2018 Annual Report to The School Community

School Name: Montmorency Primary School (4112)

THE EDUCATION STATE

- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 19 March 2019 at 12:37 PM by Janene Worsam (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 02:35 PM by Kirsty Leahy (School Council President)

VICTORIA State Government | Education and Training

About Our School

School context

Montmorency Primary School is a thriving school set at the top of the Montmorency Shopping Village. We have a long tradition of educational excellence in teaching and learning. Our aim is "To provide a safe, supportive and positive environment embodying quality learning opportunities in order to maximise academic, social and community potential." We provide a child-centred curriculum that ensures our students develop skills that will enable them to thrive emotionally, socially and academically. Students are encouraged to be creative, inquisitive and committed to achieving their personal and academic goals. They are empowered to make choices that will impact their learning in a positive way. Our school values of "Respect, Learning, Friendship and Safety" are central to the culture of our school and provide a strong framework for our students, staff and school community, to flourish.

In 2018, Montmorency Primary had an enrolment of 295 students and continues to grow steadily in numbers whilst maintaining a commitment to small class sizes and excellent teacher to student ratios. In 2018 there were 13 grades, comprising of three Foundation classes, five Year 1/2 classes, three Year 3/4 classes and two Year 5/6 classes . Teachers are experienced and enthusiastic and are supported by the Montmorency community. The school has specialist programs in Visual Arts, Performing Arts, Physical Education and Japanese. Our well-established Stephanie Alexander Kitchen Garden Program (SAKG) complements our hands-on learning approach. We provide Kitchen and Garden classes across all year levels. STEM activities (Science, Technology, Engineering and Maths) relating to the Victorian curriculum promotes real-life, active learning experiences. Our "Flying Start" program for preschool-aged children is highly successful and allows our future Foundation students to have a smooth transition to Montmorency Primary School.

A strong emphasis on a developmental approach to Literacy and Numeracy, along with outstanding specialist programs are supported by a range of engaging and enriching programs and extra-curricular activities both within and beyond the classroom. These include programs such as, Coding, Robotics, Choir, Lego Club, Gardening Club, Pokemon Club, Yoga Club and numerous sporting activities and opportunities. Instrumental music tuition is offered during class time, lunch times and/or after hours for our students to learn keyboard, percussion, ukulele and guitar. We offer the GATEWAYS program to students who display strong potential in particular learning areas as well as participating in the Premier's Reading Challenge, Mathletics and Reading Eggs. Our learning spaces boast an abundance of spacious, contemporary and flexible teaching areas. We have a strong commitment to embedding Digital Technologies throughout our curricular areas and use technology to enhance and engage our students. Our school grounds provide students with fun, safe and varied play spaces. A successful Outside School Hours Care program and facility (CAMP Australia) is popular with families and complements our school. Our environmentally conscious school is working closely with Banyule Council and are well on our way to becoming an accredited five-star sustainable school.

Our parent community is a highly supportive and valued resource, providing expertise through School Council and its committees, supporting a range of programs throughout the school, developing community links and leading fundraising activities.Fundraising in 2018 enabled the purchase of new synthetic turf which is enjoyed by all students.

Framework for Improving Student Outcomes (FISO)

The School Strategic Plan 2015-2018 is clearly aligned to the Framework for Improving Student Outcomes with a specific focus on 'Excellence in Teaching and Learning' through building teacher capability. This is to ensure that our staff have the greatest impact on student learning. Our aim was to promote consistency of practice across the school, embedding the Instructional Model that was introduced in 2016. Professional learning focused on defining and implementing evidence based, high impact teaching strategies across the school. Peer observation practice took place throughout the year and proved to be highly effective in sharing an understanding of best practice. Staff participated and/or facilitated many professional development sessions throughout the year, building an instructional and shared leadership model. There has been an emphasis on building teacher capacity to utilise data and a range

of assessments to inform teaching and learning. A whole school writing program, Big Write and VCOP (Vocabulary, Connectives, Openers and Punctuation) is now embedded across all levels of the school. There has been significant emphasis in the area of student goal setting, moderation, data and assessment which will continue well into next year.

Achievement

Consistent with high expectations for individual student success, MPS continues to deliver best practice approaches with the aim to achieve outcomes at a level similar to and above State median. In NAPLAN in Year 3 Numeracy, the percentage of students in the Top 2 bands was 61%, compared to Similar Schools with 47%. Year 5 NAPLAN Reading data shows the percentage of students in the Top 2 bands was 52%, compared to Similar Schools with 48%. Teacher teams plan collaboratively to ensure that the curriculum is effectively differentiated to cater for individual student need. Collaborative teams are dedicated to curriculum development, innovation and implementation. The focus on teacher collaboration and collective responsibility ensures that the teaching is responsive to the specific needs and learning targets of our students. With a strategic focus on improving outcomes across all areas of the curriculum, the school will continue to develop and refine pedagogical practices to ensure that all students are engaged, supported and challenged in their learning.

