

2020 Annual Report to The School Community



School Name: Mooroolbark East Primary School (5059)



- 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 28 April 2021 at 08:42 AM by Matthew Mulcahy (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 12 May 2021 at 10:20 AM by Karen Ellis (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

Mooroolbark East Primary School, situated in Taylor Road Mooroolbark, was established in 1972. The school is set in a peaceful environment of natural, landscaped grounds and spacious sporting areas. In early 2018, a redevelopment was completed, with two buildings totally refurbished and a full size sports stadium erected. The school generally draws children from approximately within a kilometre radius from the school but there are some children who come from the surrounding suburbs of Mt Evelyn, Lilydale, Montrose, Kilsyth and Croydon. In 2019, the school implemented a revised enrolment policy, with children living within the school zone and younger siblings of current students given priority.

The student enrolment figure at census in 2020 was 621 from a diverse socio-economic background. Enrolments are likely to remain steady in the foreseeable future.

At Mooroolbark East Primary School, we are committed to the development of the whole child. Our innovative, friendly and caring staff continually go the extra mile to help students grow into the best version of themselves – academically, socially and emotionally. Our values of Kindness, Respect, Resilience and Growth underpin all that we do. We work in partnership with families and carers to ensure the best outcomes for our students as we strive to develop quality young people for their benefit and the benefit of the community. At Mooroolbark East Primary School, all members of the community are encouraged to:

- * model and demonstrate kindness, and take every opportunity to help others that may be in need.
- * respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.
- * demonstrate resilience by developing strategies to cope with change and challenge. We move forward with positivity when faced with adversity.
- * grow personally and academically; showing a positive growth mindset at all times.

The school values are complimented by our partnership with The Resilience Project. The concepts of Gratitude, Empathy and Mindfulness are explicitly taught and practised in weekly TRP sessions, including each child being provided with their own Resilience Journal. This partnership extends beyond the children with regular information sessions for parents/carers and staff.

In addition to the core programs Mooroolbark East Primary School offers and encourages participation in a diverse range of extracurricular activities including competitions, Global Education, environmental groups, State School Spectacular, School Production and various sporting events such as Hoop-time, Cross Country, Swimming, Skiing, Surfing Athletics and Interschool Sport. Lunchtime activities provide options in Chess, Dance and Talent Quests. Students have the opportunity to participate in keyboard and guitar lessons, whilst the school offers Before School and After School Care programs with Camp Australia.

We have two sister schools in China and is committed to these relationships, which were first established in 2011. As part of this, a biannual student tour of China in the September school holidays. We also have a strong and evolving relationship with Joy Primary School in Uganda. Mandarin is the schools' language subject and Global Education is a specialist area.

The number of FTE staff at Mooroolbark East Primary School is 62.14, including classroom teachers, specialists teachers, education support, principal class and the administration team. All staff undergo an induction program when commencing employment at the school, including an allocated mentor for beginning teachers. Staff at Mooroolbark East Primary School undergo regular professional learning (both external and internal) which enhances their capacity to meet the needs of all students at the school. We ensure strong inclusive practices are in place and the school is recognised for its capacity to teach and cater to the academic, social and emotional needs of children. ILP's, SSG's and individual goal setting are a significant feature of teachers planning and focus.

Our school is well supported by an enthusiastic community, an effective and highly functional School Council and committees which successfully co-ordinate a range of community and fundraising activities. In acknowledging that a team of students, staff and parents working together produces the best educational outcomes, the school strongly encourages parent participation in many capacities. Parents participate in school working bees, work voluntarily in varied facets of school life, and contribute directly to learning programs such as literacy, numeracy, sport and excursions. A strong partnership between home and school encourages school community members to work together to provide an education facility of quality for Mooroolbark East Primary School.

Mooroolbark East Primary School sees the education process as a joint responsibility between the school and the family and we have developed a distinctive community ethos. Staff work with parents to promote all aspects of children's development in an atmosphere of friendship and mutual respect. While recognising our student's individuality we believe that they too, must accept responsibility when exercising their personal rights and not infringe on the rights of others. We recognise the need for students to cope socially and emotionally in an ever-changing society and this philosophy underpins many aspects of the school program. Social skills are explicitly taught and a psychologist is employed several days per week.

