

2022 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 of the previous calendar year 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 14 March 2023 at 09:08 PM by Mary Ryan (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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. The goals we set at MPPS, reflect our strong focus on our CARE Values of Collaboration, Achievement, Responsibility and Empathy and our promotion of Respectful Relationships, kindness, and mindfulness. We are all focused on equity and excellence for all. MPPS is in the City of Whittlesea, 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 stadium, community hub, Performing Arts space and canteen area are accommodated within 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. 358 students were enrolled at MPPS in 2022 with 5% being Aboriginal or Torres Strait Islander, 27% of students with English as an additional language and 8.2 students as part of the program for Students with Disabilities (PSD). Since opening in 2017, enrolments have increased by 287 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 continued to provide an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. 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'.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, MPPS's Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies related to the Framework for Improving Student Outcomes (FISO) dimensions of Building Practice Excellence, Empowering Students, Building School Pride and Setting Expectations and Building Communities. This focus included the delivery of a consistent, informed, and high-quality approach to writing and numeracy. An instructional model for writing with clear and consistent non-negotiable expectations is in place for both students and staff. Quality professional development sessions presented by Ann Angelopoulos on the Writing Model, which included classroom teaching modelling sessions and student writing for engaged writers, further cemented our consistent approach to writing. In 2022 we began work on a similar instructional model for numeracy. Work on both writing and numeracy feature in our Strategic Plan and our AIP with our 2022 results showing this focus is having a positive impact on student learning. Our teacher Judgements in English, Years Prep to 6, are equal to Similar Schools average and slightly above the State average. Our Year 3 students in NAPLAN Numeracy performed above both State and Similar Schools averages. The gap between the percentage of our Year 5 students in NAPLAN Numeracy in the top bands has lessened from previous results. Our focus on the implementation of Top Ten Maths and the significant budgetary commitment, including the employment of a Numeracy Learning Leader, and whole school professional development time, have afforded numeracy as a priority status. Continued ongoing professional development and mentoring of all staff including graduate teachers, especially through our commitment to the Career Start Program, has helped ensure a consistent approach to teaching and learning at MPPS in 2022. Our commitment to the Tutoring Learning Initiative, including the employment of a qualified teacher as a tutor, further enhanced the excellence in teaching and learning at MPPS.

Wellbeing

During the 2022 school year, the Health and Wellbeing of our students, teachers, and their families continued to be a major focus at MPPS, especially in light of / considering the continuation of the COVID-19 pandemic. As we returned to onsite learning we followed the DET Operations Guide on mandated mask wearing, a spotlight on health and hygiene, and supported staying home if unwell, this continued to be a focus at school and in the media. Our goal back on site was to manage the continued Covid apprehension shown by students, families and staff by focusing on Respectful Relationship (RR) strategies and whole school beliefs in this area,

the Ramon Lewis Behaviour Management Model and our CARE Values as paramount. Our MPPS combined belief that creating a learning environment that is organised and characterised by mutual respect makes it easier to teach effectively, and the promotion of learning by creating environments where students feel safe and comfortable back at school was a feature. We continued to focus on working hard to promote a sense of connectedness to school across all areas of MPPS with a targeted focus on wellbeing. Our active participation in Mental Health in Primary Schools and the appointment of a Mental Health and Wellbeing Coordinator (Leader in late 2022), has also had a strong and positive impact on our results as reported in the Attitudes to School Survey School Connectedness data in 2022. Our 2022 data shows Years 4 to 6 Sense of Connectedness at 90.5% which is well above Similar Schools average and State average and above State average and Similar Schools average over a 4-year average trend. Management of Bullying results at MPPS in 2022 are also well above Similar Schools average and State average. These results are a testament to the hard work staff have done to reconnect students after impact of the COVID-19 pandemic.

