

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2023 at 10:25 AM by Helen Watson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 09:30 AM by Paul Lowery (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## 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 Berry Street Education Model and Respectful Relationships program into all areas. The 2022 school enrolment was 306 students, 169 males (55%) and 137 females (45%). The overall socio-economic profile of the school is low. This is based on the school's Student Family Occupation and Index (SFOE). 53% of our students are disadvantaged.

The school population is predominantly English speaking but also has students from a range of cultural backgrounds including refugees, asylum seeking and international students. 30% 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 were living in Out of Home Care arrangements. 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 Visual Arts, Languages: Italian and Physical Education. The school employed 1 Principal, 2 Assistant Principals, 0.5 Leading Teacher, 2 Learning Specialists, 18.6 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 engaged 3 teachers to implement the Tutor Learning Initiative from terms 1 -3 with a focus on Numeracy. The school has invested heavily in the use of speech pathologists and occupational therapists to address the very low entry standards of our students. Diminished oral language skills have been an obvious problem.

The school underwent a review during terms 2 and 3. Improved student outcomes in Literacy and Numeracy remain a focus. Further work to develop student voice and agency will continue with the intention of improving student engagement and connectedness to school and learning.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

#### Literacy

The AIP goals for English support and extension informed the school's work in 2022. Data was used to identify grade 1 and 2 students for the Levelled Literacy Intervention program which ran all year. Speech pathologists worked with teachers, education support staff and students to develop language skills and phonological awareness. High achieving students in years 3-6 attended the Melbourne Writers Festival which was particularly inspiring and motivating for our higher-level writers. The school continues to implement the *Guaranteed and Viable Curriculum for Reading*, which is based on the Victorian Curriculum. The *Sounds-Write* phonics program is followed for P-4 students for reading and spelling. *Colourful Semantics* is used in P-2 classes to explicitly teach sentence-level grammar. The *Smith Family* provided opportunities through the *One-to-One Program* for identified students to gain purposeful reading practice.

The number of students in the top two bands of NAPLAN Reading, declined in 2022 for both grades 3 and 5, which reinforces the need to continue intervention programs and to further develop quality differentiated teaching in 2023. The school uses the PAT Reading comprehension test annually to measure student growth. The 2021-2022 data shows an average growth just below expected levels with the exception of grade 1 and grade 4 cohorts, who had an average growth well above expected levels. Fountas and Pinnell Benchmark Assessments showed average growth across the school was at or just above expected level. Teacher Judgements for students' progress in writing averaged above the expected level in most year levels.

#### Numeracy

In 2022, our school had a strong emphasis on improving both the teaching and the learning of Numeracy. Key improvement Strategies and Actions focussed on building staff capacity to assess and teach numeracy and increasing the support for students working both below and above the expected levels of achievement. The staff engaged in a suite of professional learning 'The Big Ideas in Number' provided by the Mathematics Association of Victoria (MAV), targeting the teaching of numeracy. This is strongly supported by all teaching staff. Staff were also provided opportunities to make peer observations of outstanding and evidence-based

numeracy practice at different times throughout the year as well as undergoing research projects with a focus on the teaching of numeracy. An audit of numeracy teaching resources was undertaken for classroom-based resources and the data from that audit resulted in the purchase of much new teaching equipment. The Tutor Learning Initiative saw students, who met specific selection criterion, participate in quality small group tutor sessions on a regular basis throughout the school year. The NAPLAN goals for 2022 saw our students only 2% below the targeted 30% of top 2 band achievement in Year 3 whilst there was no improvement in achievement for the Year 5 students. The goal to have a minimum of 60% students achieving at or above the expected Victorian Curriculum Level according to Teacher Judgement was met with 66.6% at or above the expected level. During 2023, there will be a continuation of the professional learning provided by MAV. The school will also participate in a Community of Practice for Numeracy where further learning and collaboration amongst schools in our Network will provide support for further improvement of the capacity of teachers at our school to improve their numeracy teaching practice.

