

2022 Annual Report to the School Community

School Name: Montmorency South Primary School (4925)



- 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 27 April 2023 at 04:08 PM by Keyla Jeffers (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 27 April 2023 at 10:10 PM by Marcus Walsh (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

Our school vision statement:

'Montmorency South is an inclusive learning community where students are inspired to be respectful, creative, curious and independent learners.'

We believe that every person in our Montmorency South school community has the capacity to assist each student in attaining our vision.

We develop a culture of gratitude, empathy and an active care of others and the environment. We aim to develop the essential skills of literacy and numeracy and promote mental health and wellbeing. We strive to build teacher capacity and have knowledge of best practices and use data at the core of our practice. We inspire students to become curious and engaged in authentic learning experiences and endeavour to ensure students have an active voice in their development. Students will emerge resilient and self-motivated with an ability to articulate goals and growth.

Motto

Together we Learn, Lead and Achieve

The overall learning program at Montmorency South is supported by the Tribes framework. The purpose of the Tribes process is to assure *the healthy development of every child so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world*. As part of Tribes, five agreements are honoured; attentive listening, appreciations/no put downs, mutual respect, the right to think and to do your personal best.

In 2022, our student enrolment was at 659 students on census day with 306 female and 353 male students. Of these students, 8 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

At the beginning of 2022, we had 53.10 equivalent full-time staff, consisting of 2 Principal class, 1 Learning Specialist, 37.6 teachers, 13 Education Support staff.

Our new school building, completed in 2019 continues to provide flexible and modern collaborative learning spaces for Prep to Year 2, several specialists spaces and meeting rooms for teaching and ancillary staff and community members. Years 3-5 are housed in portables that extend to the end boundary of the school and our Year 6 students, are accommodated at the front of the school, next to the main building, in the area denoted as the BER. This is also home to our full-sized gymnasium, a performing arts room, and our Out of School Hours Care program area, run through Camp Australia. The gym is usually hired out to our local basketball club, Eltham Wildcats and is used all year round.

In 2022, the students were organised into 29 classes, and they were offered specialist programs in the following areas: - French, Physical Education, Visual and Performing Arts. The students also had weekly library sessions either with the librarian or their class teacher. Our Year 3 – 6 students also had the opportunity to participate in the Stephanie Alexander Kitchen Garden program classes. Students from P-2 had access to banks of iPads in each classroom, the school purchased class sets of iPads for our Year 3 students to have a dedicated iPad for school use and the 4 – 6 students participated in our Bring Your Own Devices (BYOD) program.

The school supports a range of learning and teaching activities for a range of group sizes - individual, small group to class size to large community gatherings. All staff operate in year level Professional Learning Communities (PLC) to analyse student data to identify a problem of practice which allowed them to plan programs that targeted the needs of all the students in their cohort. We have a strong reputation for the programs offered to those with special needs and of the consistent achievements of our Program for Students with Disabilities (PSD) students. The school ensured that the teachers, parents/carers, and other external support people met once a term for a formal Student Support Group (SSG) meeting.

With beautiful, treed grounds set amongst hills, the school has always been a central part of the local community. The oval area is highly used on weekends and after school, and the annual public events such as the MSPS Christmas carols, has fostered a sense of belonging and a place for connecting locals and the school community, over many years. Even as we have grown from a small school to a large school, that strong sense of community continues.

Montmorency South parents are involved in a variety of different aspects of school life ranging from classroom helpers, assisting with sporting teams and with Parents and Friends activities. The Stephanie Alexander Kitchen Garden and our Reconciliation Action Plan have been instrumental in involving volunteers from the wider community. In 2022 we were able to welcome back our parent community into the school. The MSPS School Council and Parents and Friends groups play a vital role in enhancing the opportunities offered to our students. During 2022 we were able to capitalise on maintaining our connections by having Zoom meetings and face-to-face meetings.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Montmorency South Primary School's (MSPS) Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies related to the FISO dimensions of:

Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Learning Catch Up and Extension Priority- We continued conducting our PLC model for year level teams and incorporated the Data Wise method into our Teaching and Learning team with our level leaders. The focus was on writing, and we progressed this process by continuing in the Project 21 initiative from the Department in partnership with North West Regional Office. Under the guidance of the Education Improvement Leader (EIL), we continued investigating the Writing Criterion Tool and its implementation into our school. Thus, we were able to develop teacher capacity to use a range of data sets to plan collaboratively and to adjust individual teaching to class point of need. In particular, around writing and various mathematical concepts.

