

# 2018 Annual Report to The School Community



School Name: Monbulk Primary School (3265)



- 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 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 03 April 2019 at 08:35 AM by Estelle Alder  
(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 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 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 24 April 2019 at 08:44 PM by Daniel Jansen  
(School Council President)

## About Our School

### School context

Monbulk Primary is situated in the Dandenong Ranges approximately 50km from the city of Melbourne. At Monbulk Primary School our vision is to endeavour to nurture and educate individual students in a safe and positive environment. Students will be active and responsible participants in their own learning through a broad range of experiences. At Monbulk we strive to build an involved community, one that fosters the achievement of personal best and helps make a difference to others.

Our school values are: Respect, Responsibility, Relationships, Resilience underpinned by Excellence.

Our School Motto: Expect More Achieve More

Monbulk Primary is a caring community school consisting of 250 students. The school has a total of 24 staff which includes the newly Principal, 14 teachers (12 full time and 2 part time) and 9 support staff (9 part time). Monbulk Primary has a strong commitment to continuous improvement and the pursuit of academic excellence, with students achieving pleasing academic results. The school provides a differentiated curriculum that promotes individual learning and focuses on the development of independent learners. Students are encouraged to develop social, emotional and interpersonal skills through a range of values based programs. All students are encouraged to undertake leadership roles to assist in the development of self-esteem and confidence. Monbulk Primary encourages strong links between home and school and enjoys community participation at many levels. A strong School Council and Parent Group support all aspects of the school's operation and provide the basis for strong community partnerships. The school community actively supports the development of school resources and programs to ensure the best possible outcomes for students.

### Framework for Improving Student Outcomes (FISO)

Monbulk Primary School's improvement initiatives are Curriculum Planning and Assessment, Building Practice Excellence and Community Engagement in Learning. We as a school have high expectations for every student in a supportive and productive learning environment that promotes inclusion and collaboration. Key staff were trained in the initiative, and meetings processes and protocols were changed to reflect our learning. The school is now organised into three Professional Learning Communities where students achievement data is analysed, and teaching is modified to maximise student engagement and challenge. We continue to develop our collaborative planning and assessment practices, and continue to engage in professional learning to further develop our planning, teaching and assessment practices.

### Achievement

Monbulk Primary School prides itself in providing an education that balances academic, social and emotional growth for all. The school motto, 'Expect More, Achieve More' reflects the high importance on continuous improvement. The Student Learning achievement data is solid and consistent. Improving our Literacy & Numeracy remain the prime objectives of the school. Through the Professional Learning Communities initiative, we focus on data driven planning for teaching and learning that is consistent with current research findings and best practice to ensure that learning is purposeful and explicit for every student. Data tracking enables teachers to triangulate the student's data.

We have developed an explicit teaching model to allow reflection on an instructional practice and to identify strengths and areas for improvement. Maintaining professional discussion and moderation across school levels to build consistency of teacher judgments remains a focus. We also focus on professional learning using peer observation and feedback reflective practices through engagement. The continual use of successful strategies and programs provides value added scores above the state and national medians. As a teaching staff, we are working towards improving student performance in the top two bands of NAPLAN in Years 3 and 5.

We have two support programs, Minilit and Quicksmart maths, which our students are able to access to supplement their learning. Students involved in these programs have demonstrated strong improvement. As part of the very strong Greater Dandenong Ranges Network, we are also undertaking a Transition focus and work with our feeder secondary College. This work focuses on moderation of writing pieces, and enables all

teachers involved to develop a deeper understanding of student achievement, appropriate challenge and accurate assessment.

### Engagement

Monbulk students display very good attendance data, which compares very favourably with similar schools and is high in comparison with the median for Victorian government schools. We have implemented Absence Management Plans for those students who are away on holidays and for prolonged sickness. The provision of Out of School Hours care is well supported. We are working towards a common school language to manage student behaviour at a whole school level. We are reviewing our whole school expectations to ensure our values are aligned with our practices, and will celebrate a safe school and encourage positive student behaviour. The Student Council will now have representation from all year levels. There have been a number of successful student-led fundraising activities, and students will work together to determine how the money will be used, and how they would like to see their school improved.

