

2021 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).
- 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 07 April 2022 at 06:38 PM by Dale McInerney (Principal)

- This 2021 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 26 April 2022 at 08:15 PM by Sarah Wicking (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

Menzies Creek Primary School is located amongst trees 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 practice 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, picnics, festivals 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.

Our school was fortunate enough to secure grant to resurface our existing asphalted areas, including our basketball court and we created some connecting paths throughout the school. We also were able to provide a brand new playground for our students and community to enjoy.

In 2021, the school's enrolment started at 197 students. PLC groups comprised of Foundation, Years 1/2, Years 3/4, and Years 5/6 and Specialists. The School's SFOE was 0.2588.

The staffing profile was made up of 1 principal, 11.3 teachers, including TLI and literacy support, 11.2 education support staff, and 1 business manager.

Framework for Improving Student Outcomes (FISO)

In 2021, Menzies Creek Primary School focused on Statewide Priority Goals of Learning Extension and Catch Up, Happy Healthy Kids, and Connected Schools.

In 2021, the School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of

1. Curriculum planning and assessment: Learning, catch-up and extension priority, this included:

- Having whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. whole school approach to reading)
- Using PLCs for staff to collaboratively plan units of work with a focus on differentiation
- Building staff capacity to understand and implement IEPs
- Utilising a variety of data sets to identify and support students through the tutor learning initiative (TLI)

2. Health and wellbeing: Happy, active and healthy kids priority, this included:

- Developing a whole school tier 1 wellbeing program in the form of care groups
- Maintaining tier 2 wellbeing programs including Chaplaincy program
- Identifying means of increasing student voice and agency through various means including the introduction of Student Voice Teams (SVT)

3. Building communities: Connected schools priority, this included:

- Strengthening relationships with families and conduct regular pulse checks
- Using Compass to provide regular updates on student learning programs
- Maintaining the use of Google Classroom to help strengthen the home/school link during remote learning
- Having SSGs to utilise and support learning throughout remote and flexible learning
- Continued refinement of the use of Compass including regular uploading of learning tasks to communicate student learning, feedback and goals.

4. Building practice excellence: Develop an adult 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 pedagogy.
- Developing teacher knowledge and capacity to implement effective teaching practices in all elements of the Reading process.
- Developing teacher capacity and understanding to analyse and use student data to plan for effective teaching of all elements of the Reading process
- Conducting staff and student surveys into current reading practices conducted and analysed
- Conducting staff professional inquiries into effective reading practices undertaken through PLC format

Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Like all Victorian schools, Menzies Creek Primary was presented with the challenge of navigating through the COVID-19 Pandemic. This involved periods of Remote and Flexible Learning that resulted in students learning from home during long periods of the school year with a return to fulltime onsite learning occurring in November. This was the second consecutive year that was greatly impacted with plenty of disruption to learning.

Despite the challenges presented by COVID19 the school's achievement data is consistent with previous years' performance. Teacher Judgement of student achievement against the Victorian Curriculum indicated that 85% of students are achieving at or above expected standards in English and 83% in Mathematics.

2021 NAPLAN data indicated sustained success in Literacy and Numeracy with:

- 89.5% of Year 3 students achieving in the Top 3 Bands for Reading
- 72.2% of Year 3 students achieving in the Top 3 Bands in Numeracy
- 73.1% of Year 5 students achieving in the Top 3 Bands for Reading
- 44% of Year 5 students achieving in the Top 3 Bands for Numeracy.

Notably, and testament to the learning programs throughout the interrupted 2020 and 2021 school years, the school's average student NAPLAN scale score in 2021 was consistent with the 2019 NAPLAN average scale score (NAPLAN was not conducted in 2020) in Reading in Year 3 and Year 5 which has been a focus.

A range of additional literacy support in the classrooms and withdrawal groups were trialled in 2021 with some success. In 2022, additional classes and students will access the program to further enhance student literacy outcomes. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects through the department Victorian High Ability Program

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans and celebrated in Student Support Group

meetings. Additionally, students requiring learning catch-up were included in the Tutor Learning Initiative which, at Menzies Creek Primary School, was complimentary with our established literacy support program.

Engagement

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 2021 included programs such as 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 2021 AIP.