## Wellbeing

Manorvale Primary School implements a whole-school approach to student wellbeing and a multi-tiered system of wellbeing intervention. The school has identified a variety of evidence-based improvement strategies that were effectively implemented or further embedded into our day-to-day practice. Manorvale Primary School utilises FISO 2.0, placing learning and wellbeing at the center of school improvement. The school identified student behavioural and emotional support needs using the student check-in resource to identify students who may be at risk of social, emotional, and academic behaviours which may interfere with their learning. This data, along with Student Attitudes to School Survey, School Staff Survey, Parent Opinion Survey and our own Student Pulse Check questionnaire, informed the school's Health and Wellbeing initiatives across the school.

Manorvale Primary School's primary prevention/universal interventions (tier one interventions) help create a positive, inclusive and supportive school climate. They consisted of, School-Wide Positive Behaviour Support (SWPBS), Berry Street Educational Model (BSEMO), the Resilience, Rights and Respectful Relationships (RRRR) learning materials and Social Thinking. The School-Wide Positive Behaviour Support (SWPBS) initiative is well embedded within the school as well as the collection of classroom and schoolyard incident data using the school compass portal. The SWPBS initiative ensures that school-wide expectations are addressed through class matrices and school reward structures. The school-wide Matrix of expected behaviours linked to our school values was updated in 2022 and launched in Term 3. In 2022, the school expanded the Social Thinking program across the whole school. Social Thinking was previously used as secondary intervention for small groups, however, due to the success with students and positive uptake from staff, this was expanded across the whole school as a primary prevention. The team at SPLASH therapy ran several professional learning sessions for all staff on implementing the program and linking it within the existing wellbeing framework of the school. The BSEM continued to underpin our approach to supporting students with trauma-informed teaching practices. The school continued to implement the Respectful Relationships program across the school and incorporated the Childwise Personal Safety program within this.

Manorvale Primary School's secondary prevention/targeted interventions (tier 2) complement our universal interventions while providing additional support for our cohorts with specific needs or vulnerabilities such as students with disabilities, students from disadvantaged backgrounds, students living in Out of Home Care, Koorie students and students from a refugee background. These cohorts were also prioritized within our Tutor Learning Initiative (TLI) to further embed the link between learning and wellbeing. Our Individual interventions (tier 3) are designed for students who are identified as requiring intensive tailored support to engage positively in education. Supports for Individual and Targeted interventions were all done in consultation with our Health and Wellbeing Key Contact, Koorie Engagement Support officer, Visiting teacher or external supporting agencies such as Child Protection. These supports include Student Support Group meetings, Behaviour Support Plans, Individual Education Plans, Safety Plans and Mental Health plans.

In 2022, the percentage of positive endorsement in the Attitudes to School Survey (AToSS) in 'Sense of Connectedness' was 67.0%, this was below that of similar schools (74.6%) and below the State (79.5%). This result is our lowest on the past 5 years. Prolonged periods of remote and flexible learning may have had an impact on students' sense of connectedness and the school must address these concerns moving forward. The percentage of positive endorsement in AToSS in 'Management of Bullying' was 66.1% this was below that of similar schools (73%) and below the State (75.8%).

## Engagement

The average number of student absence days in 2022 was 24.7 which was markedly below similar schools and slightly above the state average which was at 23.3. The four-year average was 20 and once again, below similar schools and 3 days higher than the State average. Once COVID-19 restrictions eased many families took the opportunity to travel overseas and reunite with relatives. The school contacted and supported families to manage absenteeism and liaised with the DoE to manage chronic absenteeism with varying degrees of success. Student illness also contributed significantly to student absences.

The school implemented a range of curriculum events to increase student engagement focussing particularly on hands on and creative experiences such as the Green Hats workshop, Mini Boss Solve It! and The Lab, Victorian Space Science Education Centre, Scienceworks, Ecolinc etc. We also accessed programs in Music, Performing Arts and Visual Arts offered by the National Gallery of Victoria and the Arts Centre. All year levels organised incursions and excursions to maximise student experiences once schools returned to fulltime onsite operations.

