

# 2022 Annual Report to the School Community

School Name: Montmorency Primary School (4112)



- 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 16 March 2023 at 09:11 AM by Janene Worsam (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 26 April 2023 at 08:34 AM by Nicole MacDonald (School Council President)

## How to read the Annual Report

---

### 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.

---

### 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
- 

### 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)

---

### 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.

'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 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

---

### 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 2022, Montmorency Primary had an enrolment of 420 students. In 2022 there were 18 grades, comprising of three Foundation classes, three Year 1 classes, three Year 2 classes, five Year 3/4 classes and four 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. 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. The wellbeing program at MPS is at the centre of all we do. Engaging our students through differentiated programs as well as supporting the development of a positive mindset within our children, is key to our success. 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 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.

---

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

#### Learning

Effective strategies have been used to raise achievement and improve learning growth in all subject areas. We have provided extensive PL that has addressed each student's individual needs. This has involved creating small groups based on student needs or implementing a differentiated instruction approach to meet the needs of all learners. There has been a focus on differentiated instruction which has involved tailoring instruction to meet the diverse needs of learners. This has included the provision of additional support to struggling students, offering extension activities to advanced learners and using a variety of instructional approaches to engage all learners.

There has been a focus on data to inform instruction: Upskilling staff to effectively analysing student data has been a focus throughout the four years. Teachers are able to identify areas of strength and areas that need improvement. Teachers are able to confidently use this information to create instructional plans that are tailored to the needs of individual students or small groups of students.

The implementation of evidence-based interventions such as Soundwaves, VCOP, Stages of Writing, Cafe Reading, Mini-Lit, Macq-Lit, Explicit Instruction, modelling and feedback have been shown to be effective for improving reading skills.

There has been a focus on building partnerships and collaborating with families: Teachers have involved parents and carers in the learning process by sharing student progress reports, providing tips for supporting learning at home and offering opportunities for family involvement in classroom activities.

#### Wellbeing

In 2022 Montmorency Primary School faced wellbeing challenges that were again, different to what we had experienced in 2021. Similarly to that in 2021, communication with families was a major focus for our work, with clear, transparent, and frequent community messaging. Montmorency Primary School continued to provide students with targeted health and wellbeing supports through the year, to promote resilience and a balanced approach to learning.

Our MPS community has a very strong sense of belonging and this results in a high level of engagement and investment in the success of the school. This has been fostered through a variety of means, including that of prioritising the wellbeing of the community during challenging times, prioritising school spirit events, cultural celebrations and simply creating a welcoming and inclusive environment. Our wellbeing program includes, The Resilience Project, Respectful Relationships, The Zones of Regulation, The Cyber Safety Project, student leadership days and student wellbeing days.

The strength in our community of teachers is notable as a result of the investment in staff wellbeing. It is of paramount importance that our teachers feel valued and supported and in doing so, they are more likely to provide quality education to students and be productive. Furthermore, happy teachers have a positive impact on the culture of the school, fostering an environment of collaboration, innovation and dedication. We have prioritised the offering of regular professional development that has given teachers the opportunity to improve their capability to effectively engage students through their teaching practices. We have ensured that there has been the provision of mental health support and resources to assist in the management of the stress and pressure of the job. We have invested in staff social events to foster positive relationships and increase collaboration and teamwork.

## Engagement

With the general community feeling supported and connected, there is a tangible sense of unity and strength within the school. Effective communication and collaboration has been the keys to this success. It is evident that parents, teachers and staff all communicate openly and regularly, working together to address issues and find solutions. Parental involvement is an important factor in creating a strong school community. We demonstrate that we value the active involvement of parents in their child's education and this takes many forms, from volunteering in the classroom to attending school events. Parental involvement has assisted in building a sense of shared responsibility.

