

2018 Annual Report to The School Community



School Name: Manorvale Primary School (5091)



- 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 2018 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 29 March 2019 at 09:40 AM by Helen Watson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 May 2019 at 02:55 PM by Damion Juleff (School
Council President)

About Our School

School context

Manorvale Primary School, established in 1983, is located on the Werribee River and situated on the site of The Manor owned by the Chirnside family. The Werribee River provided a boundary between the territories of the Woiwurong aborigines to the northeast and the Wothowurong to the southwest.

The 2018 school enrolment was 304 students. The school is organised in a multi-age structure Prep (Foundation), Years 1&2, Years 3&4 and Years 5&6 with Specialist provision in Library/Technologies, Visual Arts, Languages: Italian, Physical Education and Music.

The population is largely English speaking but also has students from a range of cultural backgrounds including refugees and asylum seeking and international students. 29% of the students came from non-English speaking homes. 5% of our students were indigenous Australians. Two students were in out of home care. The school has observed increasing mobility of students and families with transfers in and out rising.

The school has worked to develop oral language skills for students, insisting on high standards of speech, development of vocabulary in all subject areas and providing opportunities to present for older students. The school has invested heavily in the use of speech pathologists and occupational therapists to address the very low entry standards of our students. The supported playgroups, focussing on oral language development, continued to grow.

Excelling as a professional learning community continues to be an aspiration and much staff professional learning has been undertaken to ensure that common understandings and beliefs are established.

The school recognises that further work must continue in Literacy and Mathematics and in ensuring students are active participants in their own learning.

The school employed 1 Principal, 1 Assistant Principal, 2.5 Leading Teachers, 18.7 Classroom teachers and 5.5 Education Support Staff. ESS support PSD students and other non-funded students in classrooms and through the Levelled Literacy Intervention program.

Framework for Improving Student Outcomes (FISO)

The school has been working on Excellence in Teaching and Learning: Building Practice Excellence, Curriculum Planning and Assessment, and Positive Climate for Learning: Empowering Students and Building School Pride. The school continued to fully implement the Victorian Curriculum in all areas and teams. Teams have undertaken professional learning to improve collaborative planning processes in order to ensure that all student needs are being addressed and monitored. Funds have been allocated to support high quality professional learning, in-school Literacy and Numeracy coaching, a literacy intervention program, benchmark testing (PAT) and electronic data entry of student assessments and monitoring of progress. Matching multiple sources of data, ensuring all students' needs are addressed and students are stretched to attain higher standards is the work to be developed in the future. The school began to use the MAPPEN program to develop Inquiry learning for all year levels.

The school is a member of the University of Melbourne Network of Schools (UMNOS) and the "Focus on Feedback" project has continued. Feedback to students formed the logical next step to improve student agency and engagement and will continue as a major area of work for the next year. Teachers were able to develop and improve their practice with self reflection and peer feedback and recording using SWIVL cameras. Further work on improving the consistency and quality of Learning Intentions, Success Criteria and Student Goals developed from this work. This was consistent with the High Impact Teaching Strategies and the Berry Street Education Model. Some improvement is evident in the Student Attitude to School Survey results indicating that students are feeling more connected to the school.

The school has developed an agreed Instructional Model for full and consistent implementation in 2019.

Achievement

The School Performance report shows that our NAPLAN Learning Gain Year 3 - Year 5 data shows an expected spread of growth in numeracy and writing, but higher than expected low growth and lower than expected high

growth in Reading. It is clear that we need to increase the number of students operating in the top 2 bands in Reading, Writing and Numeracy.

Teacher assessments in English and Mathematics indicate the percentage of students achieving at expected levels is within the middle 60% of Victorian Government primary schools and is higher than similar schools. The two in-school coaches have continued to work with PLC teams to plan and deliver effective numeracy and literacy programs based on student point of need. Both coaches focussed on identifying and increasing the number of students working in the top two bands, by providing intervention for year 2,3,4 and 5 students working in Bands 2 and 3.

Developing the capacity of our middle leaders (Curriculum and Assessment Leaders) to lead collaborative teams effectively as part of a PLC has continued with the school participating in the DET PLC initiative. We continue to develop a coordinated and systematic approach to using data to monitor and review school programs and to understand the impact of teacher practices.

The school continues to undertake early assessments of students and gain further assistance where possible. Education Learning Plans are provided where appropriate including for ATSI students and those in Out of Home Care arrangements.

During 2018 the school worked with two teaching partners through the Differentiated Support for School program. The focus of that work was to improve planning in literacy.

Engagement

Manorvale Primary School is committed to providing a safe, secure and stimulating learning environment for all students through the establishment of a positive school culture to engage and support student learning. This approach has been reflected in an upward trend in school attendance over the last few years.

The Student Attitude to School Survey (2018) indicates a high level of student engagement through highly positive responses across grades 4 – 6 in survey factors: Effective Teaching Time, Sense of Inclusion, High Expectations for Success and Differentiated Learning Challenge.

The school has established School-Wide Expectations for All Classrooms and Learning Spaces which are mandated standards of what we expect the physical classroom/learning environment to look, feel and sound like. School-Wide Positive Behaviour Support is well established in the school setting and the four school-wide expectations: Respectful, Responsible, Caring and Aspiring set the standard for student and staff behaviour and social interaction.