The Student Excellence program provided many students with opportunities to be engaged on-line with students from other schools in a range of curriculum programs including English, Maths, Science, Technology, and the Arts. The Victorian High Ability Program also provided opportunities to challenge and extend the high performing students in English and Maths.

Working alongside The Smith Family, students in years 5-6 participated in the Kidpreneur curriculum program that allowed them to work collaboratively to create a business and see it to fruition from generating an idea to selling their product at a school marketplace. Positive feedback was received from the students as it provided student voice and agency throughout the whole process and experience. This program will continue to operate biennially.

Student voice and agency experiences were heavily based around student learning goal setting and the work of the Junior School Council. A greater focus on student voice and agency will occur in 2023 as well as resetting our focus with The Berry Street Education Model to support student learning and Wellbeing.

## Financial performance

The school ended the year with a higher than expected surplus largely due to the challenge of staffing all positions. Equity funds were used to support student participation, build teacher capacity to improve student learning and provide additional paramedical support; speech pathology and occupational therapy.

During the second semester the school undertook and Agreed upon Audit having completed the same process in 2021. Again the school was deemed satisfactory, the highest ranking.

The school continues to need to spend considerable funds on building repairs usually in relation to the very poor state of the roof. Using locally raised funds most of the administration block was painted. Prior to the state election in November a promise was made by both major parties to provide \$12M to upgrade the school in 2023. We look forward to that process beginning in 2023.

Local fund raising was limited as the Parents' Club has struggled to get supporters and to run traditional events however they persisted and were able to raise some funds. They supported the provision of a school sunhat for all Prep students.

The school was successful in receiving a grant to install additional shade cloth for an outdoor classroom.

The School Council supported the decision to stop charging families for material costs. Voluntary donations were sought to support of the specialist programs and contributions of the tax deductible Building and Grounds and Library funds.

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

# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 306 students were enrolled at this school in 2022, 137 female and 169 male.

29 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

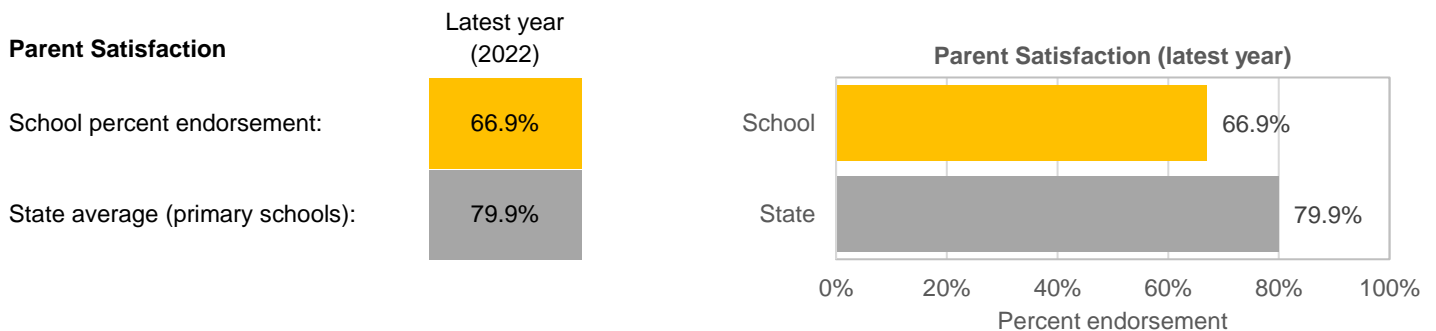
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

