

# 2022 Annual Report to the School Community

School Name: Menzies Creek Primary School (2457)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 28 April 2023 at 09:50 AM by Dale McInerney (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

Attested on 30 April 2023 at 07:37 PM by Sarah Wicking (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Menzies Creek Primary School, established in 1882, is located in the Dandenong Ranges. We pride ourselves on providing a fun and engaged learning community under the vision: 'We walk hand in hand to grow curious, caring, lifelong learners.'

We proactively practise our values in the form of our three school guidelines: do your best, help others succeed and respect your environment.

Talented and passionate staff work collaboratively from Foundation to Year 6 to deliver an inquiry-based pedagogy across the curriculum, centred around delivering rich and authentic learning opportunities. They work to incorporate high impact teaching practices into this process to help ensure learning is maximised and transferable.

These are supported by the incorporation of the learning assets (communication, collaboration, research, self-manage and think). These learning assets are incorporated into learning intentions and student goals.

Teachers are active learners. PLC groups foster collaborative learning for teachers. Rich and varied student data collected through a range of targeted formative assessments, along with professional readings are central elements of these communities. Time is allocated for peer observations and coaching on a fortnightly basis. Teachers continuously seek out external professional learning opportunities as well.

Community and inclusivity are crucial themes within our school. We have children with a diverse range of abilities attend our school and we work to ensure that learning experiences and environments cater to the needs of all students.

Student voice and agency is an area of focus for the school. Students take on leadership roles across the school and SVT is active. Student voice is included in curriculum development and assessment across the school.

Family involvement is prioritised. Families are involved in classroom learning and intervention programs. Families are involved in fundraising events, supporting classrooms, attending excursions/camps and working bees. Our School Council is proactive and welcoming; with enthusiastic, hardworking subcommittees.

We have our own preschool encompassing three year old and four year old programs. The transition to school is holistic and provides the best platform for children to make a positive start to their learning journey.

We work closely with our feeder secondary schools sharing planning, teaching across school and regular visits to ensure the best possible Year 6 to 7 transition can occur.

In 2022, the school's enrolment started at 161 students. The school proudly caters to a diverse range of families. Two students identified as Koorie, three were in Out of Home Care, two were international students and eighteen were supported by the Program for Students with a Disability/Disability & Inclusion (Tier 3).

PLC groups comprised Foundation to Years 1/2, Years 3/4, Years 5/6 and Specialists.

The School's SFOE is 0.2628.

The staffing profile was made up of 1 principal class, 11.3 teachers, including TLI and literacy support, 11.2 education support staff, and 1 business manager (EFT 0.8)

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, the school had a dedicated focus on the statewide Key Improvement Strategy of 'Supporting both those who need extra support and those who have thrived, to continue to extend their learning, especially in numeracy'.

In 2022, the school focused on curriculum planning and assessment:

- Having whole school and network professional learning on numeracy throughout the year
- Implementing a successful whole school literacy/reading program
- Using PLCs for staff to collaboratively plan units of work with a focus on differentiation
- Building staff capacity to understand and implement inclusive classrooms
- Utilising a variety of data sets to identify and support students through the tutor learning initiative (TLI)
- Using Compass to provide regular updates on student learning programs as part of our continuous assessment reporting practices

including regular uploading of learning tasks to communicate student learning, feedback and goals.

- Having Student Support Group meetings to support student learning

Building practice excellence: Continue to develop and focus our professional learning to improve pedagogy in literacy and numeracy, this included:

- Developing a clear and aligned documented curriculum continua within the MCPS Teaching and Learning Handbook.
- Continuing to develop a professional inquiry and learning plan that will enable us to develop a clear, aligned and documented curriculum continua with a focus on effective reading and numeracy pedagogy.
- Building teacher knowledge and capacity to implement effective teaching practices in all elements of the Reading process.
- Working alongside Differentiated School Support Initiative (DSSI) staff to support our teaching of literacy and curriculum planning
- Conducting staff professional inquiries into effective reading practices undertaken through PLC format
- Reviewing and refining the school's whole-school approach to Numeracy. Specifically, enhancing data literacy to inform the ability-based group and point-of-need teaching in all year levels.

The school's success in Learning is evidenced in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP)/School Strategic Plan (SSP).

Regarding student Learning outcomes when measured against:

- The Victorian Curriculum, the school's percentage of students (P-6) at or above age expected standards exceeded the State average in Reading (87%) and Mathematics (Number 86%)
- Year 5 students in the top 2 bands in Reading (+13% against similar schools and +18% against state)

## Wellbeing

In 2022, the school had a dedicated focus on the statewide Key Improvement Strategy of 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'.

