

2021 Annual Report to The School Community



School Name: Mernda Park Primary School (5525)



- 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 2021 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 09 March 2022 at 08:09 AM by Mary Ryan (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 2021 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.

To be attested by School Council President

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

It is the vision of Mernda Park Primary School (MPPS) to provide our students with a safe and supportive learning environment that motivates and challenges students to achieve their full potential.

We -

- are a school with student achievement, engagement and wellbeing as its moral purpose
- are a vibrant high performing school with outstanding student outcome data
- have engaged, creative, happy and resilient students
- have a staff dedicated to high quality teaching and learning
- ensure the delivery of consistent, relevant and well documented curriculum reflecting best practice for the 21st century
- have well-developed and active community and parent partnerships in place.

The Department of Education and Training values of Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights together with the Code of Conduct for Public Sector Employees shows us at our best and helps achieve the outcomes we seek in building Victoria as the Education State: the learning, engagement and development of children and young people, the growth of their skills and the broadening of their horizons. Further to this the goals we set at MPPS, reflect our strong focus on our CARE values, the systems we support and the services we offer reflect that learning is at the centre and purpose of all that we do, our promotion of respectful relationships, kindness and mindfulness, are all focused on equity and excellence for all.

CARE Values

Collaboration

- Working together

Achievement

- Doing our absolute best

Responsibility

- Choosing right, doing right

Empathy

- Being kind, considerate and helpful

Context

MPPS is located in the City of Whittlesea and is approximately 30 kilometres from the Melbourne Central Business District. The school was opened in January 2017 and was constructed under the Public Private Partnership (PPP) model. This means that the school is financed, designed, constructed and maintained by the private sector for the contract period of 25 years. The school consists of four main Learning Communities (LC), each with defined learning spaces; break out areas, art and craft areas, a central pod and a shared library space. An indoor multi-purpose hall and canteen area are accommodated in another building of the school. The grounds have active and passive areas including two adventure playgrounds, basketball and netball courts, an oval and sculptured soft fall areas. We look forward to the addition of another senior playground following our successful grant application in 2020, to cover play equipment and shade sail through the 2020-21 Minor Capital Works Fund. 337.2 students were enrolled at MPPS in 2021 with 24 Koorie students and 8.2 students as part of the program for Students with Disabilities (PSD). Since opening in 2017, enrolments have increased by 266.2 students. The Student Family Occupation Education (SFOE) index in 2021 was 0.3409. The staffing profile of MPPS included a Principal and Assistant Principal, 22.2 teachers and 6.09 full time equivalent Education Support (ES) staff. The leadership team consisted of two Principal Class and two Teacher Learning Specialists. The school continues to provide an approved curriculum framework based on the Victorian Curriculum and differentiated to meet student needs. The PPP model allows school staff to focus on student learning rather than maintenance and asset management. As part of the PPP model, partner enterprises including Centre for Education and Research in Environmental Strategies (CERES) work closely with the school to provide curriculum support and to foster a sense of community. The YMCA in conjunction with the Whittlesea Council operate an Early Learning Centre (ELC) and a Kindergarten on the school site as well as operating Out of School Hours Care.

MPPS offers students access to digital technologies and eLearning opportunities including coding, robotic engineering and programming all in line with our motto 'Where Creativity Meets Technology'.

Framework for Improving Student Outcomes (FISO)

In 2021, MPPS's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Empowering Students and Building School Pride and Setting Expectations and Building Communities.

This included:

- developing processes which promote student voice and agency,
- developing and documenting a consistent evidenced based numeracy Instructional Mode
- building staff capacity to analyse and use data for deep learning
- reconnecting our community

Despite the impact of COVID we continued to support implementation of these KIS both onsite and digitally. Student Leaders were virtually presented with their badges and certificates and photographs of each leader was posted on our website. We tried to support our Student Leaders to report to the wider community on topics such as how to survive remote learning, ideas to get through the remote learning work load, being kind to yourself through remote learning. Our Student Leaders embraced this opportunity and feedback from MPPS families was positive. All prep students celebrated their 100 days of prep with a gift pack and were encouraged to showcase this achievement with a video of them completing special activities based around 100. COVID19 restrictions meant staff were not onsite for the much of this school year. The pandemic necessitated the focus of our professional development (PD) to again change from numeracy and data to remote learning processes, ICT and wellbeing. Some focus was maintained on data through the establishment of our Tutoring program, both remotely and onsite. When onsite learning returned we did return our focus to numeracy with commitment to a Top Ten Maths whole school PD day early in 2022.