In 2021, we continued to work with families to ensure students were at school and learning during onsite instruction. Our attendance during remote learning was similar to the attendance while onsite and it was a constant challenge to maintain student engagement of which our staff did a wonderful job. We still have high absence rates and are working with our community and DET senior wellbeing and engagement officers to provide appropriate supports.

Wellbeing

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 2021, despite not receiving any allocated funding support. This program supports both students and their families in proactive ways. Teachers were trained in the implementation of Respectful Relationships (RRRR). Fab Friday was maintained as an approach to engages students with staff. Breakfast Club was introduced.

Health and wellbeing supports were prioritised for staff, students and their families during remote learning through the following modifications and strategies:

- Inclusion of health and wellbeing lessons such as movement and mind
- Regular whole class or small group check ins
- Maintenance of student engagement along with follow up conversations
- Introduction of Wellbeing Wednesdays as a way to foster staff and student wellbeing and sense of connection - Regular pulse checks with families
- PLCs continued to support the needs of staff

Implementation of care groups has been a major success, feedback from students and teachers is positive. Students building trust with care group leaders, evidence by student sharing in groups. Care groups are established and going well. Focus on resilience strategies during Care Groups would probably be helpful to re-enforce RRRR program.

Students know they can speak to the Chaplain if they need to. Sometimes this is difficult because this program is not always available. Quiet lunchtime activities seem to be working well. It has given some students that are less resilient 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. Respectful relationships (RRRR) has been positive also. The evidence is from verbal feedback from students and staff. SVT is from verbal feedback from the team.

Finance performance and position

Menzies Creek Primary School maintained a very sound financial position throughout 2021. The 2019-2023 School Strategic Plan, along with the 2021 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 Leading Teacher 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- Cool Cats 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.

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 197 students were enrolled at this school in 2021, 87 female and 110 male.

3 percent of students had English as an additional language and 2 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).

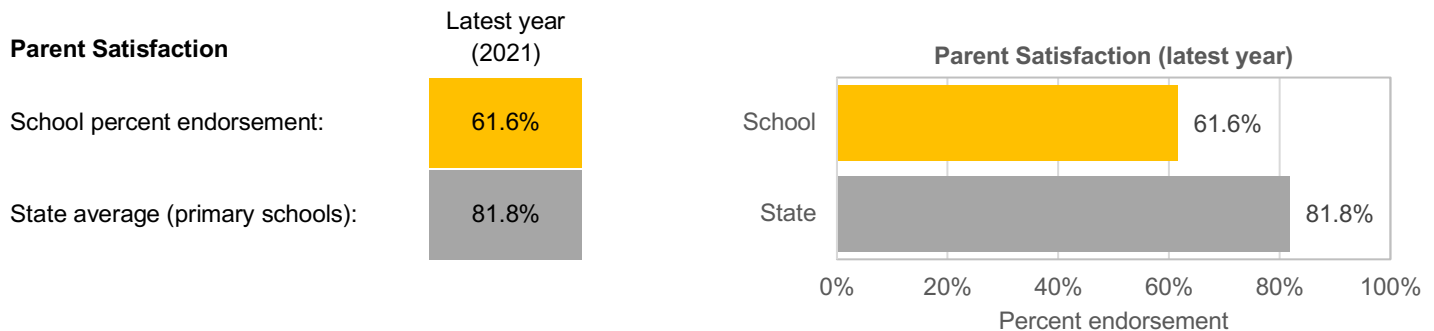
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

