package ²	\$621,778
Adjustments	\$0
Books & Publications	\$234
Camps/Excursions/Activities	\$28,595
Communication Costs	\$4,219
Consumables	\$13,197
Miscellaneous Expense ³	\$15,553
Professional Development	\$11,363
Equipment/Maintenance/Hire	\$72,675
Property Services	\$82,975
Salaries & Allowances ⁴	\$70,298
Support Services	\$34,417
Trading & Fundraising	\$7,409
Motor Vehicle Expenses	\$734
Travel & Subsistence	\$550
Utilities	\$22,733
Total Operating Expenditure	\$986,730
Net Operating Surplus/-Deficit	\$114,671
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 16 Feb 2024 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$178,950
Official Account	\$7,750
Other Accounts	\$0
Total Funds Available	\$186,700

Financial Commitments	Actual
Operating Reserve	\$49,697
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$140,699
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	\$46,000
Total Financial Commitments	\$236,396

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.