In 2022, Montmorency South commenced a trial into changes to our reporting approach. These changes were based on community and teacher feedback along with the goal to improve the use of formative assessment tools to plan for future instruction. The aim was to move towards providing regular and timely feedback on student achievement, growth and goals for improvement using the Seesaw platform using rubrics and common assessment tasks. Staff collaborated to create rubrics and common assessment tasks using the Victorian Curriculum and Learning Progressions as a guide and reference. The work improved knowledge of the curriculum, teaching and learning and feedback to students and parent/carers.

The work started in Project 21 to build capacity of staff to identify point of need from writing samples and, continued into 2022 with the use of the Writing Criteria Tool (WCT) to assess and moderate. Staff worked in triads to moderate student writing to improve knowledge and use of the WCT and for consistency in teacher judgement. The WCT was also used as a rubric for common assessment tasks linked to our work on continuous reporting.

The teaching and learning team focused on the school priority of improving numeracy outcomes through the inquiry process. Through analysis of the 2021 NAPLAN results, it was identified that students had difficulty with multi step problems, likely linking to the students' problem-solving skills. The team developed P-6 assessment tasks to further explore students' problem-solving skills. It was observed that students were 'uncomfortable' and lacked resourcefulness in problem solving. The team completed work and research on teacher and student dispositions to numeracy, the numeracy proficiencies and best approaches to planning and delivering numeracy learning.

In 2023 we will again focus on the work of our PLCs and the ability to build excellence in analysing data rigorously to teach to the point of need. The attendance by an executive member at each PLC to support and assess progress, with follow up discussions at executive will ensure consistent approach and appropriate support. We will continue to focus the energy of the PLC teams on cohesion and whole school approaches to the teaching and learning of Numeracy and Literacy. In 2023 we will continue to monitor progress of students in Tutor Learning Initiative (TLI) and align assessments from initiatives within the classroom and ensure that assessment practices, programs, and teaching are effective in helping support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

In 2023 we will be maintaining all the programs that we have in place already for the best opportunities and outcomes for our students. We will continue with our purposeful focus on wellbeing, mobilising all available resources to support students' wellbeing and mental health, especially the most vulnerable. In 2023 we feel that with the support of our updated assessment schedule that will include formative assessment tools, PLCs, and time allocations, we will be able to consistently and rigorously analyse and use a range of student data to improve student outcomes.

Wellbeing

Health and Wellbeing supports were particularly highly prioritised for staff, students, and families at MSPS due to the impacts of Covid-19 over the last two years. Our Education Support staff were involved in providing individual academic, emotional, and social support for students. They ran wellbeing/ social and emotional support groups including activities such as dance, music, technology, sustainability and garden to provide something extra in which students could further engage and connect.

Throughout 2022, a number of camps, incursions and excursions returned to regular pre-covid operation. This provided the much-needed opportunity for students and staff to reconnect socially after the COVID lockdown and remote learning period.

We have made significant progress in student wellbeing over the past two years, and this is reflected in our four-year average results in our Attitudes to School survey. Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with 87.2% percent of positive responses (agree or strongly agree) from parents who responded to the survey. To build parent involvement we ran a virtual Parent Helpers Program and attendance numbers were higher than previous years. As well as opportunities to hear from leading student wellbeing experts such as The Resilience Project and staff from the Royal Children's Hospital.

The staff satisfaction, according to the School Staff Survey, is at 65.8% positive endorsement 8% lower than the state median. This is an area of focus and improvement for 2023.

In 2022 the school continued to promote a positive learning environment for all students using wellbeing tools and resources including the expertise of professional supports.

As a school we have committed to continuing to prioritise the health and wellbeing of staff, students and their families. In 2023 we will further implement programs for our students aligning to the Mental Health in Primary Schools Program.

Engagement

In 2022, students were provided with opportunities to develop their leadership skills wherever possible. Our Student Action Leaders (SAL's) with representatives from Years 3 – 6, worked with the Principal and the Principal's Advisory Leaders (PAL's) which are school formal captains selected from Year 6, to provide a student Voice in areas across the school. This led to teaching and learning improvements as well as environmental improvements.

