

2019 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 2019 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 14 August 2020 at 10:33 AM by Helen Watson (Principal)

The 2019 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 27 August 2020 at 12:48 PM by Robert Coghill (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 Woiewurong aborigines to the northeast and the Wothowurong to the southwest.

The school's purpose is to develop aspirational and optimistic students who have the academic and social foundations to become responsible citizens. The School Wide Positive Behaviour Support framework underpins the school's philosophy. Our school values are Respect, Responsibility, Care and Aspiration. As a school, we endeavour to apply these values in our everyday dealings with each other and in the development of our programs and policies.

The 2019 school enrolment was 320 students. The overall socio-economic profile of the school is low. This is based on the school's Student Family Occupation and Index (SFOE). The school population is predominantly English speaking but also has students from a range of cultural backgrounds including refugees, asylum seeking and international students. 26% were EAL (English as an Additional Language) students and 6% were Aboriginal and Torres Strait Islander students. Five students were living in out of home care. The school has observed increasing mobility of students and families with transfers in and out rising.

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 school employed 1 Principal, 1 Assistant Principal, 2.5 Leading Teachers, 1 Learning Specialist, 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. Eight new staff commenced at the school due to staff relocating to other locations or overseas.

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 playgroup focussed heavily on oral language development.

Framework for Improving Student Outcomes (FISO)

In 2019, the school focussed on the following FISO dimensions - Excellence in Teaching and Learning: Evidence Based High Impact Teaching Strategies and Curriculum Planning and Assessment; Positive Climate for Learning: Empowering Students and Building School Pride; and Professional Leadership: Building Leadership Teams and Instructional and Shared Leadership. The school continued to fully implement the Victorian Curriculum in all areas of learning. An educational consultant was engaged to work with staff and teams to develop a Guaranteed and Viable Curriculum in Reading. Our Curriculum, Planning and Assessment Leaders worked regularly with Chris to develop a school wide Reading G&VC document, as well as, a planning document to ensure consistency across the school. CPALs also received some group and individualised coaching to assist them in their role of leading their Professional Learning Team. Teams worked collaboratively using the School Wide Instructional Model to ensure that all student needs were being addressed and monitored. Two Learning Specialist positions were also filled – in Mathematics and English. There was a focus on the School Wide Instructional Model, Learning Intentions, Success Criteria, student learning goals and feedback.

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. A review of the MAPPEN program was undertaken and will continue to be used by staff to develop Inquiry Learning for all year levels.

The project work on Feedback that the school was undertaking as a member of the University of Melbourne Network of Schools (UMNOS) was completed. The team presented their 3-year project work at a formal presentation.

The Attitudes to School Survey showed a positive response from year 3-6 students for 'Effective Teaching Time' and 'Attitudes towards Attendance' which increased by 5%. The school will begin the process to implement the Respectful Relationships program in 2020.

Achievement

The School Performance report shows that our NAPLAN Learning Gain Year 3 - Year 5 reading and numeracy data has remained relatively stable from the previous year with the majority of students showing medium growth however there was a slight drop in the percentage of students making high gain growth from the previous year. Unfortunately, we did not achieve our AIP high growth target in reading. In writing, there was a substantial percentage of students making medium growth with a reduction of students making low growth. The number of year 3 students in the top 2 bands for writing also increased from 28% to 43%. The spelling data shows a substantial increase in medium growth from the previous year at 57.5% with a reduction in low and high growth data. The most disappointing results were for Grammar and Punctuation which showed a substantial decrease in high growth and an increase in low growth. In numeracy, the data shows a decrease in both low and high gain growth with an increase in medium growth. It is clear that we need to increase the number of students operating in the top 2 bands in Reading, Writing and Numeracy and continue to increase the number of students making high learning gain. The year 3 data shows improvement in reducing the number of students making low gain across the English domains and Numeracy however we need to examine ways we can continue this trend in year 5.

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 above similar schools.

In 2019 the school worked with a teaching partner through the Differentiated Support for School program to improve planning in literacy. The school also worked with a consultant to develop our Guaranteed and Viable Curriculum in Reading. Two Learning Specialist positions were filled in English and Mathematics to help drive the work in 2020.

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. The Levelled Literacy Program continues to support students who require literacy assistance.

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 the 'Attitudes towards Attendance' in the Student Attitudes to School survey which saw a positive increase of 5% from 85% in 2018 to 91% in 2019. There are still concerns when comparing our average number of student absence days with similar schools as we still have a high proportion of families who tend to travel during school time for extended family holidays. Our average number of absence days (4 year average) has decreased by 2.7% in comparison to 2018.

All year levels have an attendance rate of 90% or above with the exception of our year 3 and 6 students which are slightly below at 89% and 87% respectively.

The Student Attitude to School Survey (2019) shows that we have maintained our result for Effective Teaching Time at 89% which is 1% below our AIP goal target to 'Develop student engagement and agency in their learning'.

The Student Attitude to School Survey data shows that our year 4 students were highly positive and engaged with school and their learning across the majority of the domains in comparison to our year 5 and 6 students where gender and year level inconsistencies were also evident in some survey factors. The 5-6 cohort encountered a number of unexpected disruptions throughout the year which would have impacted on the survey results. An increased number of enrolments at the start of the year required an additional 5-6 grade to be established mid-way through term 1 after grades were settled. Having to replace a teacher unexpectedly mid-year proved to be difficult and took some time to find a permanent replacement. Teachers worked with the students to identify the areas of improvement and implementation strategies. Staff also analysed the data and developed action plans for implementation. Junior School Council Sub Committee groups were established with all year 5-6 students participating and determining action projects.