Achievement

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Teacher judgements show the percentage of students at MPPS working at or above expected standards in both English and Mathematics, higher than similar schools and the state average. Naplan results show the percentage of students in the top three bands Reading at Year 3 and year 5 above state and similar schools average. The majority of our students responded well to learning tasks provided through Google Classroom during 2021 long periods of remote learning periods. Daily morning messages and a help chat line provided students with the opportunity to ask questions and seek guidance. Google Meet sessions helped students and staff connect further and assisted students with their learning and level of social interactions. The introduction of our Tutoring program also helped engage students requiring extra assistance, many of whom found it difficult to stay focused and succeed in 2020.

Engagement

Absence from school can impact on students' learning. Common reasons for non-attendance generally include illness and extended family holidays. Although absence and attendance data in 2021 may have been influenced by local processes and procedures adopted in response to remote and flexible learning, MPPS Students Absence numbers in Years Prep to 6 were still below the state average. The majority of our students engaged with their learning remotely and a proportion of students at MPPS who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period.

To support student engagement during the transition back to onsite learning, our school provided many links to

agencies to assist with information, advice and/or counselling. Back on site we implemented a number of programs to re-engage students, re-build their confidence and to again focus on the fun of learning.

Student leaders appointed with explicit roles and responsibilities.

Establishment of Green Team Leaders student leadership roles and a Green Team Club.

Continuation of timetabled interest clubs.

Student Leaders ran assemblies when these have been permitted on site. Green Team have completed waste audits when on site in consultation with CERES.

During remote learning Student Leaders and Green Team have had the opportunity to have input into the Principal's Message that goes out to all families.

Creative Workers in Schools Program was established and completed. Whole school showcase day held and related website developed.

Music in Schools DUET 2021 Program was established and completed.

Outdoor community event using funding from the Whittlesea Council Reconnection Grant Program. Participation in this event from the majority of MPPS and YMCA ELC families was great to see. The grant was also used to set up coffee mornings to support our local shop and to reconnect adults in our community with each other.

Wellbeing

During the 2021 school year, the Health and Wellbeing of our teachers, students and their families continued to be a major focus at MPPS especially in light of the continuation of the COVID 19 pandemic. Our school modified the delivery of health and wellbeing supports to students and their families and our staff by regularly sending out many links for outside support agencies, phone calls, Webex meetings and the use of Google Meet. Teachers made phone calls to all families to regularly touch base with students and families to offer both learning and wellbeing support. ES staff and Leadership staff also made regular phone calls to PSD students and their families and to any students and families identified as needing extra wellbeing support. The continuation of a weekly Principal's Message informing the community of updates regarding COVID health guidelines, flexible and remote learning processes and support agencies, was appreciated by families. Advice from student leaders also featured in these messages to the community providing the perspective of students on topics such as how to survive remote learning, ideas to get through the remote learning work load and being kind to yourself through remote learning. We continued to ensure Respectful Relationship (RR) strategies and whole school beliefs in this area, the Ramon Lewis Behaviour Management Model and our CARE Values featured in both LC and specialist tasks. The premise for this is our combined belief that creating a classroom, even a virtual one, that is organised and that is characterised by mutual respect makes it a lot easier to teach effectively, and one of the most important things teachers can do to promote learning is to create classroom environments where students feel safe and comfortable. We continued to focus on working hard to promote a sense of connectedness to school across all LCs but it is important to note that due to lower participation rates in the Student Attitudes to School survey, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data sets are often not comparable with previous years or within similar school groups.