### Wellbeing

The school runs a number of values based programs that support student wellbeing. We continue to implement Friendly Schools Plus, Circle Time activities, student focus groups, Better Buddies and a range of student leadership programs support the development of self-esteem and independence. The school offers a range of extra curricula activities to enrich the school experience, such as instrumental and sporting programs. The Department provides a Psychologist and a Speech Pathologist who work with our students and their families on a weekly basis. Every Foundation student is screened by a Speech Therapist to determine if interventions or additional supported is recommended. In addition, we have a child psychologist available to provide counselling services for students as part of their Mental Health Care Plan.

The Student Code of Conduct is actively promoted across the school. Students are encouraged to support the school values, with positive behaviour recognised through 'Student of the Month', Playground rewards and classroom awards. Student achievements are acknowledged at assemblies and in the school newsletter. Local community groups also offer financial support to students who are financially disadvantaged.

### Financial performance and position

Monbulk Primary School continues to thrive with incredible support in all forms from the local community. The Primary School is at the heart of the community, with many parents and community members having attended the school. The school continues to enjoy string support from parents and the community. In 2018 we held our biennial School Fair, which was heavily supported by the local community, This raised an extraordinary amount of money, which we were able to use to purchase laptops for the students. The school has undertaken rejuvenation of the facilities, and we prepare for the building program which lies ahead. Monbulk Primary School will benefit from a multi-million dollar building program to build classrooms and a library, replacing portables and updating our facilities. Long term planning for additional works to accompany the building program, such as air conditioning and landscaping, is underway. Facilities and staffing budgets have been carefully managed carefully to ensure the school is in a strong financial position moving forward.

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

| <b>School Profile</b>   |  |
|---|--|
| <p><b>Enrolment Profile</b></p> <p>A total of 259 students were enrolled at this school in 2018, 122 female and 137 male.</p> <p>ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>   |  |
| <p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>  |  |
| <p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |
| <p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>                              |  |

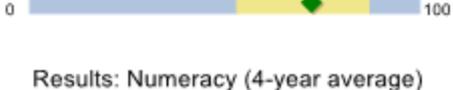
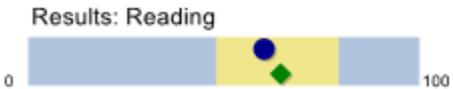
## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

| Achievement   | Student Outcomes  | School Comparison   |
|---|---|---|
| <p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p>  | <p> Similar</p> <p> Similar</p> |

## 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   |
|--|--|---|
| <p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>         | <p>○ Lower</p> <p>○ Lower</p> <p>● Similar</p> <p>○ Lower</p>       |
| <p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p> |

## 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 |      |        |      |         |     |     |     |          |     |     |     |         |     |     |    |          |     |     |     |                         |     |     |    |   |
|--|--|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|----|----------|-----|-----|-----|-------------------------|-----|-----|----|---|
| <p><b>NAPLAN Learning Gain</b><br/>Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>46%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>54%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>61%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>57%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>54%</td> <td>39%</td> <td>7%</td> </tr> </tbody> </table> | Domain            | Low  | Medium | High | Reading | 39% | 46% | 14% | Numeracy | 32% | 54% | 14% | Writing | 32% | 61% | 7% | Spelling | 25% | 57% | 18% | Grammar and Punctuation | 54% | 39% | 7% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain   | Low  | Medium            | High |        |      |         |     |     |     |          |     |     |     |         |     |     |    |          |     |     |     |                         |     |     |    |   |
| Reading  | 39%  | 46%               | 14%  |        |      |         |     |     |     |          |     |     |     |         |     |     |    |          |     |     |     |                         |     |     |    |   |
| Numeracy   | 32%  | 54%               | 14%  |        |      |         |     |     |     |          |     |     |     |         |     |     |    |          |     |     |     |                         |     |     |    |   |
| Writing  | 32%  | 61%               | 7%   |        |      |         |     |     |     |          |     |     |     |         |     |     |    |          |     |     |     |                         |     |     |    |   |
| Spelling   | 25%  | 57%               | 18%  |        |      |         |     |     |     |          |     |     |     |         |     |     |    |          |     |     |     |                         |     |     |    |   |
| Grammar and Punctuation  | 54%  | 39%               | 7%   |        |      |         |     |     |     |          |     |     |     |         |     |     |    |          |     |     |     |                         |     |     |    |   |

