

2020 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 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 20 April 2021 at 09:21 AM by Helen Watson (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 20 April 2021 at 12:36 PM by Paul Lowery (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

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 First Nation's people to the northeast and the Wothowurong First Nation's people 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 school is currently integrating the Respectful Relationships program into all areas.

The 2020 school enrolment was 321 students, 168 males(52%) and 153 females (48%). 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. 21% are EAL students(English as an Additional Language) and 7% are Aboriginal and Torres Strait Islander students. Nineteen languages are spoken in the community. Nine students are 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 and Physical Education.

The school employed 1 Principal, 2 Assistant Principals, 1.4 Leading Teachers, 2 Learning Specialists, 18.4 Classroom teachers and 5.6 Education Support Staff. ES staff support PSD students and other non-funded students in classrooms and through the Levelled Literacy Intervention program.

The school has invested heavily in the use of speech pathologists and occupational therapists to address the very low entry standards of our students. These and other supports were continued throughout remote and flexible learning. Flexible and Online learning during the two lockdown periods proved very challenging for many families. The return to onsite learning was challenging for many students and families and the school focussed on engagement, well being and social and emotional skills.

Framework for Improving Student Outcomes (FISO)

At the beginning of 2020, 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 planned to fully implement the Victorian Curriculum in all areas of learning. This became very challenging during the remote and flexible learning periods. Throughout the lockdown periods, teachers focussed on Literacy and Numeracy using Google Classroom as a platform. The school distributed 120 iPads to students, engaged interpreters regularly and supplied hard copy materials where necessary. Onsite learning was also supplied for eligible students. Intervention programs continued and all families were contacted weekly.

The work that was done to complete a Guaranteed and Viable Curriculum in Reading enabled teachers to focus the work in that area.

Teachers completed professional learning provided by DET and the SWV Region and were able to continue to implement some initiatives. Due to COVID-19 we were unable to proceed with our professional learning to build the capacity of leadership teams. This will now be carried over to 2021.

In term 4 staff undertook further professional learning for future implementation of Sounds Write and Colourful Semantics for Prep to 4 students. A review of the MAPPEN program was undertaken and it will continue to be used by staff to develop Inquiry Learning for all year levels.

The school began the process to implement the Respectful Relationships program in 2020.

Achievement

Extended periods of remote learning due to the COVID 19 pandemic impacted the curriculum plans that were made for 2020. Teams kept the AIP goals active but were challenged due to remote learning. Teacher judgement of student achievement in English and Mathematics indicate the percentage of students achieving at or above expected standard is below similar school and state levels. End of year assessments showed that our target of all students achieving at least 12 months growth was not achieved. Individual Education Plans are in place for Koorie, PSD and Out of Home Care students. The Victorian High Ability Program for selected students in grade 5 and 6 in Mathematics and English has commenced and will continue in 2021. Staff have accessed professional learning on the new EAL curriculum. Extensive support was offered to EAL families facilitated through the frequent use of interpreters. The Guaranteed and Viable Curriculum-Reading document has been implemented with some modification due to remote learning. Planning documents indicate that it is being used consistently in all teams across the school including specialists. The school continues to undertake early assessments of students and gain further assistance where possible. Speech Pathology, Occupational Therapy (school funded) and the Levelled Literacy Program continued on site and through remote learning to support students who required assistance. Plans to implement the 2021 Tutor Learning Initiative commenced in Term 4. Survey, discussions and student data clearly indicate that a major focus and action for 2021 will be the High Impact Teaching Strategies of Setting Goals, Structuring Lessons and Differentiated Teaching.