All children are encouraged to develop to their optimum potential and we are committed to making provision for individual differences. Emphasis is also placed on those skills which will enable students to be flexible and open-minded to new developments.

We provide a quality education for all students and encourage children to strive, at all times, to be the best version of themselves - academically, socially and emotionally.

Framework for Improving Student Outcomes (FISO)

The priority focus for MEPS in 2020 was to embed the workshop instructional model in reading and writing across the school (Building Practice Excellence) and to build the capacity of students to be resilient, socially responsible and respectful in their relationships (Empowering Students & Building School Pride). The data sets targeted in 2020 were as follows:

SCHOOL STAFF SURVEY (Survey not completed in 2020):

- Academic Emphasis - 85+ (79 in 2018 and 2019)
- Teacher Collaboration - 90+ (86 in 2019)
- Collective Efficacy - 90+ (83 in 2019)
- Instructional Leadership - Maintain 90+

STUDENT SURVEY (Survey not completed in 2020):

- Motivation & Interest (Student Motivation) - 80+
- Stimulated Learning - 85+ (81 in 2019)

PARENT SURVEY:

- All elements of Student Cognitive Engagement - 90+

NAPLAN (Not completed in 2020):

Relative Growth:

- High > 20% all dimensions Yrs 3-5 & Yrs 5-7
- Low < 30% all dimensions Yrs 3-5 & Yrs 5-7

Reading Relative High Growth:

- 2017: 11.8%
- 2018: 27.3%
- 2019 : 23%
- 2020: 30%

Writing Relative High Growth:

2017: 8%
 2018: 24%
 2019 : 28%
 2020: 30%

Grade 3 Top Two Bands:

Reading - 50+% (43% in 2019, State 57%)
 Writing - 50+% (46% in 2019, State 57%)

STATE TARGETS

Reading Top 2 Bands Yr 3 - 41 students (36 in 2019)
 Writing Top 2 Bands Yr 5 - 28 Students (26 in 2019)

PREP 'BENCHMARKING'

The average F&P level for students leaving Prep in 2020: Level F
 (Average in 2018/18: Level E)

STUDENT SURVEY:

Sense of Connectedness - 85% (80 in 2019)
 Teacher Concern - 85% (78 in 2019)
 Resilience - 85% (79 in 2019)
 Sens of Confidence - 85% (80 in 2019)

PARENT SURVEY:

Confidence & Resiliency Skills - Maintain 95+

STAFF SURVEY:

Build Resilience & a Resilient, Supportive Environment - 85+

RESILIENT YOUTH SURVEY (Partnership with The Resilience Project):

Average Positive Responses:
 ry21 - Feel good about myself - 85+ (80 in 2019)
 ph3 - Feeling down, depressed or hopeless - 85+ (79 in 2019)
 ph1 - Feeling nervous, anxious or on edge - 80+ (71 in 2019)
 phq3 - Trouble sleeping or sleeping too much - 75+ (62 in 2019)

Given the context of 2020 and the move to remote learning, some targets were challenging to achieve/address. Usual data sets, such as NAPLAN and staff/student surveys were not completed, however, staff remained flexible and focused on staying connected and addressing these priorities via online platforms, including Seesaw and WebEx.

Achievement

During remote learning, staff moved swiftly to implement the teaching and learning program via online platforms . This included conferencing with small group and and individual students, particularly with reading and writing. Pleasingly, writing results across the school were positive, especially in the context of remote learning, with 83% of students in Grade 1-6 making expected or above expected growth.

All PSD funded students had individual learning goals throughout the year. Overall progress for these children and engagement levels (remotely) were pleasing.

In 2021, the school will implement the state-wide tutor learning initiative (TLI), which will include identifying students that were impacted significantly by the move to remote learning. Tutors will work with classroom teachers to identify learning goals and ensure a collaborative (team around the learner) approach is in place.