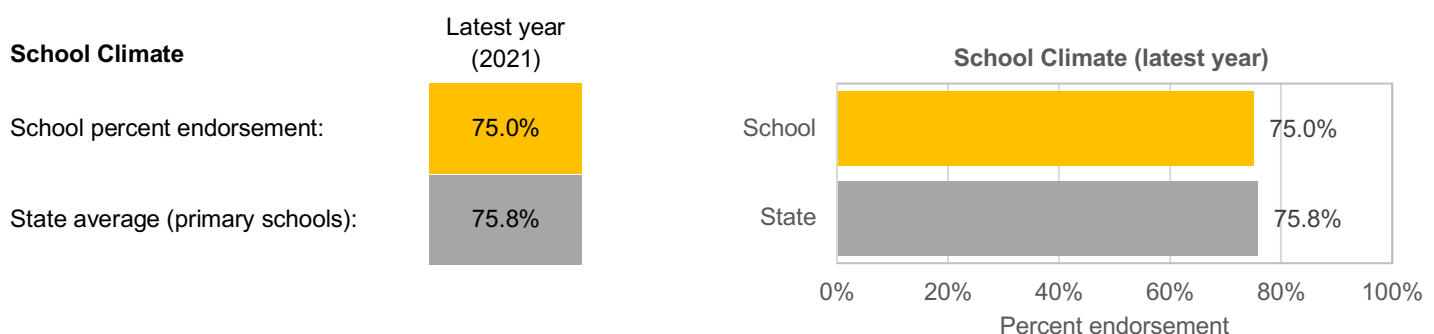


School Staff Survey

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.



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:

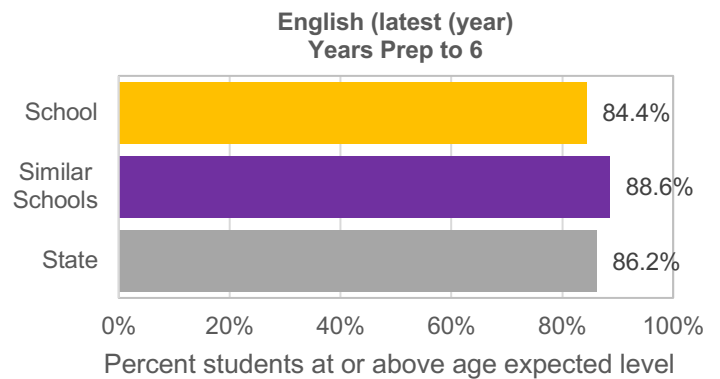
84.4%

Similar Schools average:

88.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

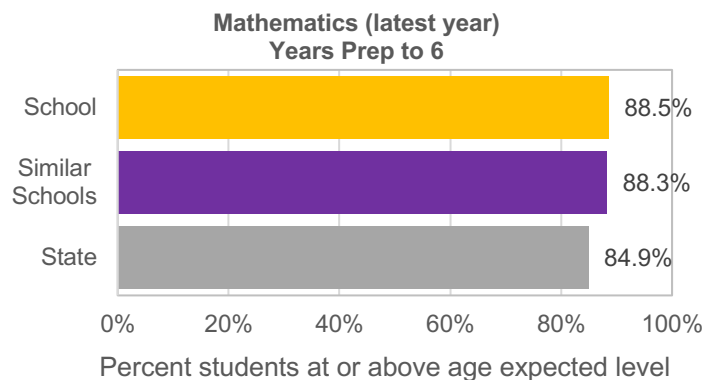
88.5%

Similar Schools average:

88.3%

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.

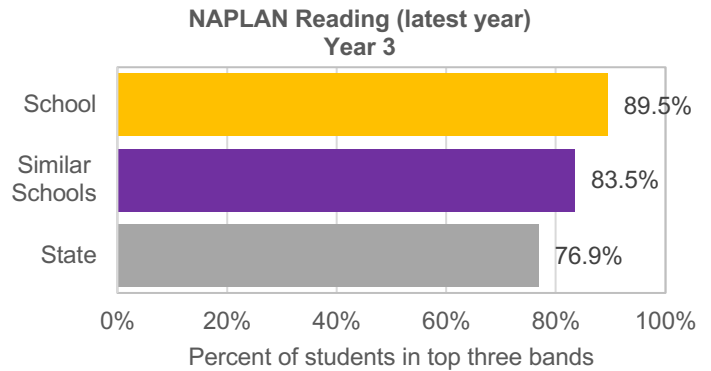
NAPLAN

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.

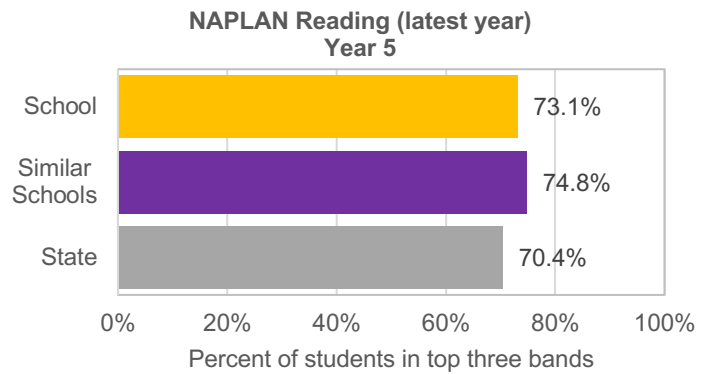
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.5%	81.0%
Similar Schools average:	83.5%	82.0%
State average:	76.9%	76.5%