Finance performance and position

Mernda Park Primary School ended the year with a surplus in our cash budget of \$212,724. Our credit portion ended the year with a deficit of \$39,003 due to the need to employ teachers with a balance of experience to assist in the continued development of the school. The 2021 Annual Implementation Plan, provided the framework for school council allocation of funds to work towards continuing to reconnect our students to full-time onsite learning post 2020 COVID. With COVID 19 impacting our fundraising commitments as well as our state grants, our strict budgeting and generous donations assisted in a surplus. Mernda Park Primary School received Equity Funding, which contributed towards the employment of Learning Specialists and integration staff to assist to achieve positive student outcomes.

For more detailed information regarding our school please visit our website at
<http://www.merndaparkps.vic.edu.au>

Draft

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 340 students were enrolled at this school in 2021, 153 female and 187 male.

24 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

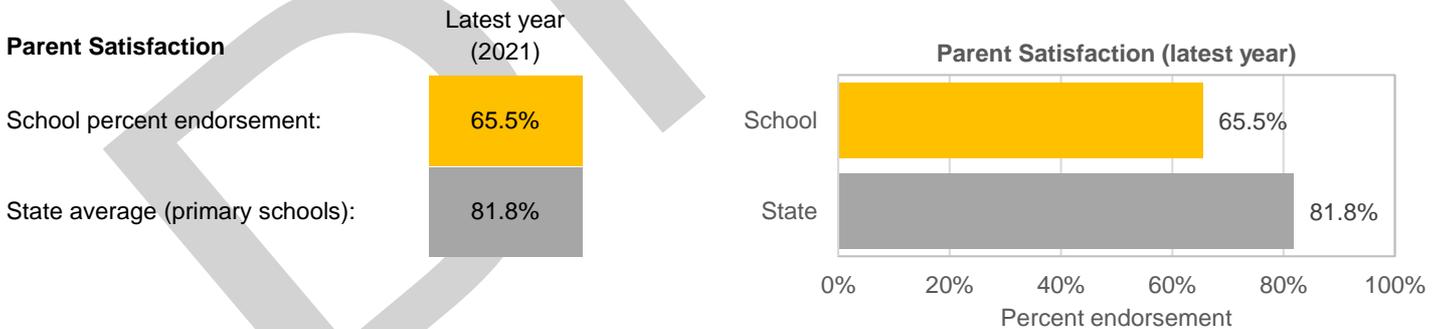
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