Engagement

Absence from school can impact student learning. Common reasons for non-attendance generally include illness and extended family holidays. Our absence and attendance data in 2022 may also be influenced by the lasting Covid apprehension and anxiety experienced by all members of our school community. Considering all these factors, it was reassuring to see that MPPS student absence numbers in Years Prep to 6 over a 4-year average were close to the State average and Similar School average number of absence days. Further to this, in 2022 our year six students having the highest attendance rate across the school at 90% is noteworthy. Anecdotally and as evidenced by our excellent Attitudes to School data, our MPPS students were engaged at school and felt connected to their peers and staff after they returned to a full year of onsite learning. This is especially relevant in Sense of Connectedness which showed our results as well above the Similar Schools average and State average. In line with our Strategic Plan, 2022 saw a strong level of school connectedness for our students. The work of our Student Leaders to lobby for, promote and establish a Zen Garden for post Covid relaxation and mindfulness and the work of our Green Team promoting a reconnection to the MPPS environment and sustainability, demonstrates our students' empathy towards others and their strong connection to MPPS. Our dedication and focus on learning and wellbeing alongside of our reestablishment of timetabled interest clubs, various excursions, sporting events, the senior school camp and whole community events such as our Writers' Festival, Book Week Parade, Education Week Open Morning and our major Christmas Carols evening all helped reengage students, staff, and community with being back onsite at MPPS.

Other highlights from the school year

Wellbeing Coordinator (Leader in late 2022) has also had a strong and positive impact on our results as reported in the Attitudes to School Survey School Connectedness data in 2022. Our 2022 data shows Years 4 to 6 Sense of Connectedness at 90.5% which is well above Similar Schools average and State average and above State average and Similar Schools average over a 4-year average trend. Management of Bullying results at MPPS in 2022 are also well above Similar Schools average and State average. These results are a testament to the hard work staff have done to reconnect students after the main impact of the COVID-19 pandemic. ??300 words

Engagement (approx. 300 words)

Include a comma

2022 was a year of apprehension, excitement, and celebration as we returned to full time onsite learning. The reengagement of students to learning was supported by relationships with friends and staff. This engagement was further enhanced by the reduction in COVID restrictions, which enabled MPPS to allow students to again participate fully in camps and excursions. Government grants which helped support the completion of our senior playground and shade sail projects. The completion of these projects added to the excitement and engagement for students when they returned on site. These positive changes also helped reengage staff with students, colleagues and our families. As a whole school community our major Christmas Carols event, which was supported by community groups such as the police, fire and ambulance emergency services, and local food businesses also brought back to MPPS, a positive sense of belonging to the Mernda Community

Financial performance

Through our well managed budgeting, grant submission success and generous fundraising MPPS ended the year with a surplus in our cash budget of \$245,021. Our credit portion ended the year with a deficit of \$2,987, due to the need to employ replacement teaching staff to offset the large amount of medical leave felt at MPPS and throughout the state. We prioritised stability for our students in Learning Communities in line with our AIP focussing on student wellbeing and learning, working hard to reconnect our students to full-time onsite learning. MPPS received Equity Funding, which contributed towards the employment of extra integration staff to ensure all students felt safe and comfortable at school.

For more detailed information regarding our school please visit our website at
<https://www.merndaparkps.vic.gov.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 2.0 (FISO 2.0).

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 358 students were enrolled at this school in 2022, 161 female and 197 male.

27 percent of students had English as an additional language and 5 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).

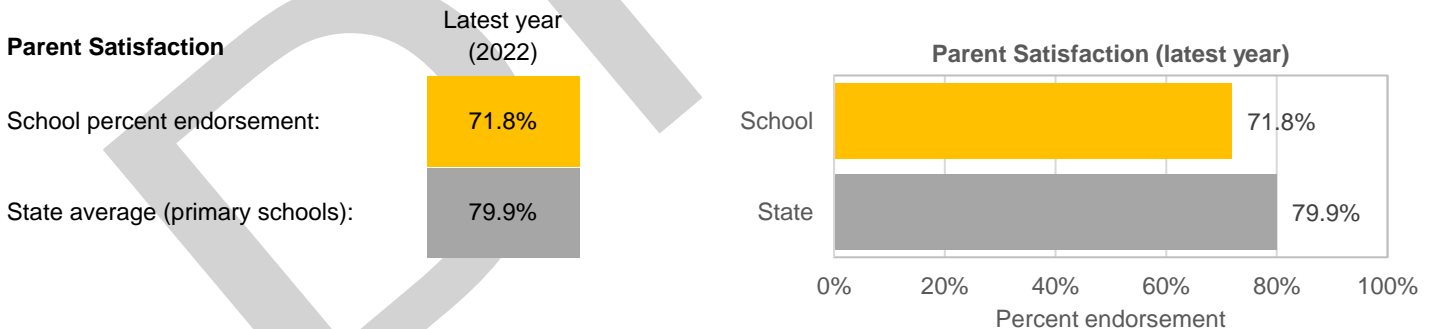
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