At MSPS our TRIBES agreements provided us with a common language to use and to give a sense of connection and positive expectations. The program provides the foundation for establishing a positive culture for learning and human development which is something we take great pride in. The five agreements are referred to across all areas of the school e.g. classrooms, specialists, SAKG and OHSC. Expert staff provide updates and professional learning to all staff to ensure a common approach is used across from Prep to Year 6.

In 2022, student attendance was regularly monitored by all teachers and school leaders which resulted in the '*student attendance average*' being better than our similar schools. Across the school our attendance was 90.42% from Prep to Year 6.

Financial performance

In 2022, the school maintained a sound financial position throughout the year. The result is due to careful management of the financial resources, both locally raised funds, and School Resource Package (SRP) credit funds. The school had funds being held over from the previous year now utilised to reduce the costs of excursions/activities for the students, these were expended throughout 2022.

The school has been expending funds for the benefit of the students and in line with School Council approved plans for our Buildings and Grounds, including the refurbishment of the playground and the upkeep of the grounds. The toilet block in the transportable area was finally finished at the beginning of 2022.

At the beginning of 2022 we completed the Prep playground area with funding received including school's own funds; however, we have since had to include additional funds to the area due to erosion of area including replacement of plants and adding garden fencing.

2022 has seen significant capital works in the maintenance and improvement of existing facilities including, the installation of a new play equipment and softfall in the Prep area, the repair of our oldest portables and construction of outdoor learning spaces with shade sails, restumping, and roof replacement of the Stephanie Alexander Kitchen Garden portable, and roof repairs to the BER building. Further furnishing will be done in 2023 to continue to upgrade the open classroom area.

We were successful in obtaining an Inclusion Schools funding grant in 2019; however, due to COVID-19 there have been delays in starting with many false starts. We are expecting the construction of the new playground which will utilise funds being held from the 2020 school fete to be completed by mid-2023.

The program budgets, revenue and expenditure were monitored through our Finance Committee and School Council. The school continues to hold funds for Committees/Shared Arrangements and reports are given to the committees monthly. In 2022 the Parents and Friends team together with the support of students; staff and the entire school community was able to raise a total of \$ 23290.

2022 was the first year that saw many of the pre-Covid events return as normal, such as the second-hand uniform sales, Easter and Christmas Raffles, Indoor Family movie night, Mother's Day and Father's Day Stalls, the Election Day BBQ's and the Colour run. The choice was made for some events to have the focus on community participation and the social aspect rather than the fundraising focus with events organised such as the Paint and Sip night, and MSPS at the MCG.

Events organised by the Parents and Friends team were also often named at the Graduation event as some of the favourite memories of many of the grade 6 students. In Term 1, 2023 we are planning a school fete which will be the main fundraiser for the year.

Expenditure of budgeted funds has aligned to the School Strategic Plan goals and student outcomes. Equity funding received was used to employ staff to provide support and intervention to students.

For more detailed information regarding our school please visit our website at
<http://www.montysouth.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 659 students were enrolled at this school in 2022, 306 female and 353 male.

8 percent of students had English as an additional language and 2 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).

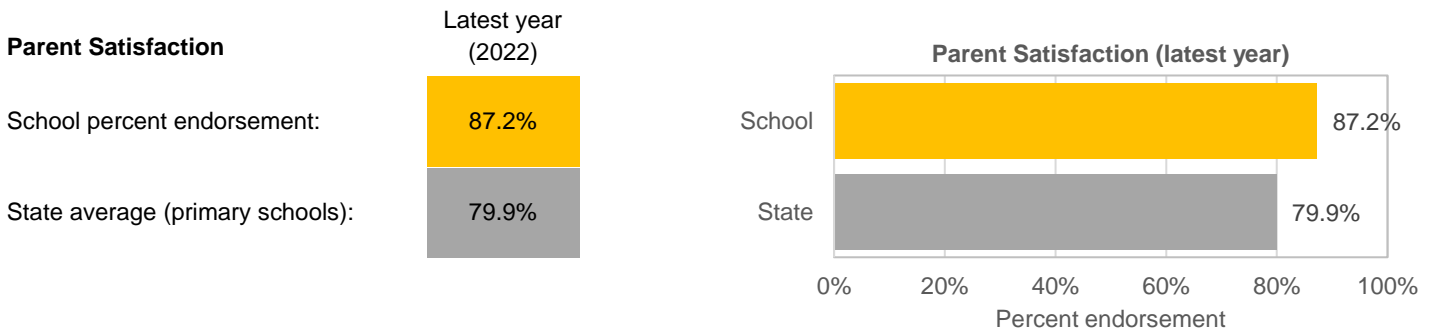
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