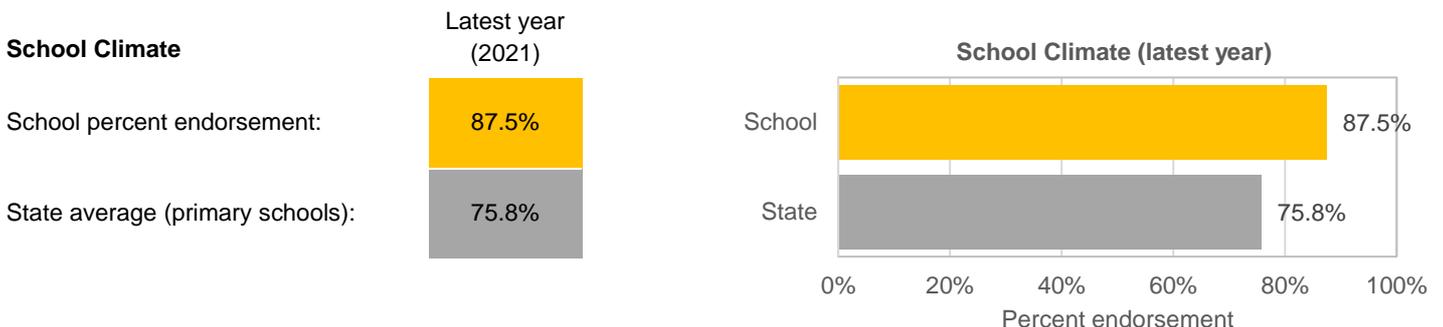


School Staff Survey

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

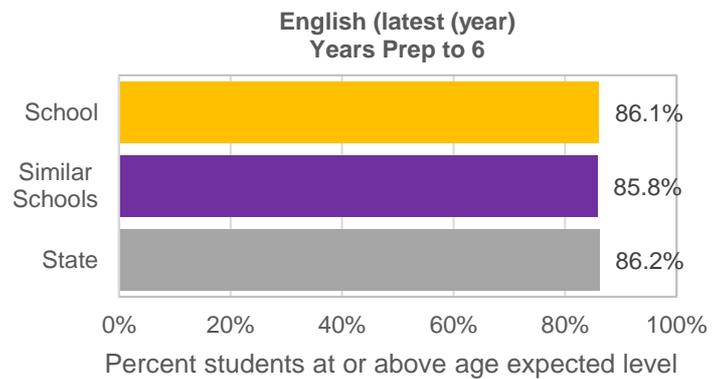
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

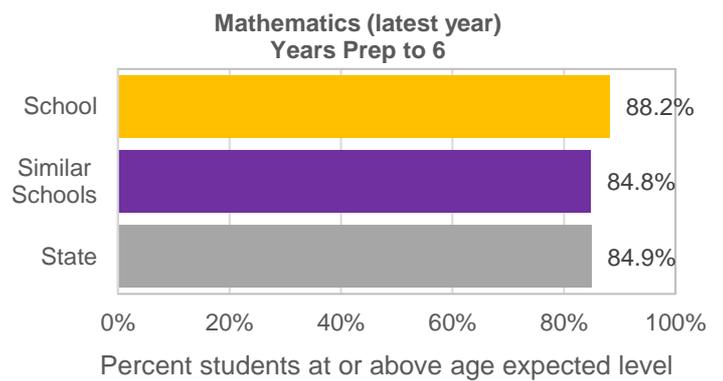
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	86.1%
Similar Schools average:	85.8%
State average:	86.2%



Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	88.2%
Similar Schools average:	84.8%
State average:	84.9%



ACHIEVEMENT (continued)

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

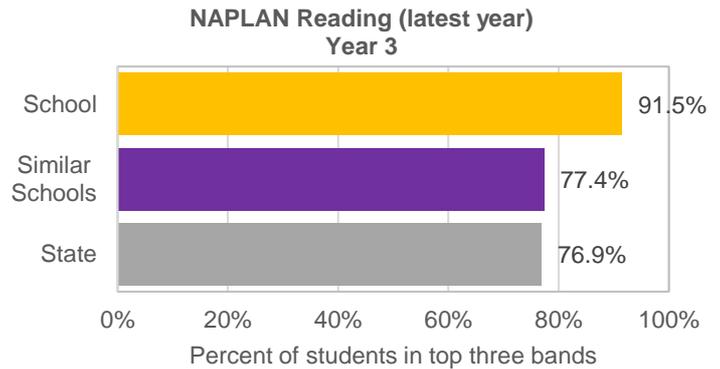
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

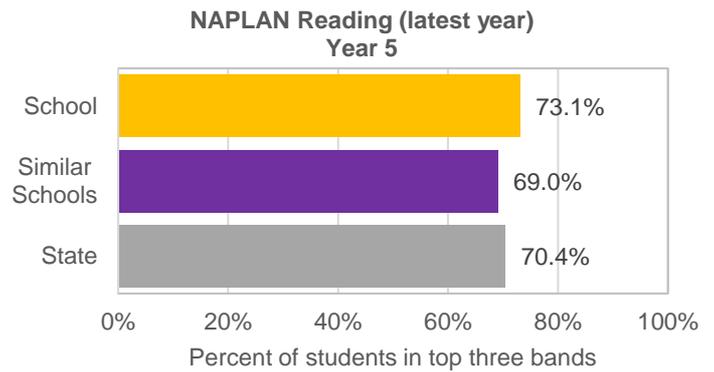
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.5%	87.3%
Similar Schools average:	77.4%	76.4%
State average:	76.9%	76.5%