Our staff seek to foster a growth mindset within our students and encourage them to believe that their intelligence and abilities can be developed through hard work, perseverance and learning from mistakes. This mindset has helped them to embrace challenges, persist in the face of obstacles and see failures as opportunities for growth.

We have actively encouraged creativity by providing opportunities for students to explore and express their creativity through various mediums such as art, music, writing or design. There has been a focus on providing authentic and relevant learning experiences to ensure that learning is connected to real-world problems and situations that our students can relate to.

Technology improvement has been significant. In 2021 we became a 1:1 device school; all students from Grades 3-6 now have a laptop device and access to the Google Classroom suite. Additionally, all students from F-2 now have access to 1:1 iPads. We have also developed and included ICT learning into all subject areas and have become a Cyber Safety School where we embed as well as teach explicit lessons on online safe practices and behaviours. The incorporation of technology in the classroom has enhanced learning and provided students with opportunities to engage in online research, collaborate with peers and create digital projects. There has been work in teachers providing ongoing feedback to students which has provided opportunities for them to reflect on their learning. The use a variety of assessment methods has allowed for student choice and provided multiple opportunities for students to demonstrate their learning.

---

## Financial performance

The school was able to judiciously monitor and effectively meet all budgetary requirements in 2022 and ensure DET financial guidelines were adhered to. At the conclusion of the 2022 school year, Montmorency had maintained a healthy financial position. During the year 260 Chromebooks and 10 charging trolleys were leased (\$115,264.00) via a 36-month lease through Equigroup, to boost the ICT program for the 3-6 years. After the appropriate tender process, a new 3 year contract with Camp Australia was negotiated which will now increase our revenue by \$120,000. per year. Significant improvement projects were carried out in preparation for the major capital works of the new STEM building in 2023, including dismantling and moving 2 large sheds, rotunda, playground equipment and SAKG garden. Our fundraising revenue was \$18,549 which went towards our Lily's Library upgrade The Annual surplus was \$138,000.

# 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 420 students were enrolled at this school in 2022, 216 female and 204 male.

4 percent of students had English as an additional language and NDP 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).

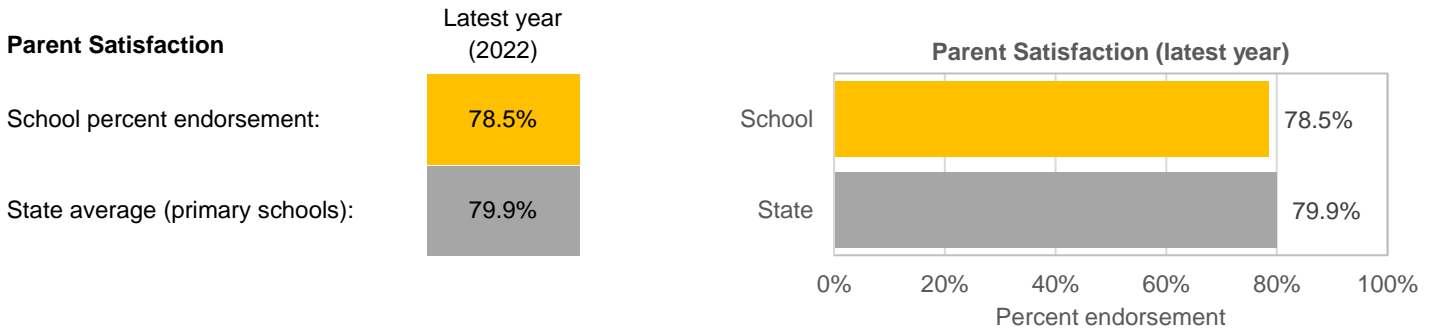
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