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.

High Impact Teaching Strategies (DET 2017) continue to guide the approach to student engagement and Amplify (DET 2018) will continue to 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 wellbeing programs. The Peaceful Kids Program targets students in a small group setting who have experienced trauma and high levels of anxiety.

The School Wide Positive Behaviour Support (SWPBS) initiative is well embedded within the school as well as the collection of classroom and school yard incident data. The analysis of the data guides and supports decision-making processes to develop and implement appropriate wellbeing strategies. The SWPBS initiative ensures that school-wide expectations are addressed through class matrices and school reward structures. 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. The school actively works with a range of external medical and wellbeing practitioners to support students with additional learning and behavioural needs.

In 2019, the percentage of positive endorsement in the Attitudes to School Survey (AToSS) in the factor area of Sense of Connectedness was slightly below the State and in comparison to similar schools. However, our 3-year percent average in positive endorsements was above the State and the State median. Having some staffing instability within the 5-6 cohort during the year would have impacted on the students' sense of connectedness. Further examination of the data with the students will guide our future work.

The Management of Bullying factor in the AToSS showed that our school's percentage of positive endorsement was slightly above the State median and was similar to comparison schools. The year 4 cohort and the year 5 female results were very positive.

The school recognises and is working towards improved results in School Connectedness and Managing Bullying through the planning and implementation of a number of strategies. In 2020, the school will commence the implementation of the DET Respectful Relationships program and will work towards aligning SWPBS and the Berry Street Education Model with this program. Teachers continue to implement the Childwise Personal Safety program across the school. The school also undertakes early assessments of students to gain further assistance where possible. We also engage with the Koorie Engagement Support Officer to support K&TSI students and families. Education Learning Plans and Student Support Group Meetings are provided and conducted for appropriate students such as those living in Out of Home Care arrangements.

Financial performance and position

The school finished the year with a surplus. 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. Some funds have also provided additional ES support hours in classrooms. Funds have continued to be used to upgrade ICT facilities, in particular the provision of class sets of iPads as part of a 3 year resource plan. Funds have also been used to increase teacher capacity to improve student outcomes and to work as a Professional Learning Community. Chris Egan worked with teams and CPALs to develop curriculum and the leadership skills of

CPALs. 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. Funds were used to complete the painting of classrooms, replace all the carpet in rooms 1-13 and the adjoining shared spaces and to repair the prep sandpit.




For more detailed information regarding our school please visit our website at
<http://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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 320 students were enrolled at this school in 2019, 157 female and 163 male.

26 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Similar </p> <p>Below </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below </p> <p>Similar </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>56%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>59%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>58%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>50%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	56%	12%	Numeracy	22%	59%	20%	Writing	23%	48%	30%	Spelling	18%	58%	25%	Grammar and Punctuation	33%	50%	18%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> <td>91 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	91 %	89 %	91 %	91 %	87 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	91 %	89 %	91 %	91 %	87 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,928,440	High Yield Investment Account	\$184,676
Government Provided DET Grants	\$642,959	Official Account	\$3,648
Government Grants Commonwealth	\$2,720	Other Accounts	\$18,137
Revenue Other	\$7,196	Total Funds Available	\$206,460
Locally Raised Funds	\$130,149		
Total Operating Revenue	\$3,711,464		
Equity¹			
Equity (Social Disadvantage)	\$747,943		
Equity Total	\$747,943		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,806,144	Operating Reserve	\$131,352
Books & Publications	\$1,712	Other Recurrent Expenditure	\$4,810
Communication Costs	\$4,805	Provision Accounts	\$9,000
Consumables	\$63,763	School Based Programs	\$3,416
Miscellaneous Expense ³	\$405,298	Funds for Committees/Shared Arrangements	\$3,992
Professional Development	\$24,825	Maintenance - Buildings/Grounds < 12 months	\$75,793
Property and Equipment Services	\$170,407	Total Financial Commitments	\$228,362
Salaries & Allowances ⁴	\$123,638		
Trading & Fundraising	\$20,108		
Utilities	\$34,768		
Total Operating Expenditure	\$3,655,468		
Net Operating Surplus/-Deficit	\$55,996		
Asset Acquisitions	\$17,460		

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

(2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

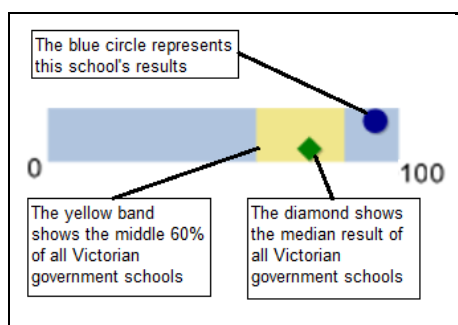
Engagement

- student attendance and engagement at school
- 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)
- 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).

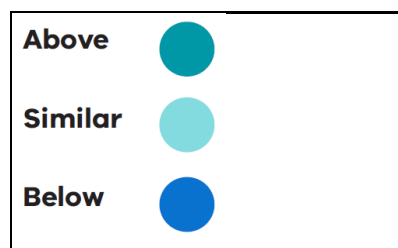


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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 their first 11 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').