

2020 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 2020 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 30 April 2021 at 03:50 PM by Naomi Ivers (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 04:02 PM by Marcus Walsh (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 at Montmorency South PS (MSPS) is to be an inclusive learning community where students are inspired to be respectful, creative, curious and independent learners and our belief is that every person in our school community has the capacity to assist each student in attaining our vision.

The MSPS school motto is 'Together we learn, lead and achieve'. Our Tribes process honours five agreements:- attentive listening, appreciation/no put downs, mutual respect, the right to think and personal best. The framework is designed to assure the healthy development of every child so that each one can be knowledgeable, skillful, resilient citizens of the future.

In 2020, our student enrolment climbed to 672 with 37.9 equivalent full time staff; consisting of 2 Principal class, 2 Learning Specialists, 51 teachers and 13 Education Support staff.

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. The teachers worked in year level Professional Learning Communities (PLC's) 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.

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.

In the Covid-19 affected year that saw half the year being a remote learning format, and the other half of the year having many restrictions to adhere to, students were still provided with opportunities to develop their leadership skills wherever possible. The previous year's establishment of the Student Action Leaders (SAL's) with representatives from Years 3 – 6, was continued when on-site. These students worked with the Principal and the Principal's Advisory Leaders (PAL's).

The school provided an Out of School Hours Care program through Camp Australia.

Community involvement on-site was also impacted from the pandemic during 2020. 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.

The MSPS School Council and Parents and Friends groups play a vital role in enhancing the opportunities offered to our students. A hugely successful school fete was thankfully able to occur prior to lock down being enforced, which was a great community spirited event. In 2020, we became a part of the Mental Health in Primary Schools pilot program and appointed a Wellbeing Coordinator.

Framework for Improving Student Outcomes (FISO)

FISO dimension: Building communities

The MSPS School Fete in 2020 was a major community event where the local member of parliament was present and officially opened the new school building as well as presented the time capsule from 1986. The purpose was to reconnect and welcome the broader community back to MSPS after the completion of building works. On the day past, present and future families attended and participated in the festivities. The purpose was to reconnect the community and raise funds for new playgrounds. The event was well attended by community members, students, parents and carers.

FISO dimension: Building practice excellence

As a Professional Learning Communities (PLC) Link School. The Link School role included upskilling new staff members on the PLC process, assisting leaders in the facilitation of inquiry cycles, furthering the data literacy of staff

and purchasing resources such as data walls and texts. It also allowed Link Leaders to share knowledge with new intake schools, assist already trained schools in making improvements in their context, welcome other schools to see the PLCs in action at ground level, collaborate with other Link Schools and participate in professional development in collaboration with other schools.

Remote and Flexible Learning

MSPS used the online platform, Seesaw to provide daily schedules, learning materials, demonstration lessons and samples along with regular verbal and written feedback during remote and flexible learning in 2020. It was also used by students to submit work they'd completed. The delivery of learning materials and communication was adapted in Remote Learning 2.0 based on parent feedback from Remote Learning 1.0 and advice from School Council.

WebEx, an online communication tool was also used for regular whole class, group and individual focus sessions with the students, discussions with parents and formal and informal meetings with staff members including PLC inquiry meetings.

Ongoing professional learning was increased to ensure teachers had the capacity and technical skills to adequately provide effective remote and flexible learning experiences.

The teachers maintained a strong focus on student wellbeing and engagement whilst continuing to provide a differentiated learning program, including specialist programs.

2020 was a year of review for MSPS. The process involved the school community completing a comprehensive self-evaluation against the goals and targets of our four year school strategic plan. The review evaluated the school's strengths, areas for improvement and the impact of its improvement efforts, which then guided the creation of a new four-year school strategic plan. The key areas identified through the process for future focus include improving student learning achievement and growth in literacy and numeracy and improving student engagement in learning.

Achievement

Despite remote and flexible learning being in place we continued conducting our PLC model for year level teams and also incorporated the Data Wise method into our Teaching and Learning team with our level leaders. 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. During Term 2, team members continued using the PLC Inquiry model and adjusted their teaching based on their investigations. Additionally, they differentiated online as was evident in their Seesaw posts and team PLC minutes.