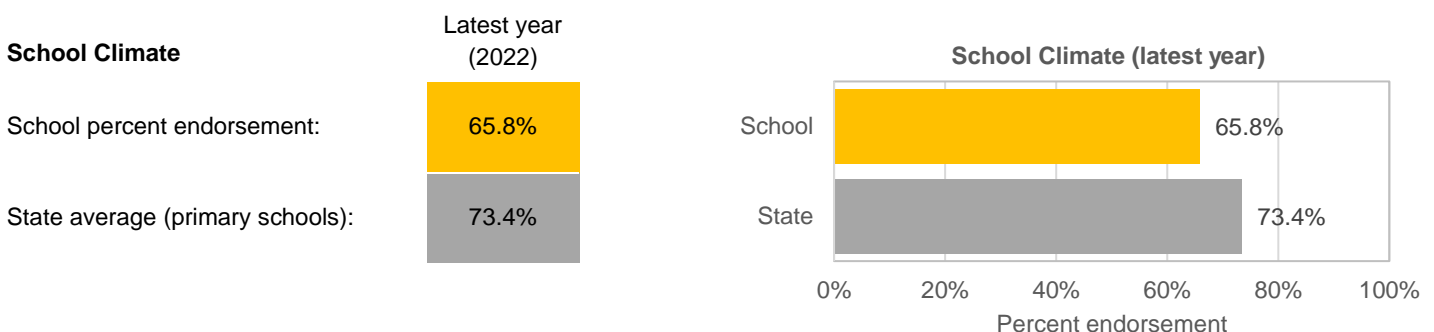


School Staff Survey

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:

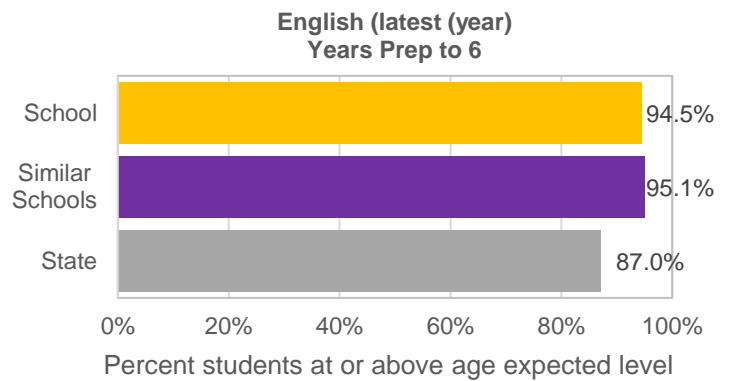
94.5%

Similar Schools average:

95.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

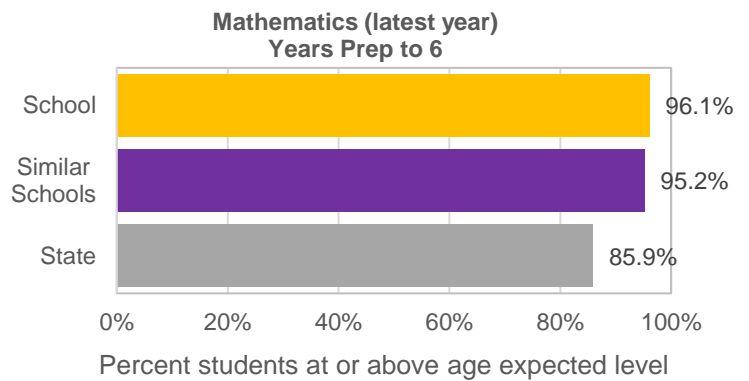
96.1%

Similar Schools average:

95.2%

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.