Our school continued to implement aligned practices in line with the Student Engagement Policy. These practices place student wellbeing as a priority. We have maintained the chaplaincy program in 2022, despite not receiving any allocated funding support.

This program supports both students and their families in proactive ways.

All staff undertook Inclusive classrooms professional learning. Inclusive Classrooms is one of the six system initiatives supporting the Disability Inclusion (DI) Reform. It is this whole school engagement with IC that is being identified and promoted state-wide as ensuring the knowledge, skill and practice of inclusion sits within and across the whole school. By undertaking an On Demand Inclusive Classrooms Course, Menzies Creek PS embeds knowledge and skill across the whole school to meet the demands of inclusive practice, and ensures awareness of ongoing DET policy development and legislative obligations.

It is this model of engagement that enables contextually relevant and collegial learning, this Tier 2 support was also offered through social and wellbeing groups.

Teachers continued the implementation of Respectful Relationships (RRRR). Fab Friday was maintained fortnightly as an approach to engage students with staff. Breakfast Club continued to support students to start the day in the right way.

Care groups have been a major success, feedback from students and staff is positive. Students building trust with care group leaders, evidenced by student sharing in groups. A focus on resilience strategies during Care Groups is helpful to re-enforce RRRR program.

Quiet lunchtime activities work well. It has given students an alternate and comfortable place to go at break times when it is less structured in the yard for them.

Student Voice Team (SVT) is beginning to gain traction and is having a positive impact on the students involved by giving them a voice.

## Engagement

??In 2022, following two years of interrupted learning, the school identified that a successful return to school would involve a concerted effort to re-engage students via a differentiated learning program that challenged students at their point of need, engaged students via purposeful delivery of the curriculum, and establishing an empowering learning environment that values the positive contributions of students.

Menzies Creek students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

This year we focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2022 included programs such as our Student Voice Team. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Students were also authentically engaged as stakeholders via surveys. It was an interrupted year in this space.

The school had a focus on improving students' sense of connection, confidence, resilience, motivation, and goal setting, as indicated in the 2022 AIP.

We still have high absence rates and are working with our community and DET senior wellbeing and engagement officers to provide appropriate support and encouragement where required.

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## Other highlights from the school year

Menzies Creek Primary School is proud of the additional programs, events, activities, and partnerships that bring a positive benefit to the school community. Highlights of 2022 include:

The return to operations as normal with students enjoying the camps, musical productions, sporting events, and termly excursions and incursions aligned to class units of study and special events - these experiences deepen learning and engagement in school and were very much missed during the previous two COVID affected school years.

2022 saw our school be able to provide many extra-curricular activities to enhance the learning enrichment experiences for our students.

Our Camping program, which extends across the school from Foundation to Year 6, was successfully run. Students in Foundation were able to participate with their Year 5 'buddies' in various activities and excursions. Our Year 1/2 program consists of a 'big day out' excursion (Funfields in 2022) and then a dinner at school. The Year 2 students then sleepover at school. Both our Year 3/4 (Gundiwindi) and Year 5/6 (The Summit) cohorts enjoyed more adventure activities-based camps that went for 3 days and 2 nights each.

As part of our Performing Arts program we held two productions for our Junior school (F-2) students and our Senior School (3-6) students. These were wonderful in highlighting student engagement and providing invaluable opportunities to perform for an audience

Activities undertaken as part of community partnerships has seen us working with Puffing Billy to help promote their new learning experience at Lakeside, we have worked with the Emerald Men's Shed to provide some facilities to improve our school grounds, we received support from Emerald Rotary to assist with this. We also engaged with regular visits to the local library as a community partnership.

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## Financial performance

Menzies Creek Primary School maintained a very sound financial position throughout 2022. The 2019-2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Careful and considered management of funds has allowed us to continue running extra programs including Plot-to-Pot. We have been able to maintain the LeadingTeacher role, thus enhancing the teaching and learning program.

Our equity funding is put towards the provision of a Literacy Specialist teacher to run our reading/writing intervention program and to contribute funding for a School Chaplain.

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

# 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 165 students were enrolled at this school in 2022, 77 female and 88 male.

3 percent of students had English as an additional language and NDP 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).