Engagement

MPS recognises that high attendance at school impacts positively on student learning outcomes, and as such, is striving to establish a culture where attendance is the norm. Attendance data significantly improved in 2018. MPS continues to focus on empowering students to take greater responsibility for their own learning. The implementation of a range of initiatives and strategies supports our students to broaden their learning experiences and transfer knowledge and understanding into other domains. Goal-setting and self-evaluation are an important part of the learning process and students from Foundation to Year 6 became increasingly able in setting personal and academic goals. Our School Values underpin school-wide positive behaviour and well-being programs as each member of the community is aware of the agreed behaviours and expectations. Classes develop an agreement based around these values, ensuring all members work within the expectations to optimise learning. In Years 4 & 5, 'M Power' for girls, the 'Cool Boys' program and the Respectful Relationships initiatives, assisted our students with their sense of self and social skill development. An extensive array of enrichment and extra curricula programs ensures all students are able to participate in a range of learning activities and environments. These include a camping program for Years 3-6, a bi-annual Production, Student Leadership forums and many incursions and excursions at each level. Parent Education evenings were well attended in 2018 and continue to strengthen relationships between the school and home.

Wellbeing

In 2017, we were selected to be a Respectful Relationships Lead School. The work that has been undertaken since then has greatly improved our capacity to create a safe and harmonious learning environment for our students. Our staff follow the mandated DET Respectful Relationships curriculum and also use a Restorative Practice model with students to assist with conflict management or uncertainty. In 2018, extensive work around using a 'growth mindset' was undertaken in each classroom. Classes also participate in daily mindfulness activities, as well as regular 'gratitude' exercises. Children are taught and encouraged to use tools such as the 'Problem Solving Wheel' and all classes use 'Circle Time' as a forum for discussion.

Financial performance and position

Montmorency Primary School manages its budgets and staffing at a sustainable level which leads the school to be in a surplus. In 2018, we had a healthy collection rate of fees including the 'Essential Item' charge which contributed to our revenue. Equity funding was used to provide ongoing support in the form of an Intervention teacher, as well as enabling the purchase of further Literacy resources.

For more detailed information regarding our school please visit our website at
https://www.montmorencyps.vic.edu.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 295 students were enrolled at this school in 2018, 152 female and 143 male.

5 percent were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high
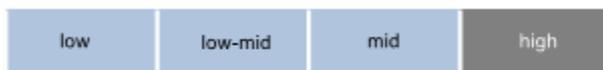
Parent Satisfaction Summary

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	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	⬤ Similar ◯ Lower

Performance Summary

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

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: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the 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'.	**Reading** 29 % / 52 % / 19 % Low / Medium / High **Numeracy** 38 % / 52 % / 10 % Low / Medium / High **Writing** 15 % / 60 % / 25 % Low / Medium / High **Spelling** 19 % / 71 % / 10 % Low / Medium / High **Grammar and Punctuation** 38 % / 57 % / 5 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ——————— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ——————— 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	93 %	93 %	94 %	93 %	91 %	91 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar Similar

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, 2018	
Revenue	**Actual**
Student Resource Package	$2,109,576
Government Provided DET Grants	$504,809
Government Grants Commonwealth	$7,472
Revenue Other	$3,958
Locally Raised Funds	$249,560
Total Operating Revenue	**$2,875,375**

Equity[1]	
Equity (Social Disadvantage)	$17,167
Equity Total	**$17,167**

Expenditure	
Student Resource Package[2]	$2,082,154
Books & Publications	$2,558
Communication Costs	$4,204
Consumables	$112,606
Miscellaneous Expense[3]	$117,998
Professional Development	$7,636
Property and Equipment Services	$218,026
Salaries & Allowances[4]	$155,920
Trading & Fundraising	$15,168
Travel & Subsistence	$81
Utilities	$26,921

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$206,016
Official Account	$577
Total Funds Available	**$206,593**

Financial Commitments	
Operating Reserve	$100,554
Funds Received in Advance	$4,500
School Based Programs	$25,539
Funds for Committees/Shared Arrangements	$14,000
Asset/Equipment Replacement < 12 months	$20,000
Capital - Buildings/Grounds < 12 months	$22,000
Maintenance - Buildings/Grounds < 12 months	$20,000
Total Financial Commitments	**$206,593**

Total Operating Expenditure	**$2,743,272**
Net Operating Surplus/-Deficit	**$132,103**
Asset Acquisitions	**$0**

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
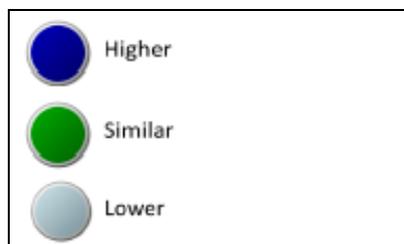
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').