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. The switch to remote and flexible learning was incredibly challenging for our diverse school community, seeing an increase in chronic absenteeism in 2020, as some families struggled to adjust to online learning. The school distributed 120 iPads and 15 portable internet devices in order to support families with limited access to the technology required for online education. Despite all the challenges of remote and flexible learning, the average attendance rate for 2020 was 89.07%, a small increase from 2019 average attendance rate of 88.52%. The return to on-site learning later in the year in Term 4 saw an improved attendance rate, averaging 90.25%. As Manorvale Primary School is the central community hub for many families, engagement with families during remote and flexible learning proved challenging. We focussed on maintaining regular communication between school and home for all families with regular phone calls, emails, 1:1 video calls and whole class virtual classes. In 2021, Manorvale Primary School will focus on strengthening and embedding a school-wide approach to communication with families, incorporating many of the new forms of communication established during remote and flexible learning. The school has well established School-Wide Expectations for what the physical classroom/learning environments look, feel and sound like. These expected behaviours were quickly extended into the remote and flexible learning environment. The school values of 'Respectful, Responsible, Caring and Aspiring', set the standard for student and staff behaviour and interaction in all learning environments. 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 School Wide Positive Behaviour Support (SWPBS) initiative is well embedded and is the framework for our school's wellbeing structure. Our Tier 1 universal wellbeing supports consisted of continuing work with the Berry Street Educational Model (BSEM), establishing a consistent approach to trauma informed teaching and learning. In 2021, we aim to have all staff complete further professional development in trauma-informed education to further embed these strategies. In 2020, Manorvale Primary School commenced the Respectful Relationships (RR) initiative to promote and model respect and equality and to teach our children how to build healthy relationships, resilience and confidence. This commenced in Term 1 with all staff completing professional development on this initiative. In the switch to remote and flexible learning, the RR curriculum was adjusted for online learning, however we were unable to complete all units within this curriculum. In 2021, we aim to continue with further professional development to fully embed RR into our school

curriculum. Teachers continue to implement the ChildWise Personal Safety program across the school to empower students and hear their voice in decision-making.

Our Tier 2 targeted supports consisted of regularly engaging with our Koorie Engagement Support Officer to ensure the best learning outcomes for our Koorie and Torres Strait Islander students (KTSI), and assisting families to actively engage with a range of external health and wellbeing practitioners to support students with additional learning and behavioural needs. Our continued partnership with The Smith Family saw 141 of our students being sponsored through the Learning for Life scholarships in 2020.

Our Tier 3 individualised supports consisted of Individual Education Plans, Student Support Group meetings and Behaviour Support Plans for individual students who required additional support with their education, in particular our KTSI students and students living in Out of Home Care.

The wellbeing support structures required significant adjustments in the transition to remote and flexible learning. During this time, teachers made regular calls to families not only to monitor educational engagement of students but also the wellbeing of the student and the family. Remote and Flexible learning programs were adjusted based on the students needs and parent feedback. We conducted several parent/carer surveys during remote learning to monitor how students and families were coping and adjusted our approach in response to this. Our survey indicated that 77.14% of families believed the amount of work being provided to students was “just right”, and 82.35% believed the difficulty of the work was “just right”. This data was vital in understanding that we were not overloading families during this time.

Manorvale Primary School did not participate in the 2020 Student Attitudes to School survey upon the return to on-site learning for students as we believed this was not vital in supporting the difficult transition back to school.

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 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. During the period of remote and flexible learning these resources were provided to students. Under the Bridging the Digital Divide initiative those devices were cleaned and returned to students.

Funds have also been used to increase teacher capacity to improve student outcomes and to work as a Professional Learning Community. The use of digital platforms became a focus. Reducing barriers to participation in school has also been a focus with some programs being subsidised and reducing parent contributions unchanged.

Because of the lockdown periods some planned events did not take place including swimming, camps and excursions. The canteen and breakfast club did not operate beyond term 1. No major fundraising activities could be held. School facilities were not able to be hired and the Out of School hours care program did not pay fees for some part of the year.

The school has continued to improve the processes for program budget arrangements enabling efficiency and accountability. The School Maintenance Plan was completed and funds allocated to for maintenance were spent appropriately once workers were permitted back onsite.

For more detailed information regarding our school please visit our website at
<https://www.manorvaleps.vic.gov.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 318 students were enrolled at this school in 2020, 155 female and 163 male.

27 percent of students had English as an additional language and 6 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.