Engagement

Engagement in 2020 was particularly challenging, however, the staff and students at Mooroolbark East Primary School were able to pivot quite efficiently to online platforms, resulting in pleasing engagement across the school. Some students who previously showed signs of disengagement, in fact thrived during remote learning. The key takeaway as we return to 'normal' schooling in 2021 is harnessing some of the key elements that worked during remote learning and embedding these in on-site teaching practices.

There were a number of students who, for a variety of reasons, disengaged during remote learning. The school implemented a number of strategies to support these students including, providing devices (with internet connectivity) to those requiring them, deploying ES staff to contact and meet with students one on one via WebEx/over the phone, delivering hard copy learning options to the houses of students, meeting via WebEx/over the phone with parents/carers and liaising with external support people to develop a team around the learner approach to supporting disengaged children.

The school wellbeing team, comprising the Principal, Assistant Principals, School Psychologist, Out of Home Care Co-ordinator and 'Koorie Champion' played a key role in supporting at risk children and families.

As part of the school review process in term four 2020, new attendance goals have been set and data tracking / engagement strategies are at the forefront of discussions within the School Improvement Team (SIT).

Wellbeing

As part of the transition back to school in late 2020 and into 2021, a strong emphasis was and is being placed on student connectedness with peers, staff and school in general. A key element of this has been a strong focus on the school 'Learning to Learn' program which includes explicitly teaching and practising the school values of Kindness Respect, Resilience and Growth. The school partnership with The Resilience Project continues, with student, staff and parent sessions scheduled throughout 2021, as well as every child at the school being provided with their own Resilience Journal and weekly sessions on gratitude, empathy and mindfulness.

All students on the Program for Students with Disabilities (PSD) has ILP/SSG goals set, whilst explicit hand up meetings between 2020 and 2021 teachers also took place in December.

In 2021, school staff will undertake CUST training, with Respectful Relationships training to follow in 2022.

Financial performance and position

The financial performance was in line with budget expectations. The school received Equity funding of \$199,056 which was directly allocated to provide students with targeted educational opportunities. The \$52,470 surplus was healthy, however, with enrolment numbers plateauing due to zoning restrictions and no new building/classroom allocations, the school leadership team is mindful of forward planning and ensuring staffing is managed to avoid a significant deficit in the next few years. The biggest impact of the COVID-19 pandemic from a financial perspective was in fundraising, with the figure dipping dramatically from almost \$40,000 in 2019 to just \$9,587 in 2020.

In late 2020, the school was notified of a minor capital works funding allocation of \$275,165 for a new domed roof to be constructed over an outdoor basketball court. These funds will be received in 2021.

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

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 621 students were enrolled at this school in 2020, 277 female and 344 male.

6 percent of students had English as an additional language and 3 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.

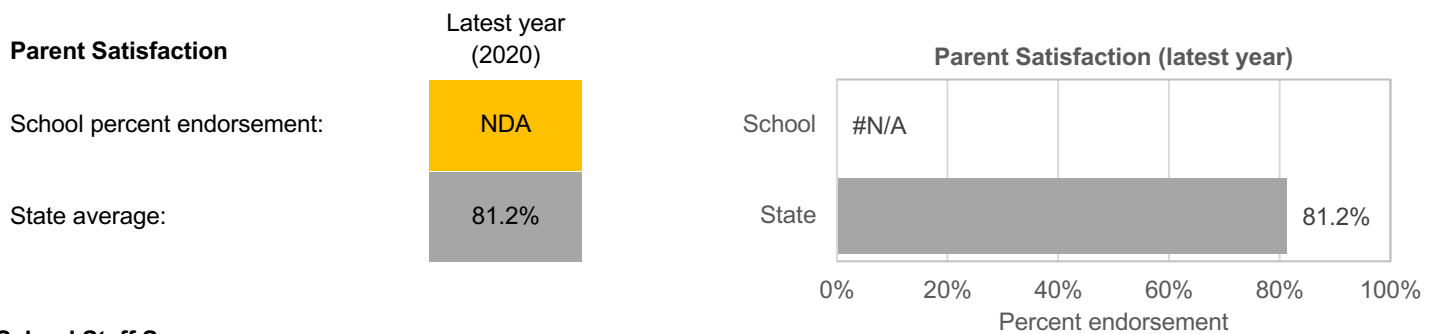
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