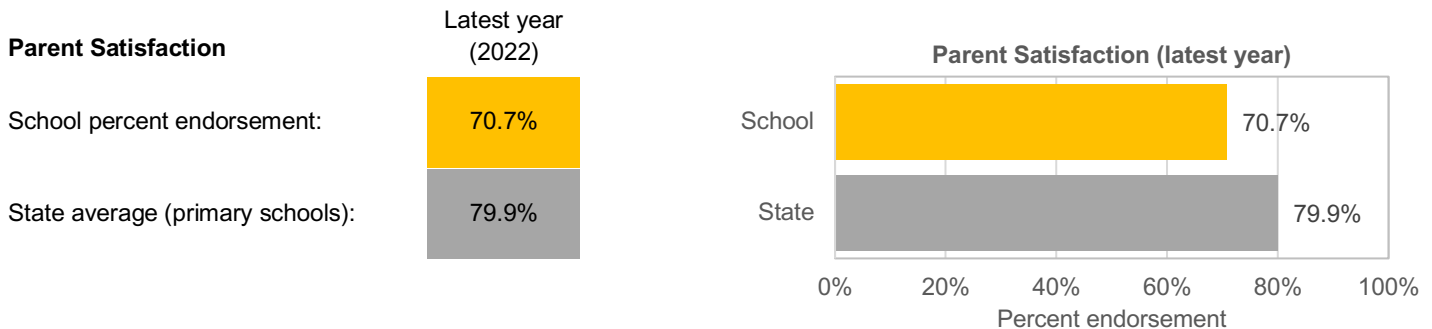
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

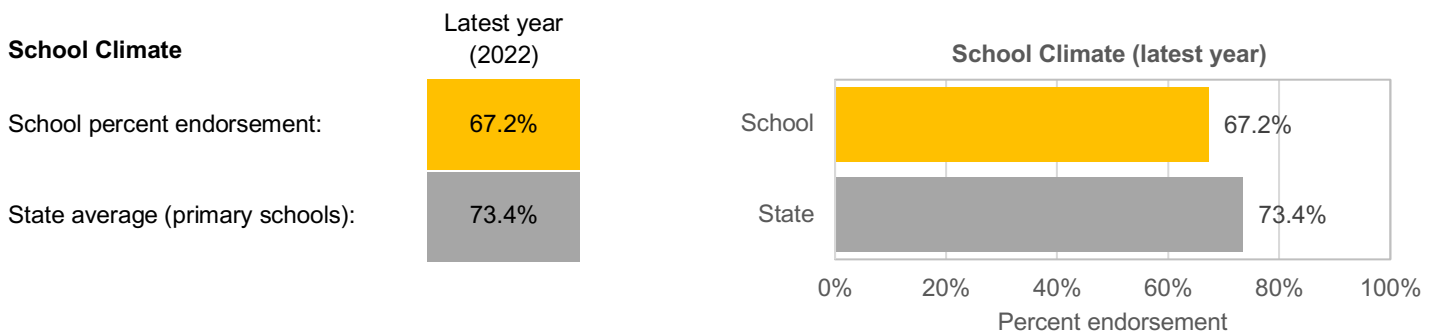


### School Staff Survey

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:

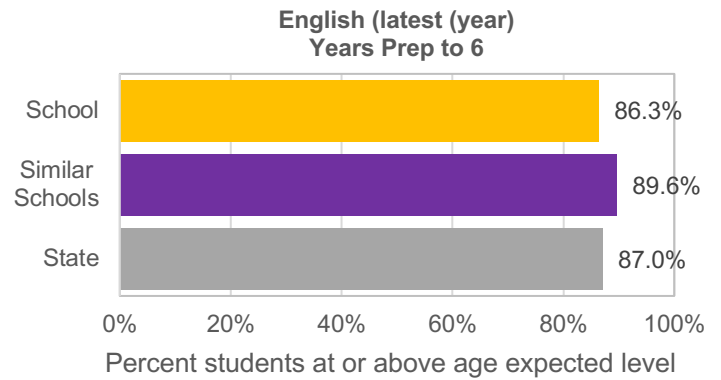
86.3%

Similar Schools average:

89.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

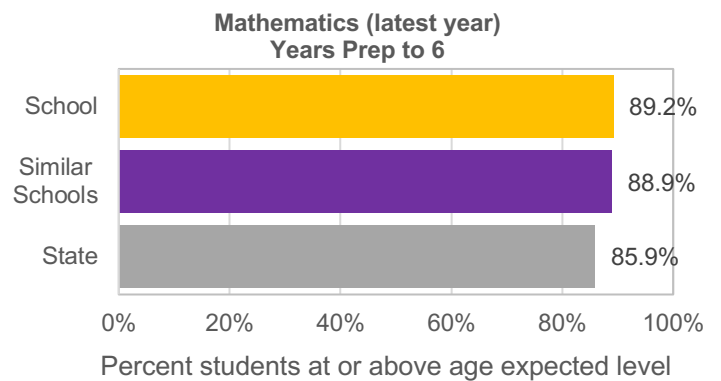
89.2%

Similar Schools average:

88.9%

State average:

85.9%





**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.

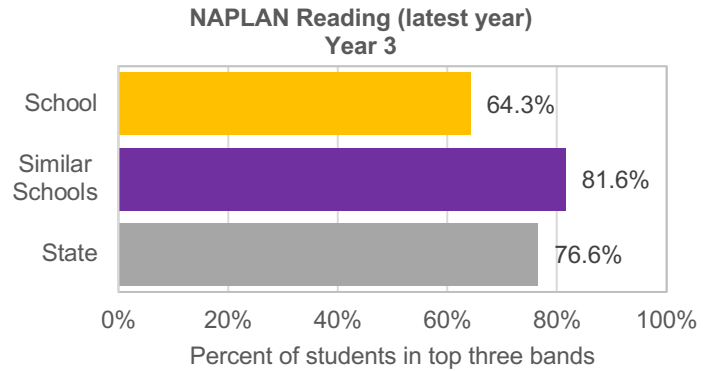
**NAPLAN**

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.

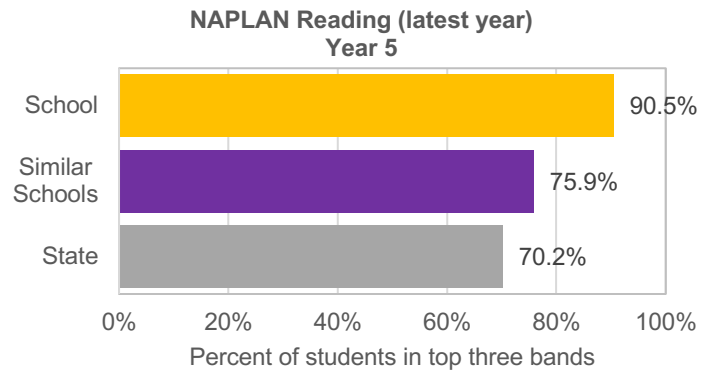
**Reading Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.3%	77.0%
Similar Schools average:	81.6%	82.4%
State average:	76.6%	76.6%



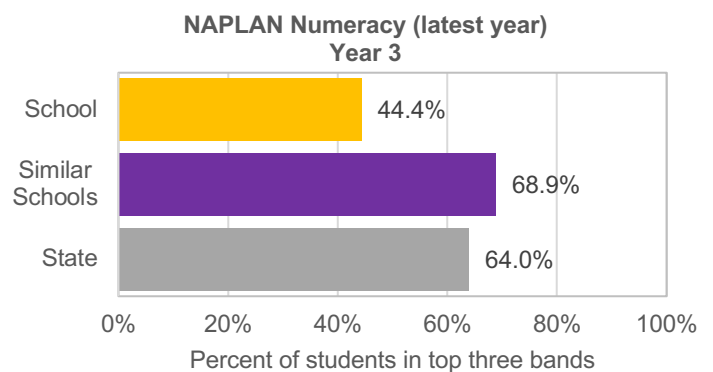
**Reading Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.5%	72.7%
Similar Schools average:	75.9%	75.0%
State average:	70.2%	69.5%



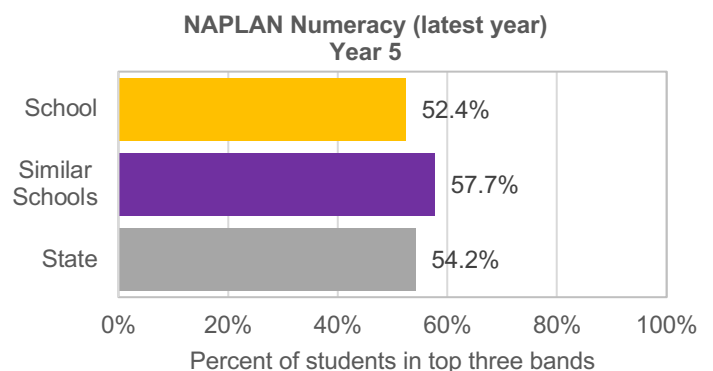
**Numeracy Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	60.0%
Similar Schools average:	68.9%	71.7%
State average:	64.0%	66.6%