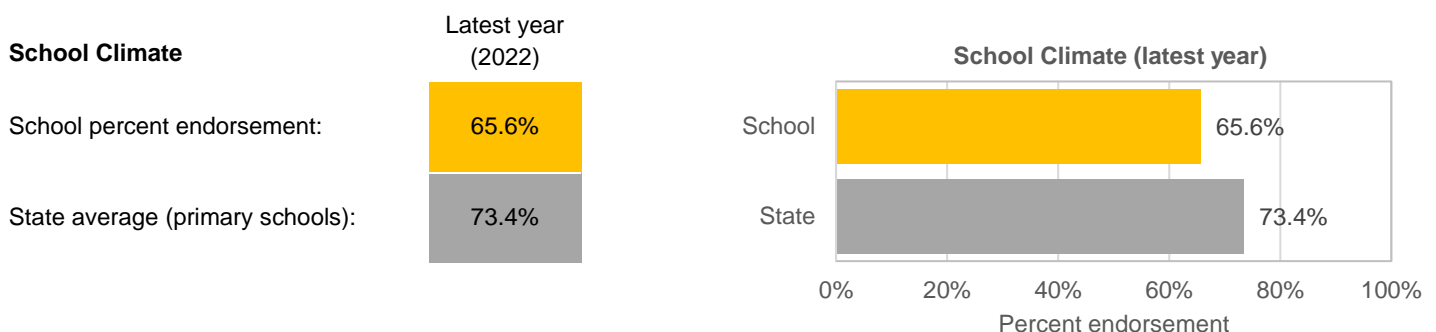


### School Staff Survey

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.



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

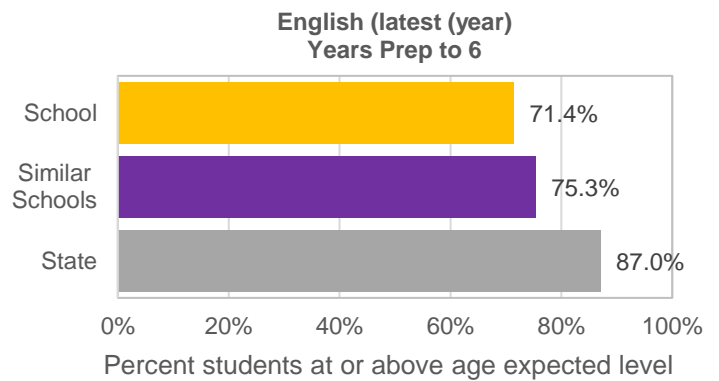
71.4%

Similar Schools average:

75.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

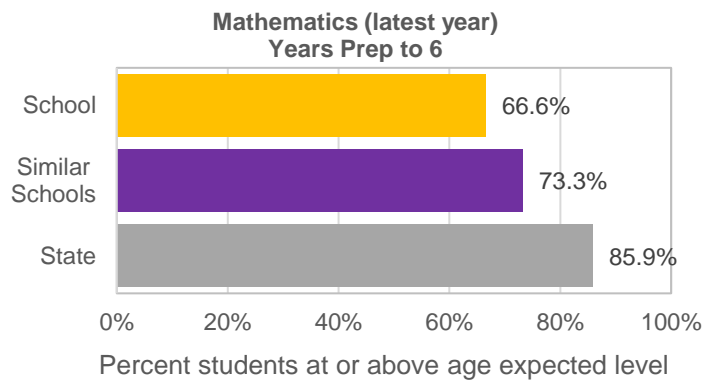
66.6%

Similar Schools average:

73.3%

State average:

85.9%





## LEARNING (continued)

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

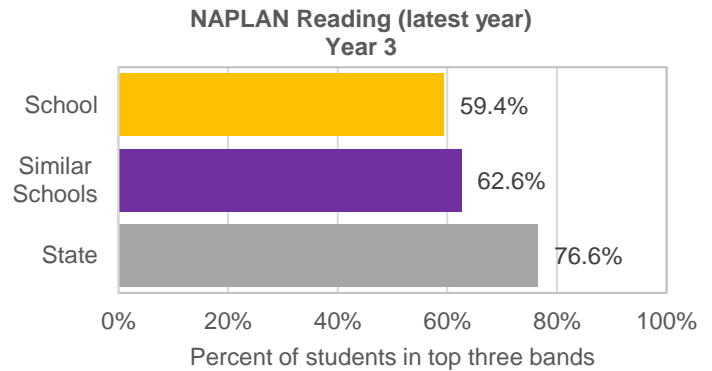
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