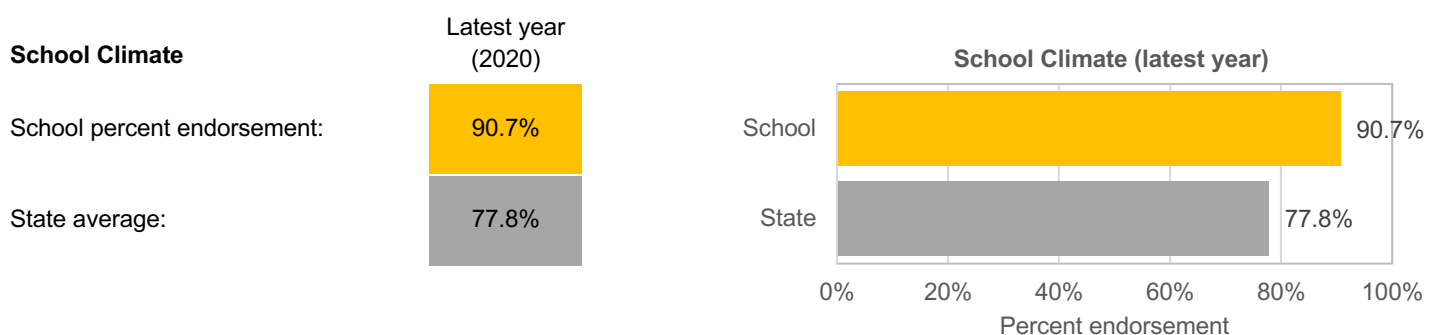


School Staff Survey

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:

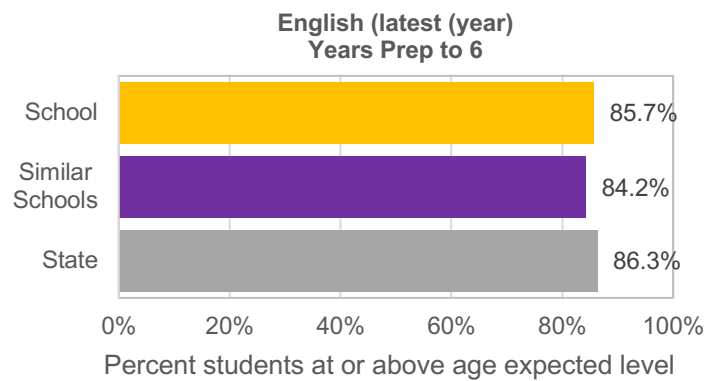
85.7%

Similar Schools average:

84.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

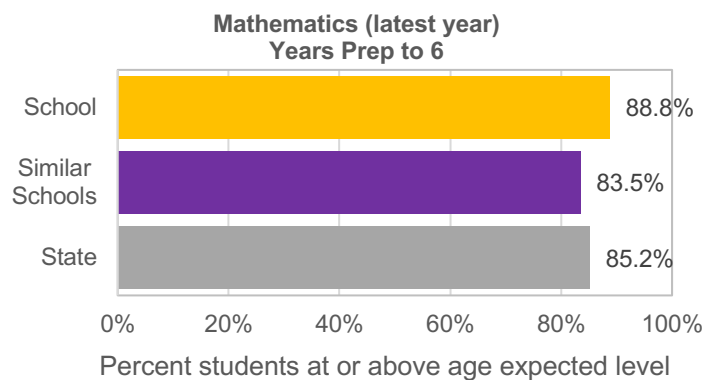
88.8%

Similar Schools average:

83.5%

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

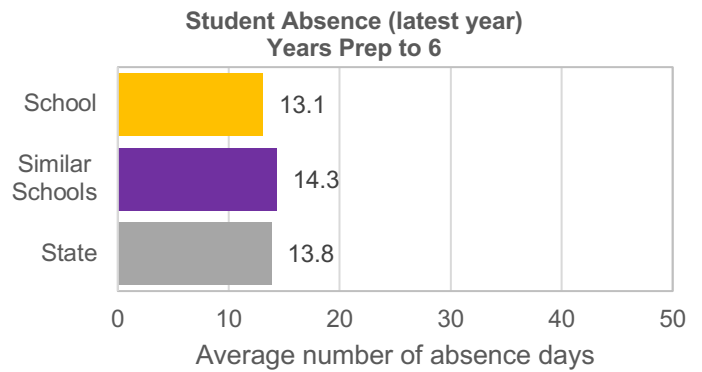
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.1	13.9
Similar Schools average:	14.3	15.2
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):	94%	93%	96%	93%	91%	93%	93%

WELLBEING

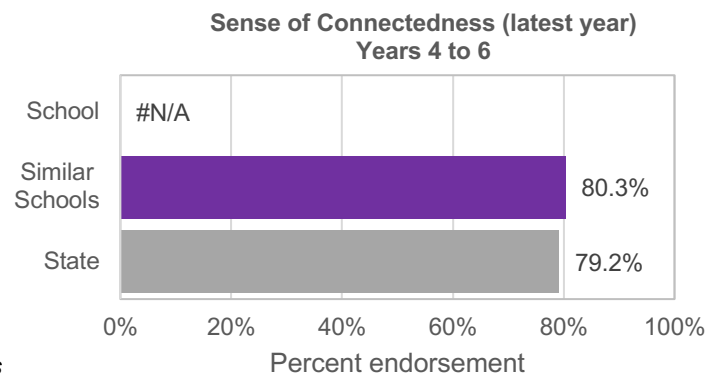
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	77.9%
Similar Schools average:	80.3%	81.1%
State average:	79.2%	81.0%



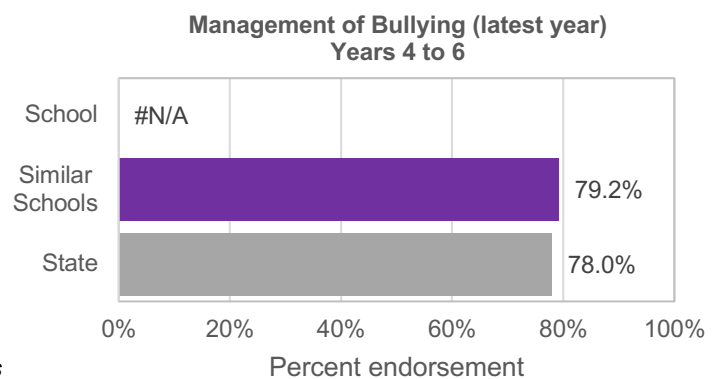
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	78.4%
Similar Schools average:	79.2%	81.3%
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	\$5,614,822
Government Provided DET Grants	\$616,071
Government Grants Commonwealth	\$8,550
Government Grants State	NDA
Revenue Other	\$18,254
Locally Raised Funds	\$253,492
Capital Grants	NDA
Total Operating Revenue	\$6,511,188

Equity ¹	Actual
Equity (Social Disadvantage)	\$199,057
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$199,057

Expenditure	Actual
Student Resource Package ²	\$5,564,334
Adjustments	NDA
Books & Publications	\$688
Camps/Excursions/Activities	\$50,388
Communication Costs	\$8,667
Consumables	\$102,602
Miscellaneous Expense ³	\$56,207
Professional Development	\$3,148
Equipment/Maintenance/Hire	\$153,013
Property Services	\$76,905
Salaries & Allowances ⁴	\$199,371
Support Services	\$8,924
Trading & Fundraising	\$62,158
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$38,882
Total Operating Expenditure	\$6,325,288
Net Operating Surplus/-Deficit	\$185,900
Asset Acquisitions	NDA

(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	\$331,171
Official Account	\$145,473
Other Accounts	\$17,294
Total Funds Available	\$493,937

Financial Commitments	Actual
Operating Reserve	\$116,231
Other Recurrent Expenditure	\$17,951
Provision Accounts	NDA
Funds Received in Advance	\$173,000
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$307,183

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.