## 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 |      |      |      |      |     |      |      |      |      |      |      |      |   |   |
|---|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---|
| <p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b><br/>           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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table> | Prep             | Yr1               | Yr2  | Yr3  | Yr4  | Yr5  | Yr6 | 94 % | 92 % | 94 % | 92 % | 92 % | 89 % | 92 % | <p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep  | Yr1              | Yr2               | Yr3  | Yr4  | Yr5  | Yr6  |     |      |      |      |      |      |      |      |   |   |
| 94 %  | 92 %             | 94 %              | 92 % | 92 % | 89 % | 92 % |     |      |      |      |      |      |      |      |   |   |

## 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: 

| Wellbeing  | Student Outcomes  | School Comparison   |
|--|---|---|
| <p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p> | <p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>      | <p> Similar</p> <p> Similar</p>     |
| <p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p> | <p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Similar</p> <p> Similar</p> |

## 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<br>Summary for the year ending 31 December, 2018 |                    | Financial Position as at 31 December, 2018  |                  |
|--|--------------------|---|------------------|
| <b>Revenue</b>   | <b>Actual</b>      | <b>Funds Available</b>                      | <b>Actual</b>    |
| Student Resource Package   | \$1,829,377        | High Yield Investment Account               | \$280,668        |
| Government Provided DET Grants   | \$454,852          | Official Account                            | \$64,982         |
| Government Grants Commonwealth   | \$2,902            | Other Accounts                              | \$60,309         |
| Revenue Other  | \$11,047           | <b>Total Funds Available</b>                | <b>\$405,959</b> |
| Locally Raised Funds   | \$416,253          |   |                  |
| <b>Total Operating Revenue</b>   | <b>\$2,714,430</b> |   |                  |
| <b>Equity<sup>1</sup></b>  |                    |   |                  |
| Equity (Social Disadvantage)   | \$18,257           |   |                  |
| <b>Equity Total</b>  | <b>\$18,257</b>    |   |                  |
| <b>Expenditure</b>   |                    | <b>Financial Commitments</b>                |                  |
| Student Resource Package <sup>2</sup>  | \$1,729,008        | Operating Reserve                           | \$120,538        |
| Books & Publications   | \$961              | Other Recurrent Expenditure                 | \$7              |
| Communication Costs  | \$7,244            | Provision Accounts                          | \$43,189         |
| Consumables  | \$63,521           | Funds Received in Advance                   | \$25,000         |
| Miscellaneous Expense <sup>3</sup>   | \$237,030          | School Based Programs                       | \$5,000          |
| Professional Development   | \$23,287           | Cooperative Bank Account                    | \$15,000         |
| Property and Equipment Services  | \$152,134          | Funds for Committees/Shared Arrangements    | \$55,845         |
| Salaries & Allowances <sup>4</sup>   | \$204,748          | Asset/Equipment Replacement < 12 months     | \$65,458         |
| Trading & Fundraising  | \$64,470           | Maintenance - Buildings/Grounds < 12 months | \$10,000         |
| Travel & Subsistence   | \$420              | Asset/Equipment Replacement > 12 months     | \$71,700         |
| Utilities  | \$30,396           | <b>Total Financial Commitments</b>          | <b>\$411,737</b> |
| <b>Total Operating Expenditure</b>   | <b>\$2,513,220</b> |   |                  |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$201,211</b>   |   |                  |
| <b>Asset Acquisitions</b>  | <b>\$9,054</b>     |   |                  |

- (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).

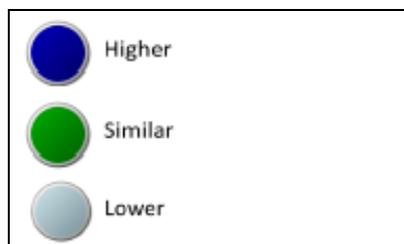


## What does *School Comparison* refer to?

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').