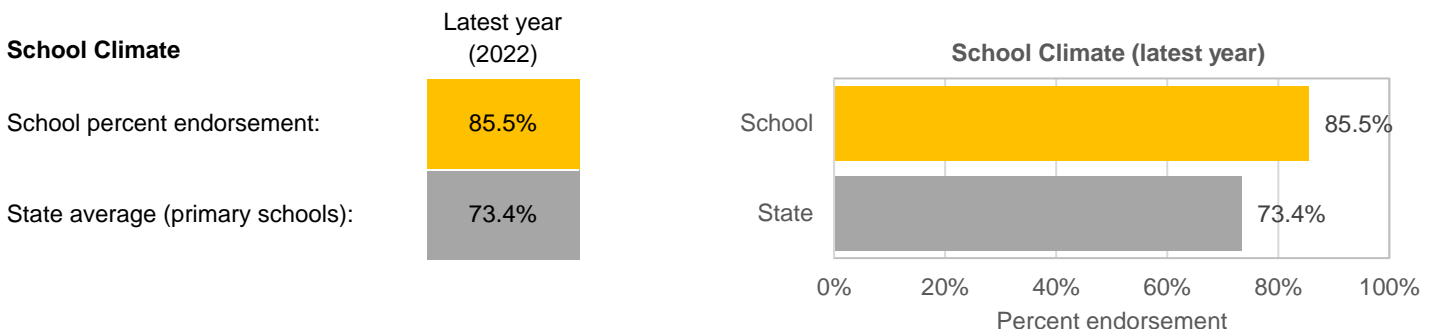


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

87.5%

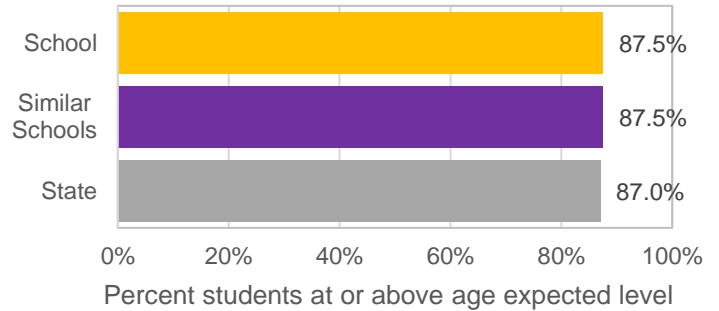
Similar Schools average:

87.5%

State average:

87.0%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

87.1%

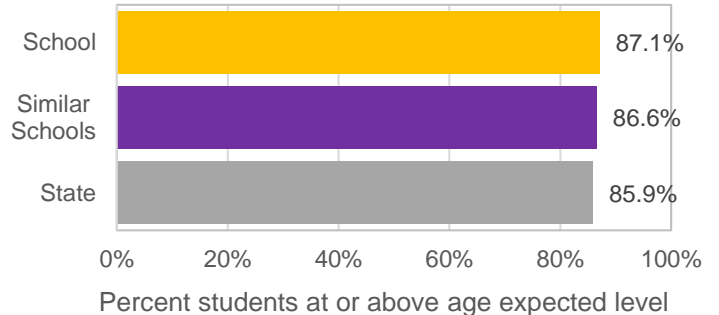
Similar Schools average:

86.6%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



LEARNING (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.