Across the school, the year level teams met and undertook PLC inquiry cycles that related to their student's need. Even during remote and flexible learning there was an emphasis on the PLC process whereby teams were setting goals, collating data and evaluating and reviewing constantly.

Engagement

At MSPS our TRIBES agreements provide us with a common language to use and to give a sense of connection. 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.

Attendance is regularly monitored by all teachers and school leaders and the importance of regular attendance and participation during Remote and Flexible Learning was promoted through school wide communication tools.

Engagement and participation was closely monitored during Remote and Flexible Learning and regular contact made to ensure appropriate support was provided to students and families.

Wellbeing

Health and wellbeing supports were particularly highly prioritised for staff, students and their families at MSPS due to the impacts of Covid-19.

During Remote and Flexible Learning, regular one on one academic, social and emotional check ins were made with each student, along with regular check ins with families via email, phone or webex. Our Education Support staff were also involved in providing individual academic, emotional and social support for students. They ran wellbeing/ social and emotional support groups including activities such as yoga, lego, music, basketball drills and health and fitness to

provide something extra in which students could further engage and connect.

Utilising the expertise of professional supports including Maria Ruberto and The Resilience Project were determined as being important factors of moving forward. As a school we have committed to continuing to prioritise the health and wellbeing of staff, students and their families in 2021.

In 2021 the school will continue the wellbeing focus, with the 'Happy, healthy kids' goal being implemented. We will continue with the Mental Health and Wellbeing Pilot project which we started in 2020, and work at making wellbeing 'visible' in the classrooms and around the school.

Financial performance and position

In 2020, the school maintained a sound financial position throughout the year and the annual result was a surplus.

This surplus will allow us to ensure funding is allocated to various programs in an ongoing capacity.

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 on a monthly basis.

Unfortunately, 2020 was not a significant year for fundraising due to COVID-19 however we held our first school fete for many years in the lead up to the lock down and was fortunate to come away with a profit of \$26,000 profit. This profit is being held for new playground equipment that our school is fundraising towards after building works completion in late 2019.

This year our school budget was impacted when DET directed schools to pay Casual Relief Teachers under 'Casual Compensation' for hours based on the previous year.

We were fortunate to have our school participate in the pilot program for Mental Health in Primary Schools which will continue in 2021.

The school received \$20,000 in December relating to the Condition Assessment Plan and works will be carried out in early 2021.

For more detailed information regarding our school please visit our website at

<https://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.

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 657 students were enrolled at this school in 2020, 297 female and 360 male.

4 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

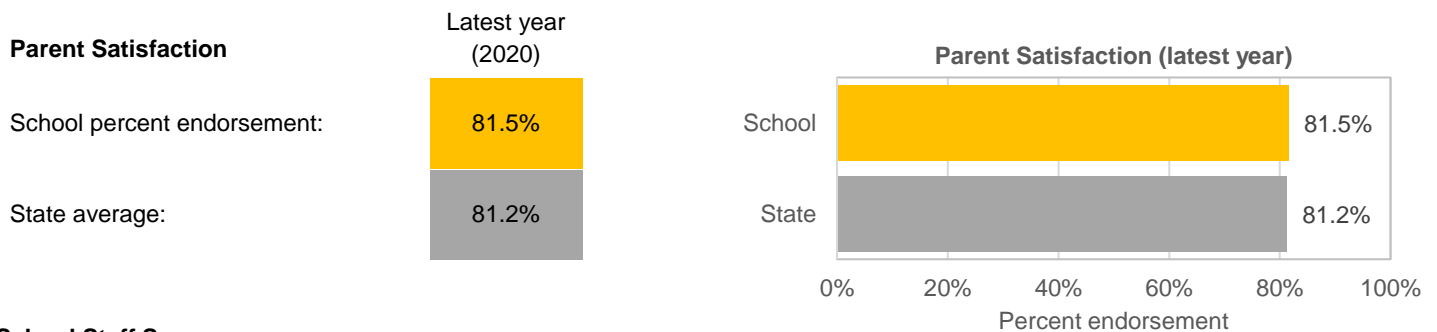
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