The school has reviewed the Engagement & Inclusion Policy (2017), which outlines guiding principles including a fair and respectful whole-school engagement and behaviour management approach, the promotion through curriculum of pro-social values and behaviour, and the promotion of active student participation in their learning. The school implemented the Berry Street Educational Model, which provides curriculum and strategies to meet the wellbeing and academic needs of all students through a consistent whole-school approach. All staff completed the training in the Body, Relationship, Stamina, Engagement, and Character modules. BSEM has been incorporated into the School Wide Instructional Model.

High Impact Teaching Strategies (DET 2017) continue to guide the approach to student engagement and Amplify (DET 2018) will further inform this work.

Wellbeing

Manorvale Primary School implements a whole-school approach to student wellbeing. The Primary Welfare Officer assists students and families and conducts engagement and welfare programs.

Attitudes to School Survey results have shown an upward trend, particularly in the domains of Effective Teaching Time for Cognitive Engagement, Teacher-Student Relations and Social Engagement. However the school recognises and is working toward improved results in School Connectedness and Managing Bullying through the planning and implementation of a number of strategies.

School-Wide Positive Behaviour Support ensures that school-wide expectations are addressed through class matrices and school reward structures. Classroom and schoolyard incident data is collected and analysed to provide information for decision-making for positive behaviour interventions and support. A Behaviour Response Guide outlines classroom and office response to unacceptable behaviours and appropriate consequences. A Behaviour Support Plan addresses the needs of Tier 3 students across the school.

Current student social learning programs include the Berry Street Educational Model, Social Skills/SW-PBS lessons, Naming It! and and ChildWise. The Better Buddies Program bonds Prep and Year 6 students in promoting anti-bullying, and positive social interactions.

Teachers use Mindfulness Meditation to help students to reduce anxiety, and concentrate on their learning. The Peaceful Kids Program targets students in a small group setting who have experienced trauma and high levels of stress.

The school environment features a range of passive recreational spaces for students to gather in quiet play and friendship.

The school continues to undertake early assessments of students and gain further assistance where possible. Education Learning Plans are provided where appropriate including for KTSI students and those in Out of Home Care arrangements.

The school offers a strong transition program from pre-school and kindergarten to school and the school has strong links with local secondary colleges.

Student attendance is monitored through CASES and COMPASS and families are contacted after two days unexplained absences. Families also receive a SMS message each day when no notification has been by 10 am. The PWO works with families to support improved attendance.

Financial performance and position

The school finished the year with a small deficit due to a payment error with another school.

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 for the students 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.

The school has used equity funding to improve the skills of entering students through Speech Pathology, Occupational Therapy and the provision of the Levelled Literacy Intervention program. Funds have also been used to upgrade ICT facilities, in particular the provision of class sets of iPads. Funds have also been used to increase teacher capacity to improve student outcomes and to work as a Professional Learning Community. Reducing barriers to participation in school has also been a focus with some programs (swimming/ water safety, canteen, whole school inclusion events, ICT) being subsidised, reducing parent contributions and supporting a music program.

In consultation with DET the school has improved the processes for program budget arrangements to improve efficiency and accountability. The school commenced the painting of classrooms and has planned for carpet replacement to begin next year.

For more detailed information regarding our school please visit our website at
<https://www.manorvaleps.vic.gov.au>

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

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

Enrolment Profile

A total of 304 students were enrolled at this school in 2018, 155 female and 149 male.

29 percent of students had English as an additional language and 5 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	89.6	85.1	78.3	91.6

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.3	77.7	66.6	86.7

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

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	88.8	90.1	82.6	95.3	Higher
Mathematics	89.6	91.1	84.0	96.4	Higher

NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	66.7	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	51.2	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	41.7	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	51.4	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	54.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	46.7	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	48.3	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	45.3	54.8	39.2	71.4	Higher

NAPLAN Learning Gain

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

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

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

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

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	30.0	56.7	13.3
Numeracy	22.6	54.8	22.6
Writing	27.6	37.9	34.5
Spelling	23.3	43.3	33.3
Grammar and Punctuation	13.3	53.3	33.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.9	15.2	13.2	17.8	Higher

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	91	91	91	92	92	90	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.3	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	84.3	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	86.2	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	86.0	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,863,824
Government Provided DET Grants	\$671,192
Government Grants Commonwealth	\$4,259
Government Grants State	\$0
Revenue Other	\$7,328
Locally Raised Funds	\$146,283
Total Operating Revenue	\$3,692,887

Equity ¹	Actual
Equity (Social Disadvantage)	\$725,696
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$725,696

Expenditure	Actual
Student Resource Package ²	\$2,865,280
Adjustments	\$0
Books & Publications	\$9,229
Communication Costs	\$4,816
Consumables	\$89,986
Miscellaneous Expense ³	\$346,886
Professional Development	\$19,839
Property and Equipment Services	\$197,881
Salaries & Allowances ⁴	\$168,201
Trading & Fundraising	\$28,233
Travel & Subsistence	\$0
Utilities	\$31,827
Total Operating Expenditure	\$3,762,178
Net Operating Surplus/-Deficit	(\$69,292)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$233,548
Official Account	\$15,404
Other Accounts	\$17,297
Total Funds Available	\$266,248

Financial Commitments	Actual
Operating Reserve	\$140,000
Other Recurrent Expenditure	\$5,562
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$3,632
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,289
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$44,935
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$64,288
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$265,705

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

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

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

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').