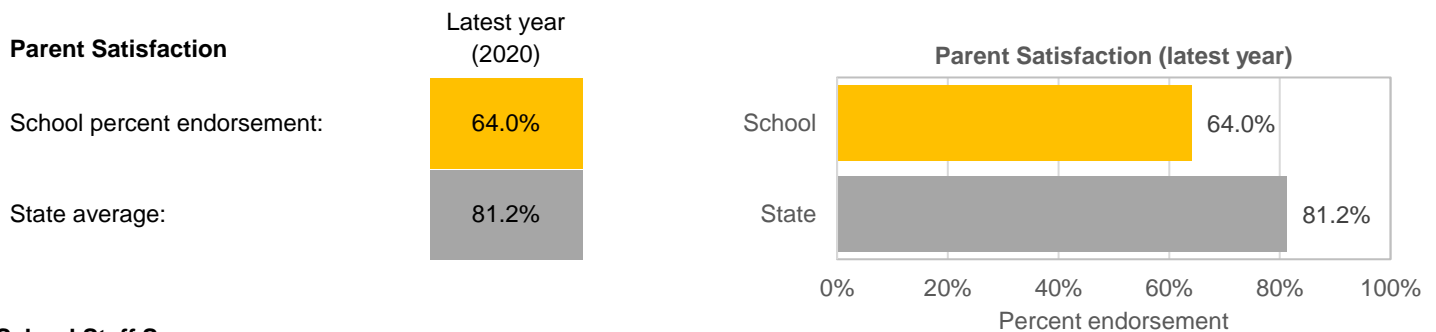
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

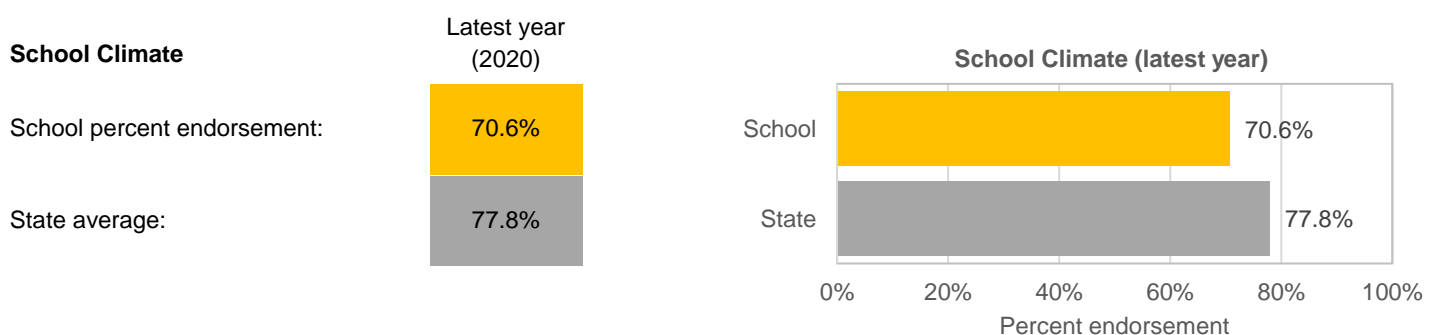


School Staff Survey

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:

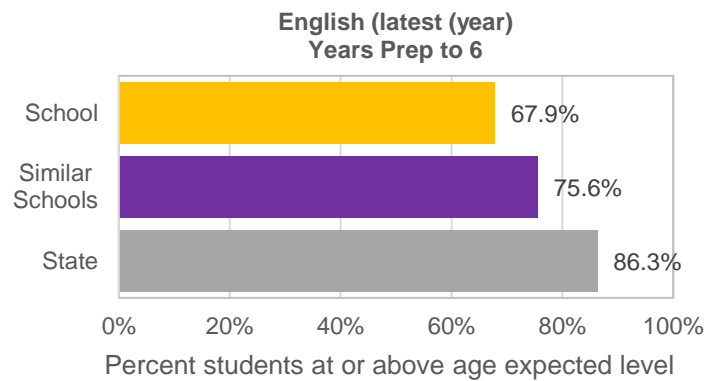
67.9%

Similar Schools average:

75.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

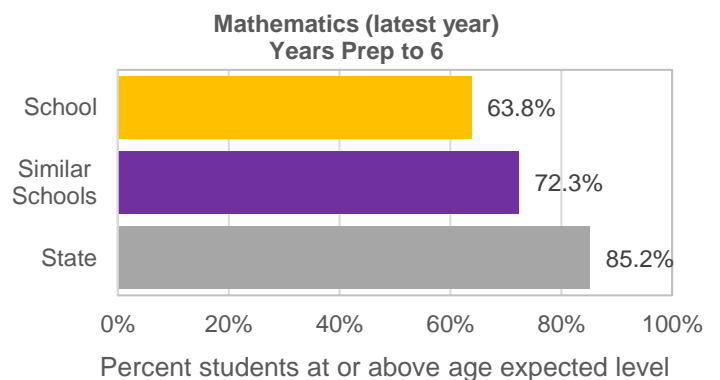
63.8%

Similar Schools average:

72.3%

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

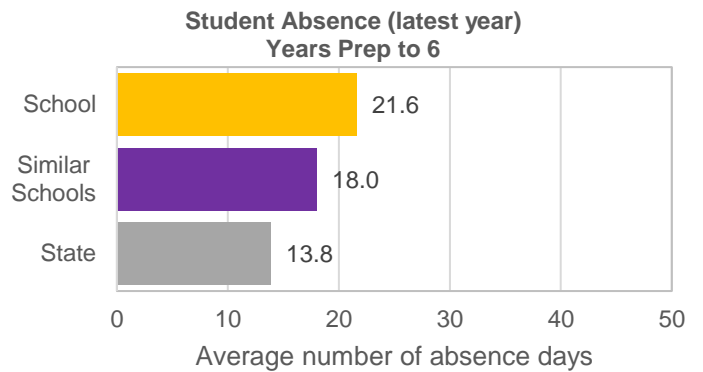
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.6	19.0
Similar Schools average:	18.0	18.1
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):	91%	87%	87%	90%	88%	89%	90%

WELLBEING

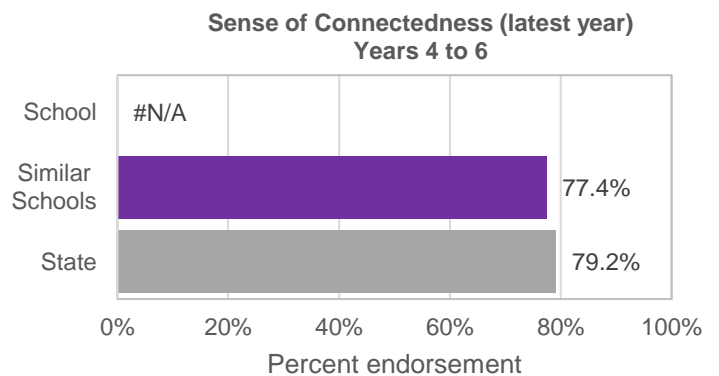
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	81.8%
Similar Schools average:	77.4%	79.2%
State average:	79.2%	81.0%



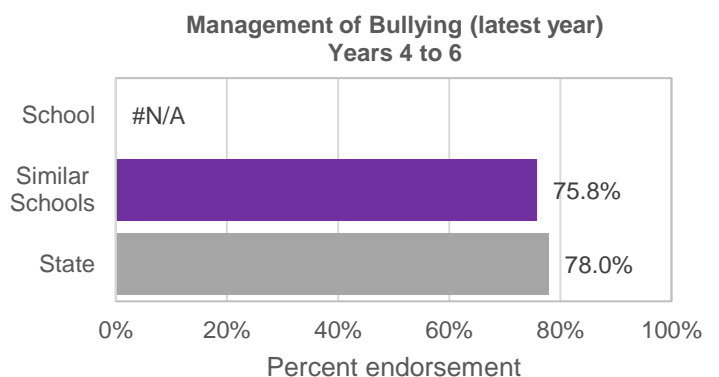
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	84.6%
Similar Schools average:	75.8%	78.7%
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	\$3,029,725
Government Provided DET Grants	\$710,474
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$2,936
Locally Raised Funds	\$58,536
Capital Grants	NDA
Total Operating Revenue	\$3,801,671

Equity ¹	Actual
Equity (Social Disadvantage)	\$657,943
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$657,943

Expenditure	Actual
Student Resource Package ²	\$2,962,060
Adjustments	NDA
Books & Publications	\$2,192
Camps/Excursions/Activities	\$3,864
Communication Costs	\$4,441
Consumables	\$39,139
Miscellaneous Expense ³	\$33,673
Professional Development	\$6,368
Equipment/Maintenance/Hire	\$52,589
Property Services	\$60,130
Salaries & Allowances ⁴	\$71,738
Support Services	\$249,567
Trading & Fundraising	\$6,448
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,021
Total Operating Expenditure	\$3,526,231
Net Operating Surplus/-Deficit	\$275,440
Asset Acquisitions	\$91,772

- (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	\$285,774
Official Account	\$20,754
Other Accounts	\$19,237
Total Funds Available	\$325,764

Financial Commitments	Actual
Operating Reserve	\$88,014
Other Recurrent Expenditure	\$3,616
Provision Accounts	\$9,000
Funds Received in Advance	\$81,201
School Based Programs	\$28,587
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$3,509
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$16,566
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$230,493

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.