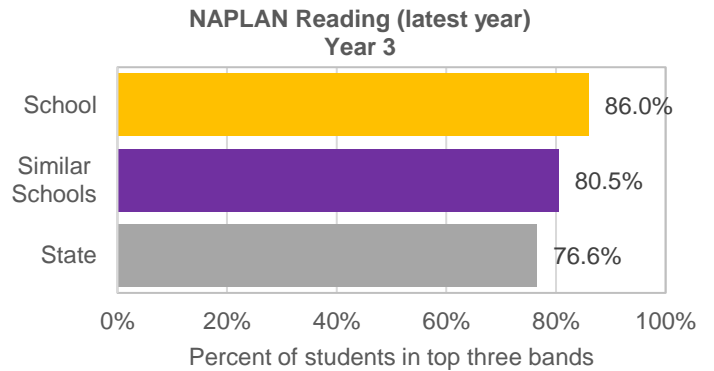
NAPLAN

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 2019, 2021 and 2022 data.

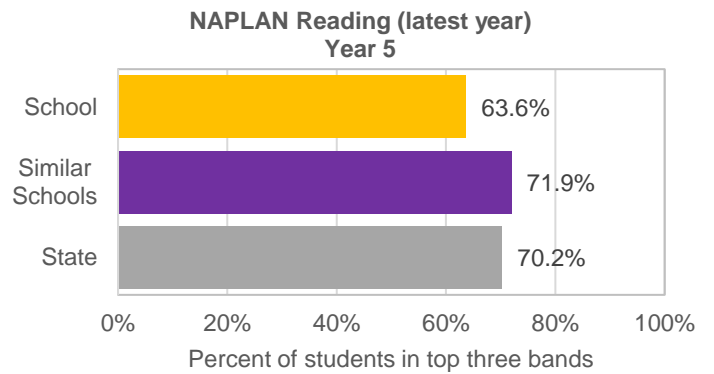
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.0%	89.1%
Similar Schools average:	80.5%	79.6%
State average:	76.6%	76.6%



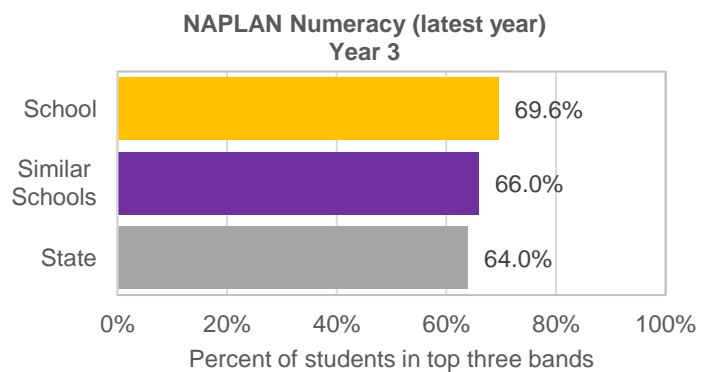
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	67.5%
Similar Schools average:	71.9%	71.1%
State average:	70.2%	69.5%



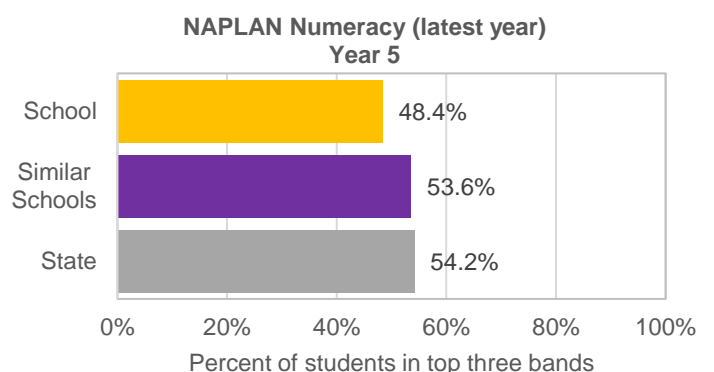
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	65.5%
Similar Schools average:	66.0%	67.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.4%	53.8%
Similar Schools average:	53.6%	59.5%
State average:	54.2%	58.8%