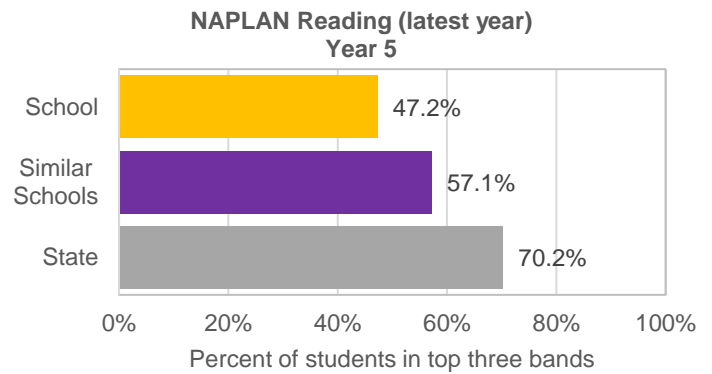
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.4%	63.8%
Similar Schools average:	62.6%	65.2%
State average:	76.6%	76.6%



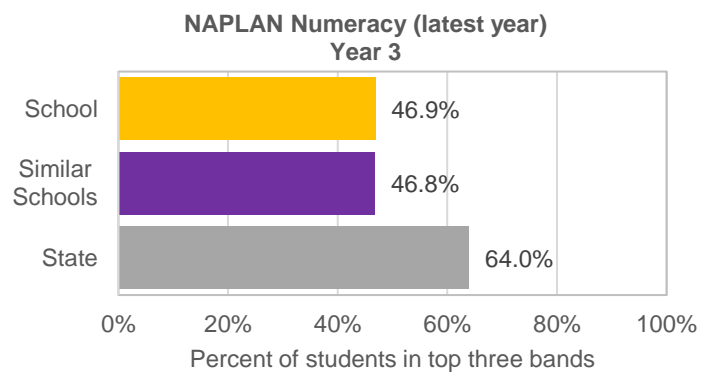
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.2%	50.4%
Similar Schools average:	57.1%	55.8%
State average:	70.2%	69.5%



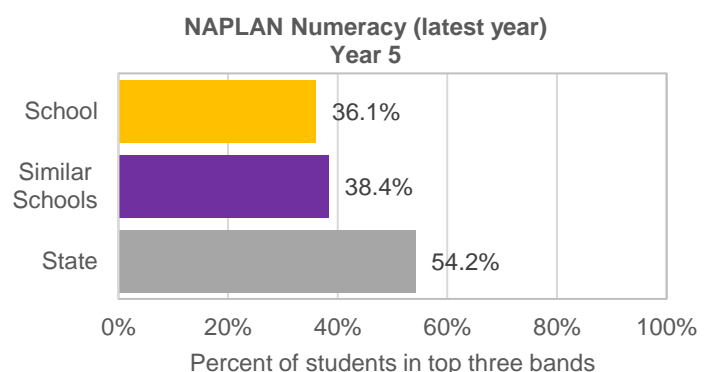
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.9%	47.3%
Similar Schools average:	46.8%	50.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.1%	41.6%
Similar Schools average:	38.4%	41.9%
State average:	54.2%	58.8%



## WELLBEING

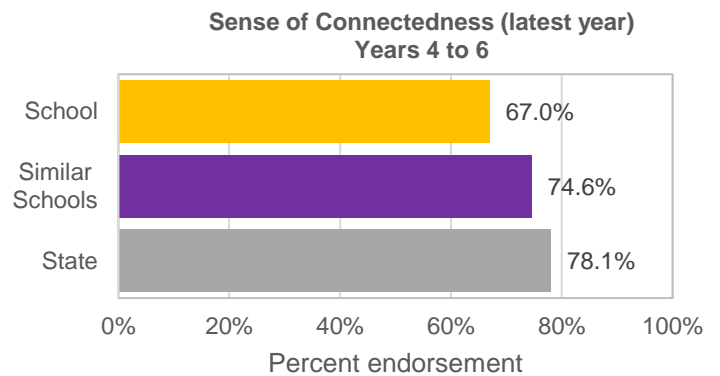
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.0%	74.7%
Similar Schools average:	74.6%	77.4%
State average:	78.1%	79.5%