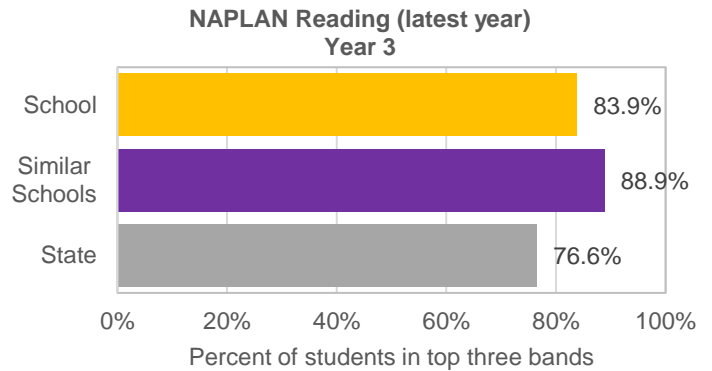
NAPLAN

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.

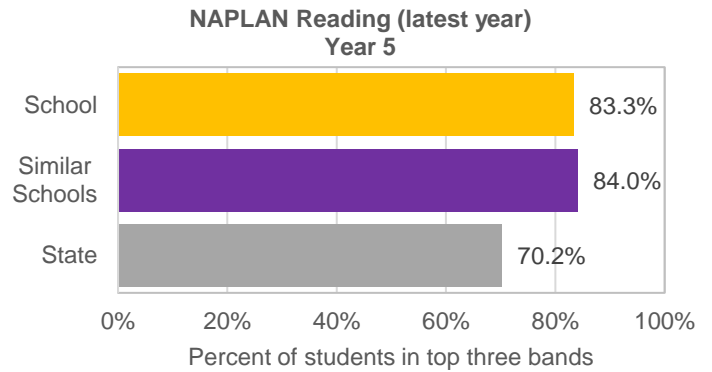
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.9%	85.6%
Similar Schools average:	88.9%	89.6%
State average:	76.6%	76.6%



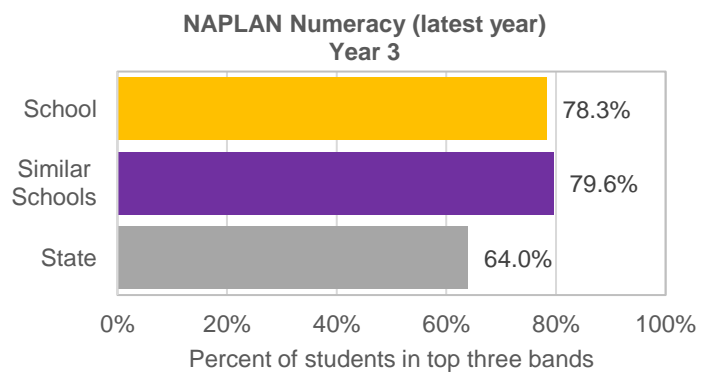
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	82.8%
Similar Schools average:	84.0%	83.5%
State average:	70.2%	69.5%



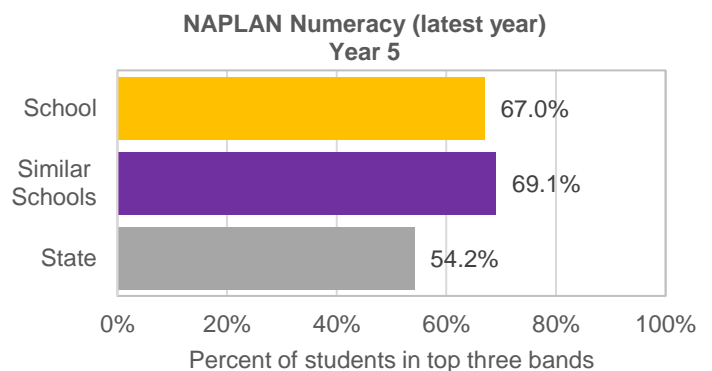
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.3%	80.4%
Similar Schools average:	79.6%	82.4%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.0%	71.4%
Similar Schools average:	69.1%	74.8%
State average:	54.2%	58.8%