WELLBEING

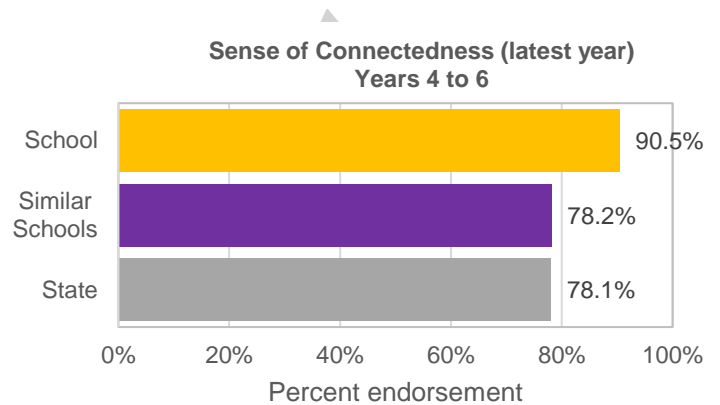
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	90.5%	80.4%
Similar Schools average:	78.2%	80.1%
State average:	78.1%	79.5%

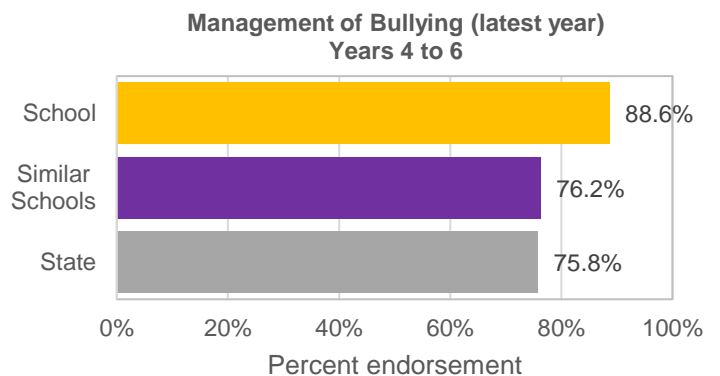


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	88.6%	77.0%
Similar Schools average:	76.2%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

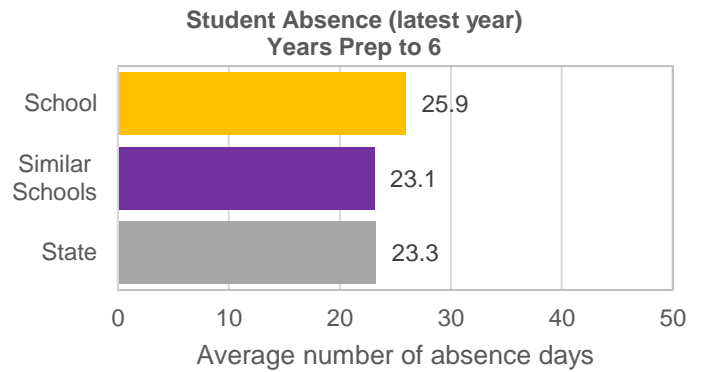
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.9	18.2
Similar Schools average:	23.1	16.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	86%	85%	88%	86%	86%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,306,597
Government Provided DET Grants	\$327,292
Government Grants Commonwealth	\$6,492
Government Grants State	\$4,973
Revenue Other	\$54,293
Locally Raised Funds	\$191,148
Capital Grants	\$20,000
Total Operating Revenue	\$3,910,795

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,294
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,294

Expenditure	Actual
Student Resource Package ²	\$3,309,585
Adjustments	\$0
Books & Publications	\$166
Camps/Excursions/Activities	\$49,741
Communication Costs	\$7,293
Consumables	\$101,200
Miscellaneous Expense ³	\$13,552
Professional Development	\$4,931
Equipment/Maintenance/Hire	\$50,692
Property Services	\$0
Salaries & Allowances ⁴	\$51,416
Support Services	\$117,780
Trading & Fundraising	\$4,578
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$739
Utilities	\$100,995
Total Operating Expenditure	\$3,812,668
Net Operating Surplus/-Deficit	\$78,127
Asset Acquisitions	\$31,401

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$209,994
Official Account	\$26,701
Other Accounts	\$8,326
Total Funds Available	\$245,021

Financial Commitments	Actual
Operating Reserve	\$83,847
Other Recurrent Expenditure	\$1,487
Provision Accounts	\$0
Funds Received in Advance	\$89,647
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$41,837
Capital - Buildings/Grounds < 12 months	\$0
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	\$216,818

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.