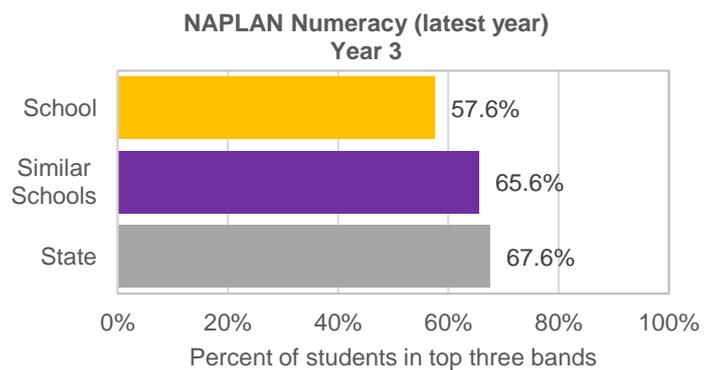
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.1%	70.2%
Similar Schools average:	69.0%	66.3%
State average:	70.4%	67.7%



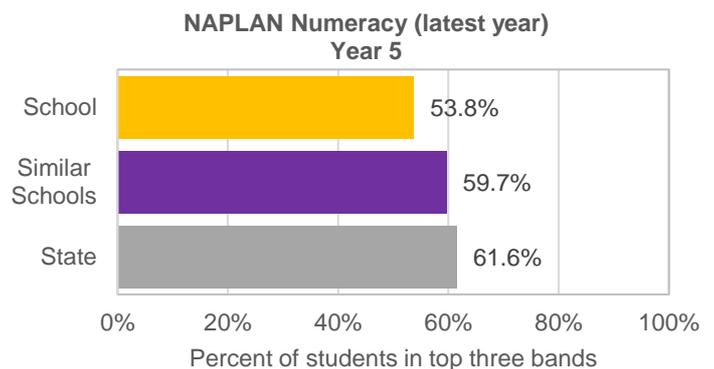
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.6%	60.6%
Similar Schools average:	65.6%	67.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.8%	56.1%
Similar Schools average:	59.7%	58.0%
State average:	61.6%	60.0%



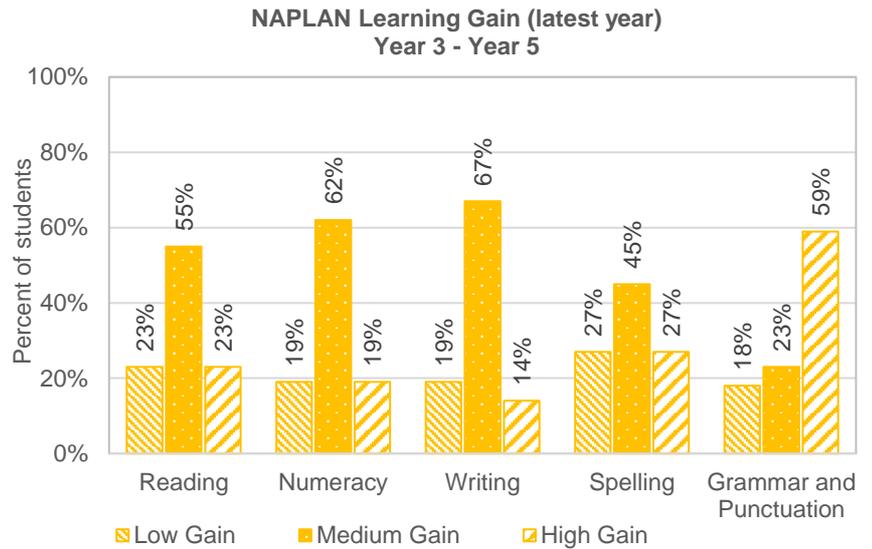
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	55%	23%	23%
Numeracy:	19%	62%	19%	23%
Writing:	19%	67%	14%	26%
Spelling:	27%	45%	27%	25%
Grammar and Punctuation:	18%	23%	59%	25%



