

2017 Annual Report to the School Community



School Name: Monbulk Primary School

School Number: 3265



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 10 May 2018 at 05:03 PM by Lynn Ordish (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 14 May 2018 at 11:41 AM by Steven Woolcock (School Council President)



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, 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. 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. At Monbulk Primary School, we see parents and carers as partners in enhancing student learning. We do this by establishing open and sustained communications with parents and carers. Our teachers seek parents'/carers' knowledge and feedback and involve them in the classroom, school and beyond.

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. 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.

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 implemented Absence Management Plans for those students who are away on holidays and for prolonged sickness.

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. We have recently implemented 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. 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 261 students were enrolled at this school in 2017, 124 female and 137 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 10 percent 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>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>School Staff Survey</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:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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>● Similar</p> <p>○ Lower</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>○ Lower</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>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 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>33%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>46%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>56%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>47%</td> <td>39%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>47%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	33%	28%	Numeracy	46%	46%	9%	Writing	28%	56%	17%	Spelling	47%	39%	14%	Grammar and Punctuation	42%	47%	11%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 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>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	92 %	92 %	92 %	93 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	92 %	92 %	92 %	93 %	91 %										



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>Students Attitudes to School - Sense of Connectedness</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: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</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: 2017</p>	Similar

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)

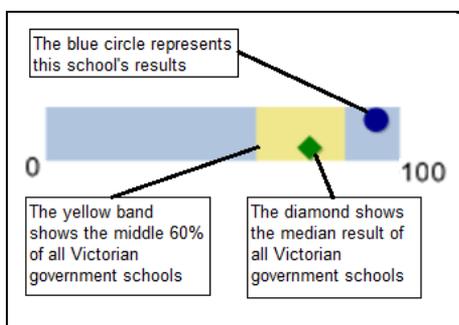
Engagement

- 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).

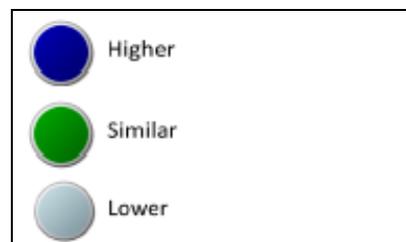


What does *School Comparison* refer to?

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*' 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').

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. Quite a few expenses in 2017 went to maintenance of our building and equipment as we carried out major works in painting the senior classrooms, asphaltting and plumbing repairs. We also purchased books for classroom libraries and provided more netbooks for classrooms. We established this year a School Improvement Team so we were able to promote a teacher into a learning specialist role and one as a leading teacher. At Monbulk Primary School we make the professional learning of the teachers paramount so we spent money on consultants in the area of curriculum mapping and writing.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,671,954	High Yield Investment Account	\$256,359
Government Provided DET Grants	\$537,017	Official Account	\$22,885
Government Grants Commonwealth	\$2,155	Other Accounts	\$80,893
Revenue Other	\$12,052	Total Funds Available	\$360,136
Locally Raised Funds	\$332,374		
Total Operating Revenue	\$2,555,552		
Equity¹			
Equity (Social Disadvantage)	\$16,565		
Equity Total	\$16,565		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,632,007	Operating Reserve	\$109,800
Books & Publications	\$71	Asset/Equipment Replacement < 12 months	\$50,000
Communication Costs	\$6,284	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$58,179	Revenue Receipted in Advance	\$31,540
Miscellaneous Expense ³	\$189,858	School/Network/Cluster Coordination	\$16,518
Professional Development	\$2,650	Provision Accounts	\$68,744
Property and Equipment Services	\$166,779	Other recurrent expenditure	\$13,533
Salaries & Allowances ⁴	\$222,340	Asset/Equipment Replacement > 12 months	\$50,000
Trading & Fundraising	\$58,279	Total Financial Commitments	\$360,136
Utilities	\$28,965		
Total Operating Expenditure	\$2,365,413		
Net Operating Surplus/-Deficit	\$190,139		
Asset Acquisitions	\$19,800		

(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 05 March 2018 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.

