

2016 Annual Report to the School Community



School Name: Monbulk Primary School

School Number: 3265



Name of School Principal:

Lynn Ordish

Name of School Council President:

Steven Woolcock

Date of Endorsement:

20/3/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Monbulk Primary is situated in the Dandenong Ranges some 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 261 students. The school has a total of 24 staff which includes the 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 invites 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 a strong community partnership. 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 and Empowering Students and Building School Pride. We as a school have completed a lot of work in developing a whole school approach to curriculum and assessment in the areas of Literacy, Numeracy and Inquiry Learning. This has been very successful with our literacy results increasing in all year levels. Student Voice is a priority in our school through student learning and student leadership. This has been building on a wonderful culture in the school where student achievement, engagement and wellbeing are paramount in shaping our students' future.

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. Literacy & Numeracy remain the prime objectives of the school. We will 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. We have now implemented a data tracking process that 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 will 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 have acknowledged our low data in the top 3 bands Year 3 and 5 numeracy data and as a whole school have implemented the explicit teaching of numeracy strategies. The growth which our students achieve between year 3 and 5 is extremely strong with many students having medium or high growth. We have two support programs which our students are able to access to supplement their learning and the results of the students involved in them have continued to be very strong. Multilit and Quicksmart maths have had outstanding results for students across the entire school.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

The Monbulk Primary School Community is a very vibrant and engaged community. With many opportunities for parents to be involved in school activities and their children's education, parent support is very high. All students are involved in cross-curricular activities with our Prep and Year 6 students involved in Buddy Activities, Year 1 and 2 students work with their Year 5 Reading Buddies, whilst our Year 3 to 6 students are involved in some of our environmental projects- including cooking in the Kitchen Classroom, tending to the vegie gardens and learning about aspects of sustainability which make up part of the Resource Smart Schools Program.

Our students are given several opportunities to reflect on their feelings about their schooling through Focus Groups, Attitudes to School Survey as well as formal and informal feedback during class time. We have noticed a significant improvement in engagement from our senior students throughout their Inquiry Units, and we believe that students have taken more ownership for their learning through the use of technology, group work, choice of project topics and other strategies. Our Inquiry structure is now in place for Prep to 6 students.

Information Technology is integrated across all areas of the curriculum, supporting the development of differentiated curriculum using a range of applications through the use of Web 2.0 Technology. All classrooms have interactive whiteboards, netbooks and teachers have good access to personal IT professional development opportunities.

The school ensures the effective and seamless transition of all students into the school and beyond the school by:- Fostering a collaborative approach to implementing the 0-8 Learning Framework with the local preschool and seek opportunities to build on common understandings of effective teacher practice.

Documenting programs protocols for school transitions e.g. student support and communications with families as students enter, move through the school & prepare for secondary schooling.

Wellbeing

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 at Monbulk Primary follow up on students who have any unexplained absences to ensure that families are supported in making sure their child is at school.

We have a common school language to manage student behaviour at a whole school level. A review of our whole school expectations to ensure our values are aligned with our practices will celebrate a safe school and encourage positive student behaviour.

The school runs a number of values based programs that support student wellbeing. 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. In addition, we have contracted OnPsych to provide counselling services for students as part of the Mental Health 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' and classroom awards. Student achievements are acknowledged at assemblies and in the school newsletter.

For more detailed information regarding our school please visit our website at
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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 256 students were enrolled at this school in 2016, 126 female and 130 male. There were 0% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Similar</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>40%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>59%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>49%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>47%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>47%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	40%	35%	Numeracy	20%	59%	20%	Writing	12%	49%	40%	Spelling	40%	47%	14%	Grammar and Punctuation	42%	47%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	94 %	91 %	92 %	93 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	94 %	91 %	92 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

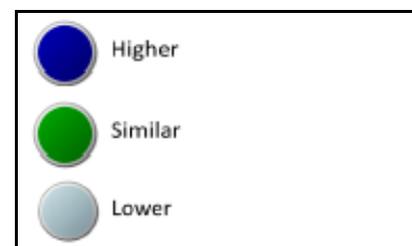
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

At Monbulk Primary School we are diligent in managing funds appropriately and therefore have maintained a surplus for the school. Please note that the surplus amount includes our Pre-School operating costs that cover staff long service and sick leave entitlements. We also renegotiated our waste and cleaning contracts and outsourced the Before and After School Care to enable us to reduce costs. A majority of our expenses in 2016 went to maintenance of our building and equipment as we carried out major works in painting our main building, toilets, asphaltting, plumbing repairs, putting in a new playground and providing netbooks for classrooms.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,623,723
Government Provided DET Grants	\$593,104
Government Grants Commonwealth	\$2,978
Revenue Other	\$21,648
Locally Raised Funds	\$365,771
Total Operating Revenue	\$2,607,223

Expenditure	
Student Resource Package	\$1,574,265
Books & Publications	\$905
Communication Costs	\$8,712
Consumables	\$67,402
Miscellaneous Expense	\$163,707
Professional Development	\$12,855
Property and Equipment Services	\$240,381
Salaries & Allowances	\$235,288
Trading & Fundraising	\$67,295
Travel & Subsistence	\$7,000
Utilities	\$40,026
Adjustments	(\$5,485)
Total Operating Expenditure	\$2,412,351

Net Operating Surplus/-Deficit **\$194,872**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$158,009
Official Account	\$19,572
Other Accounts	\$77,912
Total Funds Available	\$255,493

Financial Commitments	
Operating Reserve	\$118,241
Revenue Received in Advance	\$71,825
Provision Accounts	\$65,427
Total Financial Commitments	\$255,493

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.