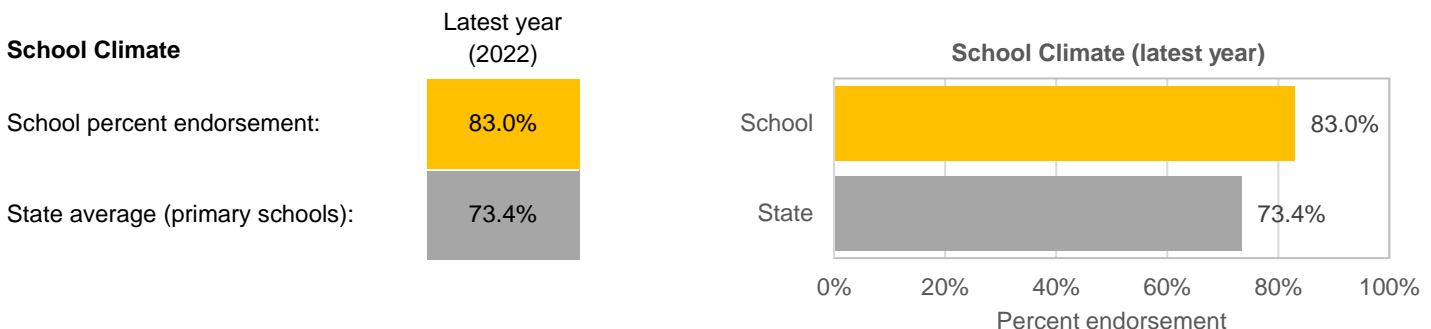


### School Staff Survey

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:

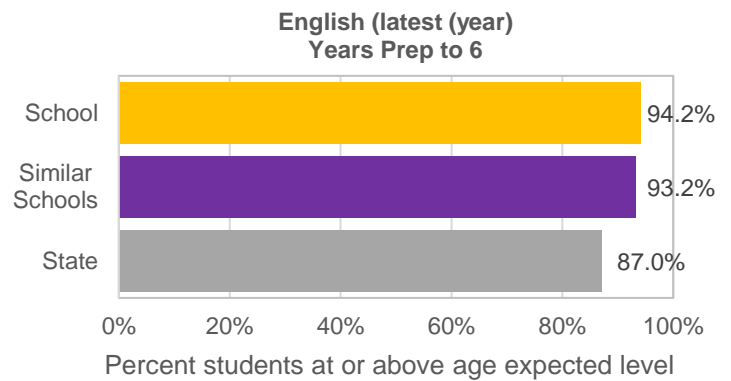
94.2%

Similar Schools average:

93.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

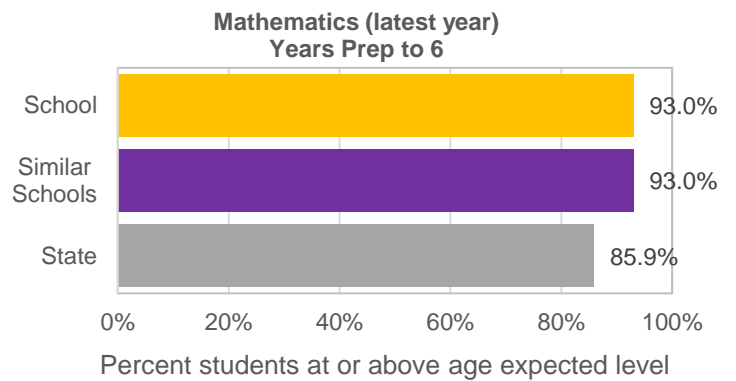
93.0%

Similar Schools average:

93.0%

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.

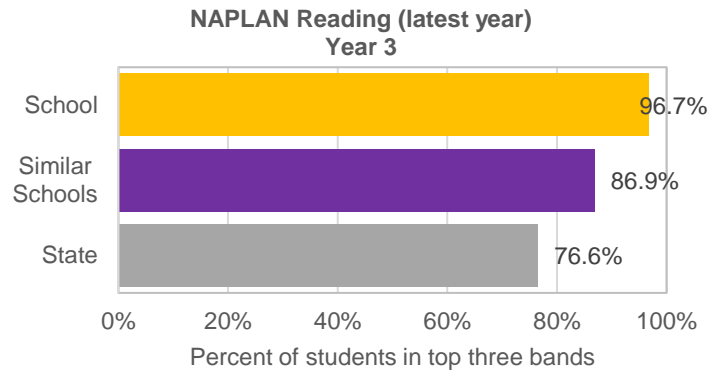
### NAPLAN

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.