**Numeracy Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.4%	49.3%
Similar Schools average:	57.7%	61.9%
State average:	54.2%	58.8%



## WELLBEING

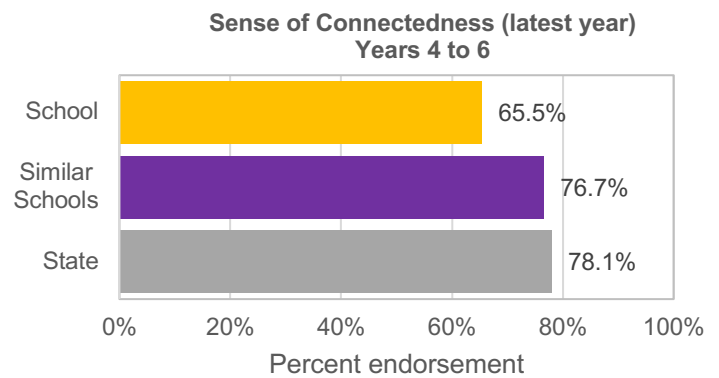
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	65.5%	75.8%
Similar Schools average:	76.7%	77.7%
State average:	78.1%	79.5%

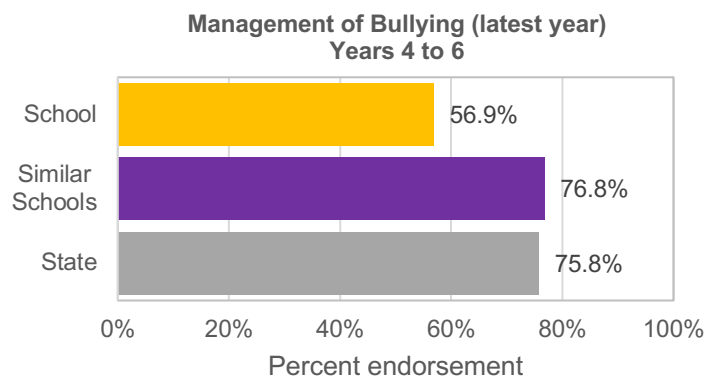


### Student Attitudes to School – Management of Bullying

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:	56.9%	74.9%
Similar Schools average:	76.8%	78.5%
State average:	75.8%	78.3%



## ENGAGEMENT

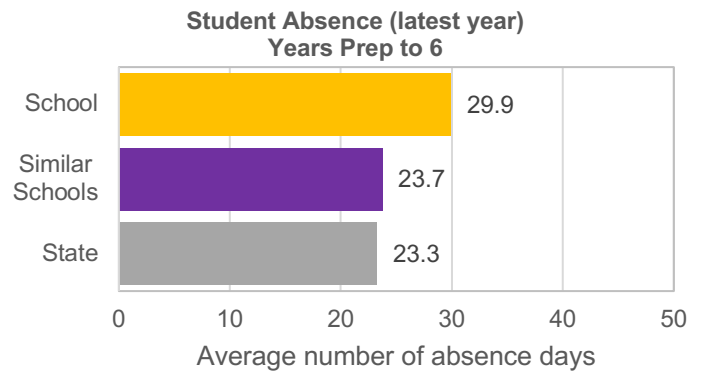
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	29.9	21.0
Similar Schools average:	23.7	16.7
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):	90%	89%	82%	84%	86%	80%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,965,215
Government Provided DET Grants	\$333,416
Government Grants Commonwealth	\$450
Government Grants State	\$15,533
Revenue Other	\$17,065
Locally Raised Funds	\$194,033
Capital Grants	\$21,315
<b>Total Operating Revenue</b>	<b>\$2,547,028</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,445
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,445</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,868,370
Adjustments	\$0
Books & Publications	\$2,336
Camps/Excursions/Activities	\$79,021
Communication Costs	\$1,481
Consumables	\$54,943
Miscellaneous Expense <sup>3</sup>	\$10,939
Professional Development	\$4,787
Equipment/Maintenance/Hire	\$15,718
Property Services	\$45,197
Salaries & Allowances <sup>4</sup>	\$159,106
Support Services	\$36,844
Trading & Fundraising	\$13,578
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,448
<b>Total Operating Expenditure</b>	<b>\$2,311,768</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$213,945</b>
<b>Asset Acquisitions</b>	<b>\$12,654</b>

(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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$269,498
Official Account	\$53,510
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$323,008</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$68,926
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$103,926</b>

*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.*