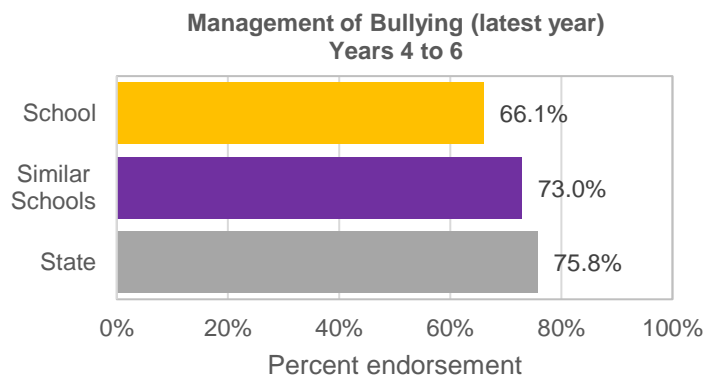


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	66.1%	76.5%
Similar Schools average:	73.0%	76.6%
State average:	75.8%	78.3%



## ENGAGEMENT

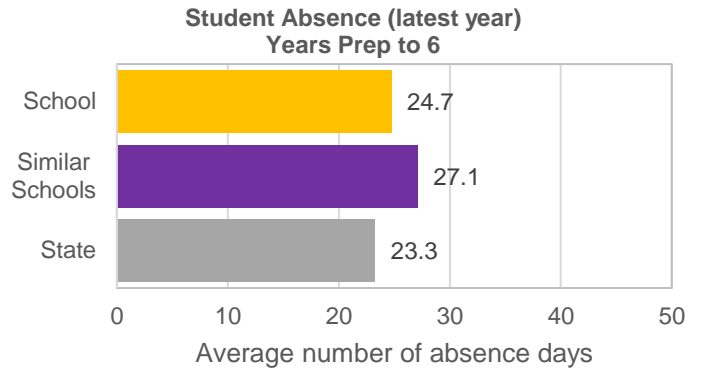
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.7	20.0
Similar Schools average:	27.1	21.0
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	88%	90%	88%	86%	89%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,371,578
Government Provided DET Grants	\$620,969
Government Grants Commonwealth	\$630
Government Grants State	\$0
Revenue Other	\$14,441
Locally Raised Funds	\$78,082
Capital Grants	\$34,409
<b>Total Operating Revenue</b>	<b>\$4,120,109</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$675,569
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$675,569</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,187,830
Adjustments	\$0
Books & Publications	\$4,078
Camps/Excursions/Activities	\$35,518
Communication Costs	\$5,822
Consumables	\$43,626
Miscellaneous Expense <sup>3</sup>	\$59,567
Professional Development	\$7,625
Equipment/Maintenance/Hire	\$41,568
Property Services	\$79,509
Salaries & Allowances <sup>4</sup>	\$116,700
Support Services	\$244,984
Trading & Fundraising	\$6,573
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,301
<b>Total Operating Expenditure</b>	<b>\$3,866,703</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$218,997</b>
<b>Asset Acquisitions</b>	<b>\$49,787</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$438,410
Official Account	\$26,290
Other Accounts	\$21,659
<b>Total Funds Available</b>	<b>\$486,358</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$104,445
Other Recurrent Expenditure	\$22,074
Provision Accounts	\$9,000
Funds Received in Advance	\$5,669
School Based Programs	\$96,403
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,224
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$27,687
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$269,501</b>

*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.*