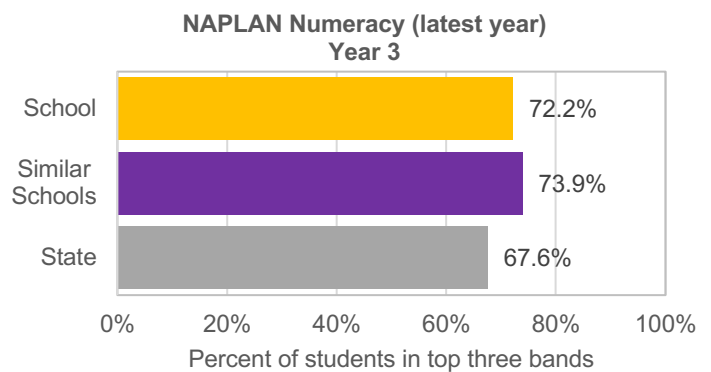
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.1%	62.9%
Similar Schools average:	74.8%	72.0%
State average:	70.4%	67.7%



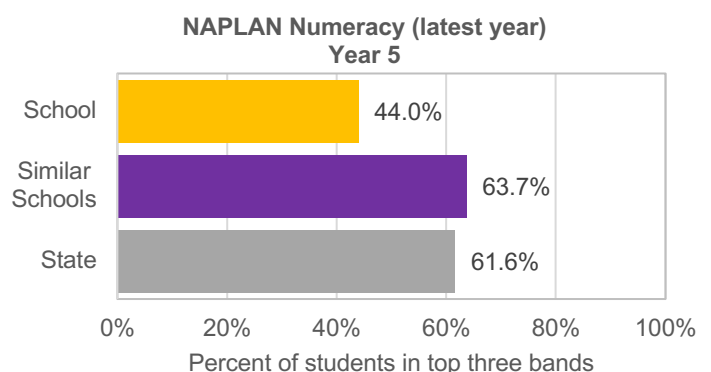
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.2%	63.0%
Similar Schools average:	73.9%	74.6%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.0%	50.0%
Similar Schools average:	63.7%	63.0%
State average:	61.6%	60.0%



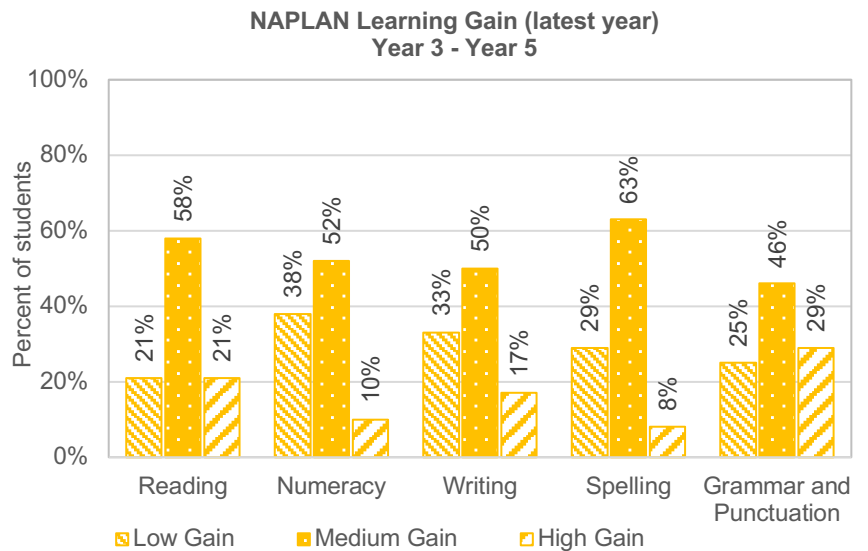
ACHIEVEMENT (continued)

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:	21%	58%	21%	23%
Numeracy:	38%	52%	10%	19%
Writing:	33%	50%	17%	21%
Spelling:	29%	63%	8%	23%
Grammar and Punctuation:	25%	46%	29%	23%