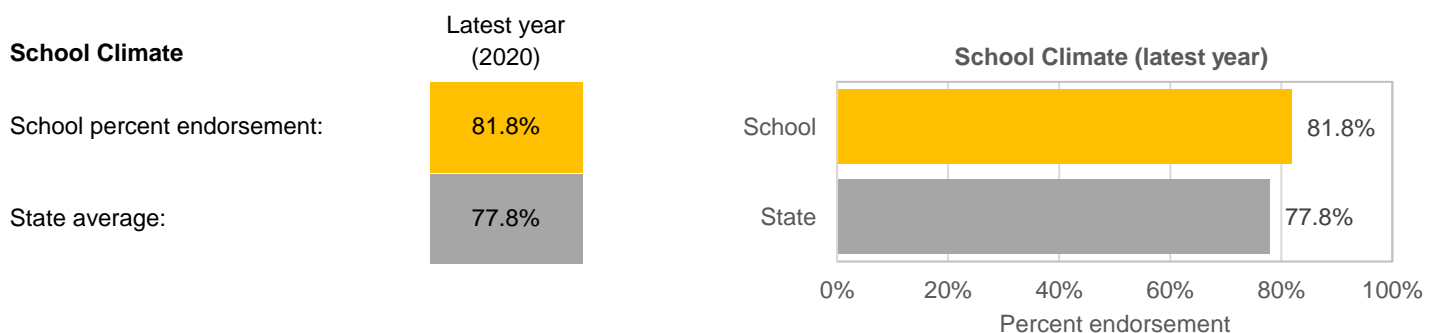


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

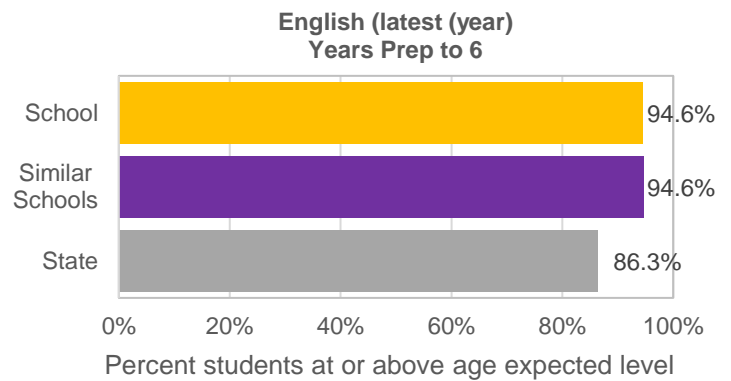
94.6%

Similar Schools average:

94.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

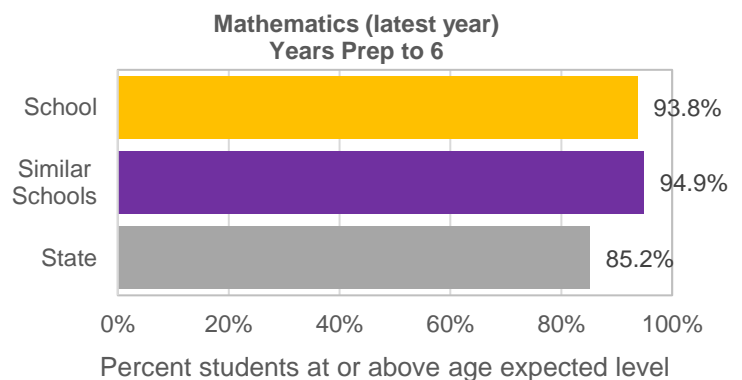
93.8%

Similar Schools average:

94.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

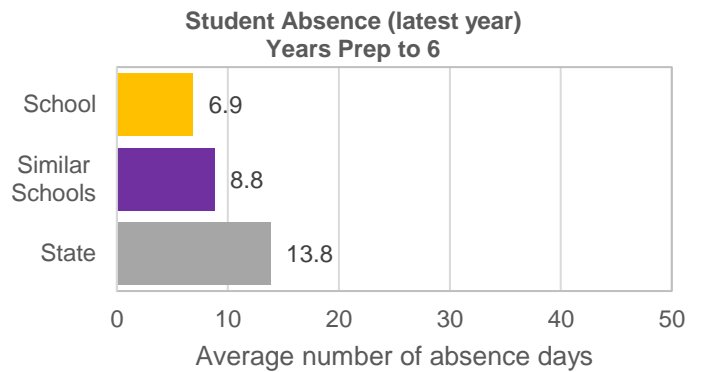
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	6.9	11.9
Similar Schools average:	8.8	12.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	95%	96%	97%	97%	97%	97%

WELLBEING

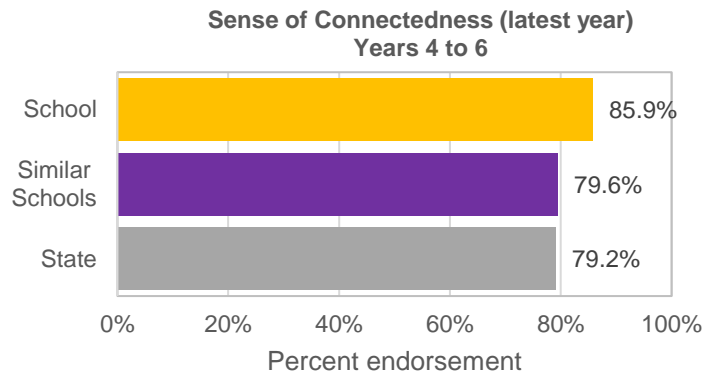
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.9%	85.3%
Similar Schools average:	79.6%	79.9%
State average:	79.2%	81.0%



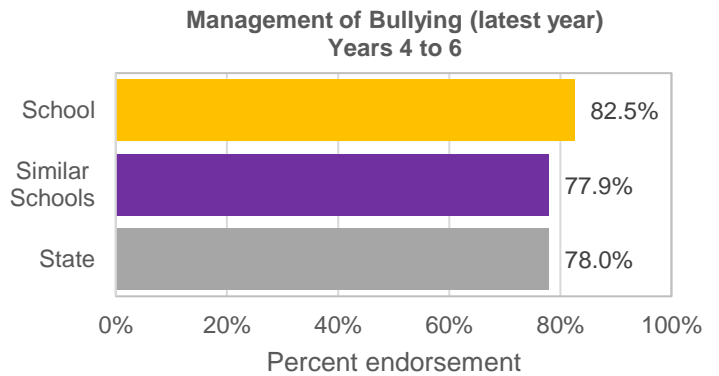
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	82.5%	85.0%
Similar Schools average:	77.9%	79.8%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,993,685
Government Provided DET Grants	\$557,239
Government Grants Commonwealth	\$44,058
Government Grants State	NDA
Revenue Other	\$20,793
Locally Raised Funds	\$334,321
Capital Grants	NDA
Total Operating Revenue	\$5,950,095

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,415
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$15,415

Expenditure	Actual
Student Resource Package ²	\$4,942,363
Adjustments	NDA
Books & Publications	\$6,672
Camps/Excursions/Activities	\$50,375
Communication Costs	\$5,584
Consumables	\$87,385
Miscellaneous Expense ³	\$40,444
Professional Development	\$81,025
Equipment/Maintenance/Hire	\$107,738
Property Services	\$102,410
Salaries & Allowances ⁴	\$310,625
Support Services	\$31,458
Trading & Fundraising	\$14,135
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$48,126
Total Operating Expenditure	\$5,828,340
Net Operating Surplus/-Deficit	\$121,755
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$96,843
Official Account	\$47,939
Other Accounts	\$115,565
Total Funds Available	\$260,347

Financial Commitments	Actual
Operating Reserve	\$133,067
Other Recurrent Expenditure	\$1,323
Provision Accounts	\$9,522
Funds Received in Advance	\$5,031
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$12,956
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$26,210
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$233,108

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.