WELLBEING

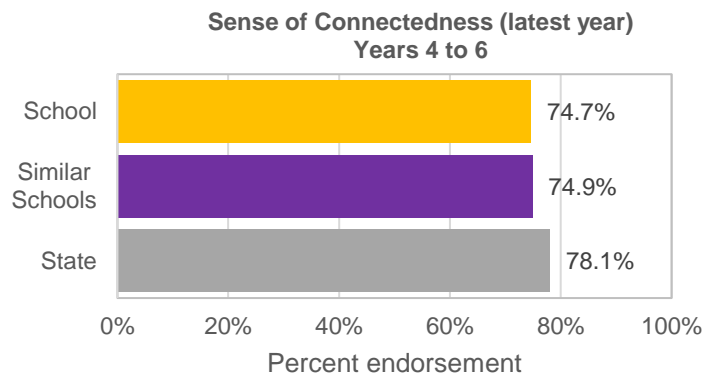
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	74.7%	80.6%
Similar Schools average:	74.9%	77.6%
State average:	78.1%	79.5%

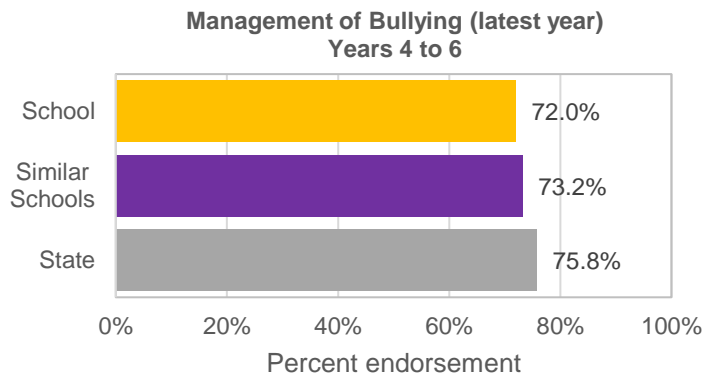


Student Attitudes to School – Management of Bullying

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:	72.0%	78.1%
Similar Schools average:	73.2%	76.4%
State average:	75.8%	78.3%



ENGAGEMENT

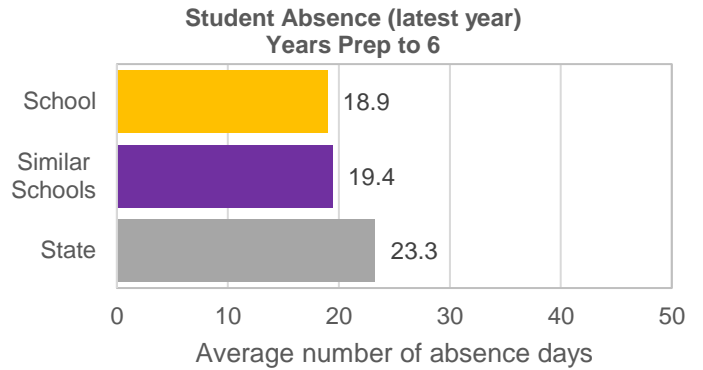
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.9	11.8
Similar Schools average:	19.4	13.0
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):	91%	90%	92%	89%	90%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,859,307
Government Provided DET Grants	\$560,131
Government Grants Commonwealth	\$39,938
Government Grants State	\$0
Revenue Other	\$17,346
Locally Raised Funds	\$562,871
Capital Grants	\$46,600
Total Operating Revenue	\$7,086,192

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,542
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,542

Expenditure	Actual
Student Resource Package ²	\$5,743,713
Adjustments	\$0
Books & Publications	\$11,831
Camps/Excursions/Activities	\$266,643
Communication Costs	\$5,082
Consumables	\$144,201
Miscellaneous Expense ³	\$25,993
Professional Development	\$21,045
Equipment/Maintenance/Hire	\$159,718
Property Services	\$143,033
Salaries & Allowances ⁴	\$509,680
Support Services	\$29,560
Trading & Fundraising	\$10,714
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,826
Total Operating Expenditure	\$7,124,039
Net Operating Surplus/-Deficit	(\$84,447)
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 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	\$151,374
Official Account	\$38,273
Other Accounts	\$62,832
Total Funds Available	\$252,480

Financial Commitments	Actual
Operating Reserve	\$213,313
Other Recurrent Expenditure	\$2,767
Provision Accounts	\$9,522
Funds Received in Advance	\$8,482
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,294
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$58,310
Maintenance - Buildings/Grounds < 12 months	\$4,968
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$323,657

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.