ENGAGEMENT

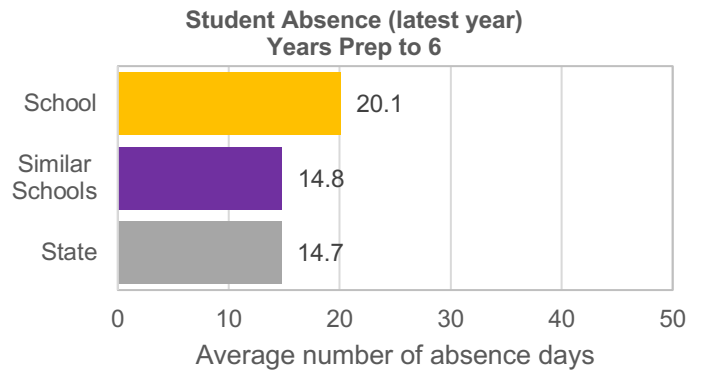
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.1	19.8
Similar Schools average:	14.8	14.6
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):	91%	89%	88%	94%	90%	88%	90%

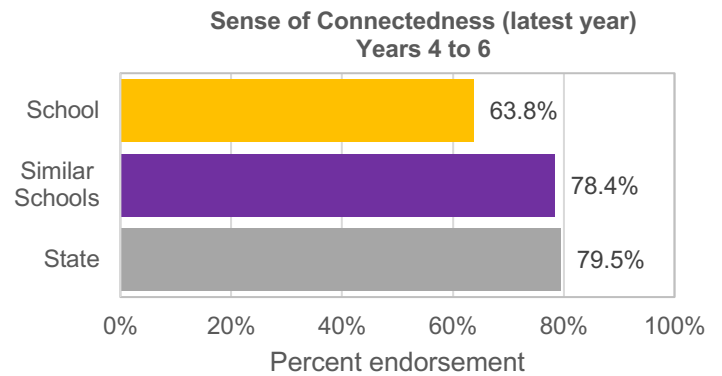
WELLBEING

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:	63.8%	78.2%
Similar Schools average:	78.4%	79.6%
State average:	79.5%	80.4%

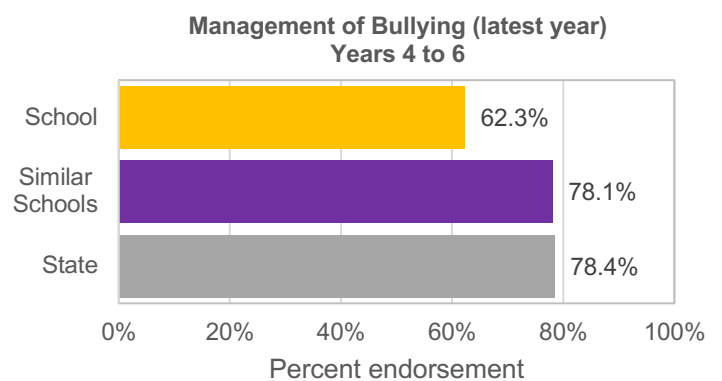


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	62.3%	79.4%
Similar Schools average:	78.1%	80.2%
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	\$2,090,844
Government Provided DET Grants	\$358,916
Government Grants Commonwealth	\$0
Government Grants State	\$104,291
Revenue Other	\$6,045
Locally Raised Funds	\$168,686
Capital Grants	\$0
Total Operating Revenue	\$2,728,783

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,279
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,279

Expenditure	Actual
Student Resource Package ²	\$1,982,137
Adjustments	\$0
Books & Publications	\$2,294
Camps/Excursions/Activities	\$54,941
Communication Costs	\$3,737
Consumables	\$64,609
Miscellaneous Expense ³	\$8,323
Professional Development	\$5,388
Equipment/Maintenance/Hire	\$32,429
Property Services	\$49,047
Salaries & Allowances ⁴	\$157,966
Support Services	\$30,454
Trading & Fundraising	\$20,460
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,206
Total Operating Expenditure	\$2,430,992
Net Operating Surplus/-Deficit	\$297,791
Asset Acquisitions	\$163,875

- (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	\$165,545
Official Account	\$37,694
Other Accounts	\$0
Total Funds Available	\$203,239

Financial Commitments	Actual
Operating Reserve	\$68,630
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$15,376
School Based Programs	\$7,968
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	\$37,375
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$129,349

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.