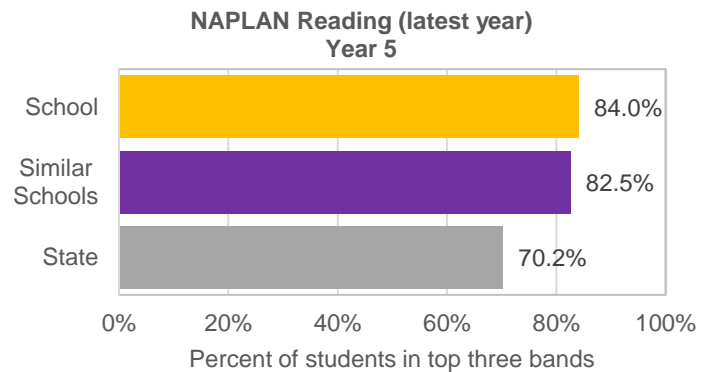
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.7%	94.8%
Similar Schools average:	86.9%	86.8%
State average:	76.6%	76.6%



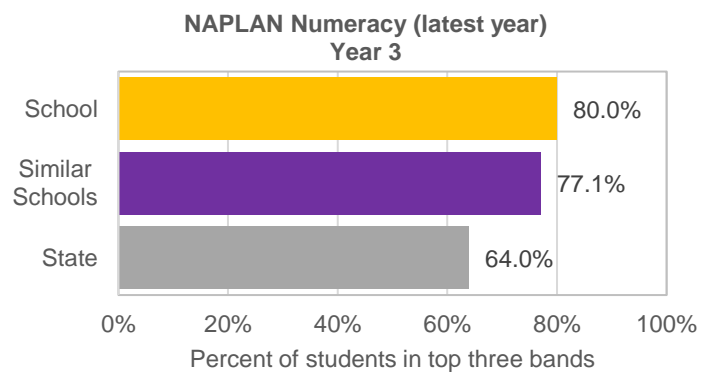
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.0%	76.9%
Similar Schools average:	82.5%	81.6%
State average:	70.2%	69.5%



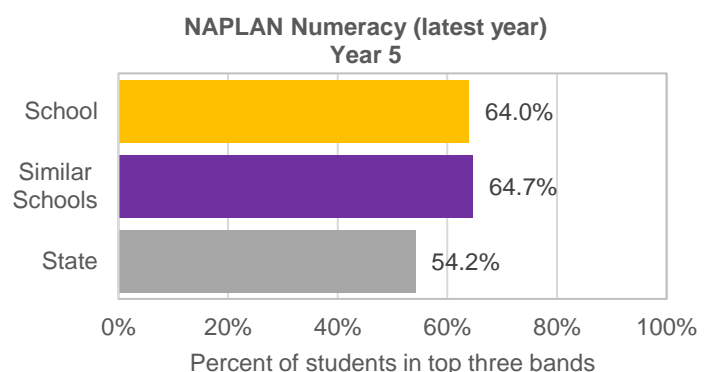
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	86.8%
Similar Schools average:	77.1%	78.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.0%	70.6%
Similar Schools average:	64.7%	70.3%
State average:	54.2%	58.8%