ENGAGEMENT

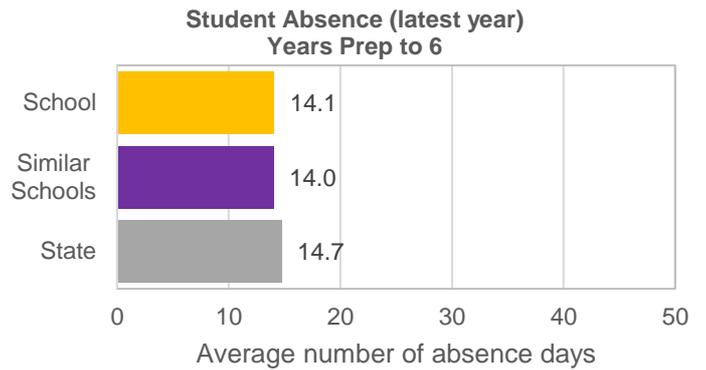
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.1	15.3
Similar Schools average:	14.0	14.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	93%	93%	93%	95%	90%

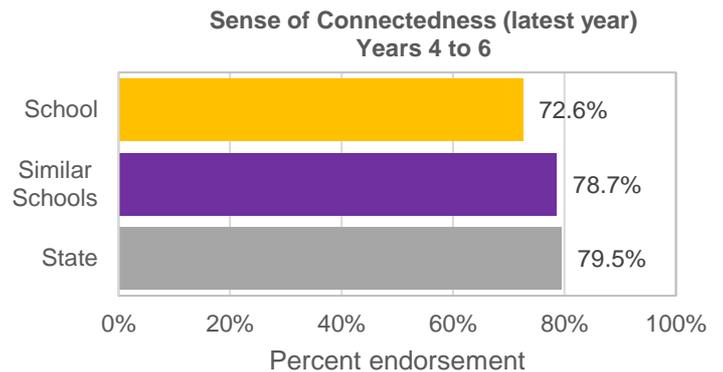
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.6%	73.4%
Similar Schools average:	78.7%	80.0%
State average:	79.5%	80.4%

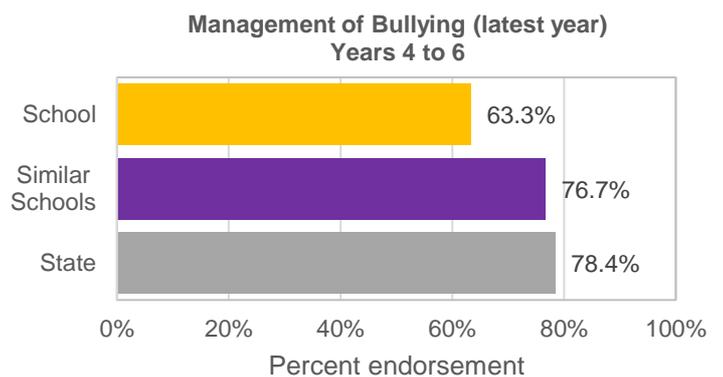


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	63.3%	68.5%
Similar Schools average:	76.7%	79.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,934,953
Government Provided DET Grants	\$225,861
Government Grants Commonwealth	\$1,060
Government Grants State	\$0
Revenue Other	\$66,632
Locally Raised Funds	\$130,796
Capital Grants	\$0
Total Operating Revenue	\$3,359,302

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,736
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,736

Expenditure	Actual
Student Resource Package ²	\$2,973,955
Adjustments	\$0
Books & Publications	\$406
Camps/Excursions/Activities	\$29,745
Communication Costs	\$9,180
Consumables	\$98,372
Miscellaneous Expense ³	\$87,964
Professional Development	\$6,566
Equipment/Maintenance/Hire	\$30,530
Property Services	\$310
Salaries & Allowances ⁴	\$54,050
Support Services	\$28,601
Trading & Fundraising	\$4,311
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$76,483
Total Operating Expenditure	\$3,400,474
Net Operating Surplus/-Deficit	(\$41,173)
Asset Acquisitions	\$0

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$172,516
Official Account	\$35,346
Other Accounts	\$4,862
Total Funds Available	\$212,724

Financial Commitments	Actual
Operating Reserve	\$71,087
Other Recurrent Expenditure	(\$64)
Provision Accounts	\$0
Funds Received in Advance	\$65,837
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$48,145
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$12,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$217,004

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.