## WELLBEING

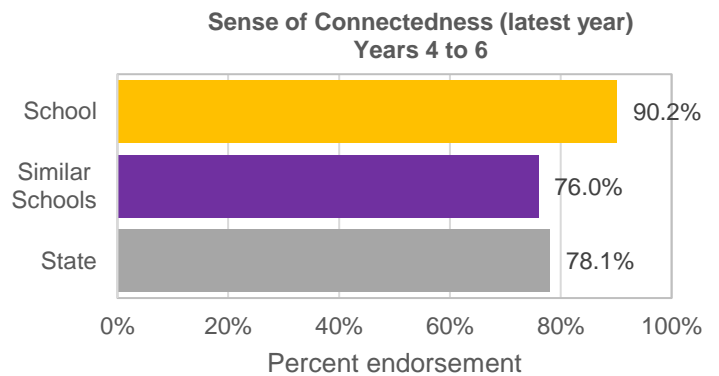
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	90.2%	88.4%
Similar Schools average:	76.0%	78.1%
State average:	78.1%	79.5%

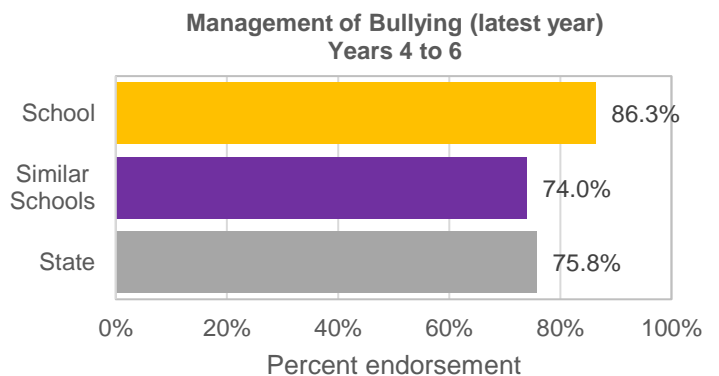


### Student Attitudes to School – Management of Bullying

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:	86.3%	87.8%
Similar Schools average:	74.0%	77.3%
State average:	75.8%	78.3%



## ENGAGEMENT

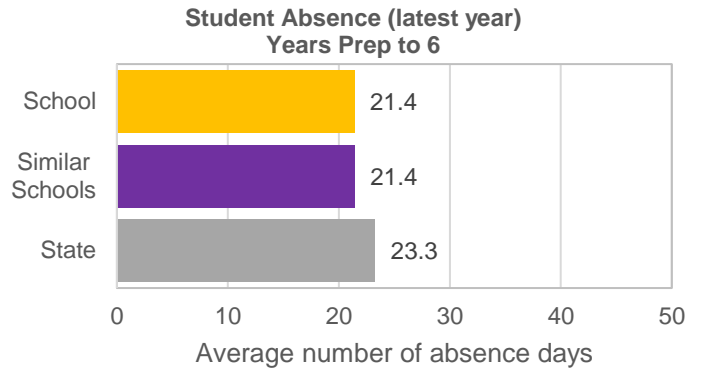
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.4	15.2
Similar Schools average:	21.4	14.5
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):	90%	91%	90%	90%	89%	88%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,461,518
Government Provided DET Grants	\$405,101
Government Grants Commonwealth	\$6,160
Government Grants State	\$887
Revenue Other	\$14,949
Locally Raised Funds	\$382,008
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,270,623</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,710
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,710</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,426,146
Adjustments	\$0
Books & Publications	\$4,467
Camps/Excursions/Activities	\$76,357
Communication Costs	\$3,487
Consumables	\$172,982
Miscellaneous Expense <sup>3</sup>	\$20,329
Professional Development	\$3,205
Equipment/Maintenance/Hire	\$122,514
Property Services	\$46,972
Salaries & Allowances <sup>4</sup>	\$194,193
Support Services	\$8,329
Trading & Fundraising	\$40,068
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,574
Utilities	\$40,673
<b>Total Operating Expenditure</b>	<b>\$4,161,298</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$109,325</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$821,753
Official Account	\$10,023
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$831,775</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$117,930
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$29,890
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$270,310
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$718,130</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.*