

# 2020 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 2020 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 18 March 2021 at 02:00 PM by Dale McLnerney (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 April 2021 at 03:40 PM by Sarah Wicking (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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, centered 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 disabilities 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.

In 2020, the school's enrolment was 223.3 students. PLC groups comprised of Foundation, Years 1/2, Years 3/4, and Years 5/6. The School's SFOE was 0.2842. The staffing profile was made up of 1 principal, 15.3 teachers, 10.5 education support staff, and 1.4 business managers.

### Framework for Improving Student Outcomes (FISO)

In 2020, the School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building practice excellence: Develop an adult professional learning to improve pedagogy in literacy and numeracy, and Parents and carers as partners: Foster communication and meaningful partnerships with families and community to set high expectations for all students and monitor individual learning progress and needs. This included:

- Development of MCPS Teaching and Learning Handbook, outlining the teaching and learning model at MCPS. This document continues to be developed into 2021
- Staff and student surveys into current reading practices conducted and analysed
- All staff attending Reading PL from Bastow
- Staff professional inquiry into effective reading practices undertaken through PLC format
- Continued refinement of the use of Compass including regular uploading of learning tasks to communicate student

learning, feedback and goals.

- Communication Thursdays introduced to help remind families to check communications including the newsletter and Compass learning tasks
- Regular conversations had between staff and families during remote and flexible learning. These documented through communication logs
- Increased use of Google Classroom as a tool to communicate between home and school as a result of remote and flexible learning
- SSGs were utilised to support learning throughout remote and flexible learning

### Achievement

2020 was a challenging year in terms of achievement however there were some clear highlights that have come from the period of remote learning:

- The use of Google Classroom was taken up from Foundation to Year 6. This format allowed teachers to provide specific and targeted feedback on student work, on a regular basis. Many students responded well to this and were able to take their learning further. The ability to have small group focused sessions online without distractions allowed for strong differentiation, especially in challenging and extending students.
- Upon returning to school, these tools were used to support learning and promote independent learning skills.
- ES staff aligned with our PSD students and those deemed to require extra support going above and beyond in their communication with their funded students and others as well.

With a focus on differentiation as well as the implementation of the Tutor Learning Program in 2021, we aim to raise the achievement levels of all students.

### Engagement

Whilst our comparison is in the lower category, in 2020, the primary reason is we have a group of families who have children who have transferred to our school to overcome school refusal. These children work on return to school programs guided by external professionals. Success is often intermittent. Newsletter reminders alert families to the need for regular school attendance, we follow up with personal contact and a text message is sent home each day at 10.00 am if a family has not recorded the absence. We continue to work hard on this process throughout the school.

Student engagement was tracked during the remote learning period. Where there were challenges in engaging students during this period, teachers contacted families and developed plans to support students to engage in the learning. Many students struggled to engage in remote learning because of an aversion to learning using technology. These students were supplied with hard copy learning packs and were supported to complete these.

To support student engagement during the transition back to onsite learning, our school developed a variety of strategies including:

- Timetable changes to allow students to ease back into school
- Provision of SSGs to support students in their return to school
- Continued use of the technologies that fostered engagement during PL
- Prioritising Kinder to Foundation as well as Year 6-7 transitions

### 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 2020. This program supports both students and their families in proactive ways. We continued the GEM (Gratitude, Empathy and Mindfulness) Program as an in class wellbeing program. Teachers were trained in the implementation of Respectful Relationships. Fab Friday was maintained as an approach to engages students with staff.

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
- Chaplain maintaining strong connections with families
- PLCs continued
- Weekly staff social events online such as trivia

### **Financial performance and position**

Menzies Creek Primary School maintained a very sound financial position throughout 2020. The 2019-2023 School Strategic Plan, along with the 2020 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 and GEM. 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 highly successful reading/writing intervention program- Cool Cats. We received 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 223 students were enrolled at this school in 2020, 100 female and 123 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) which takes into account parents' occupations and education.

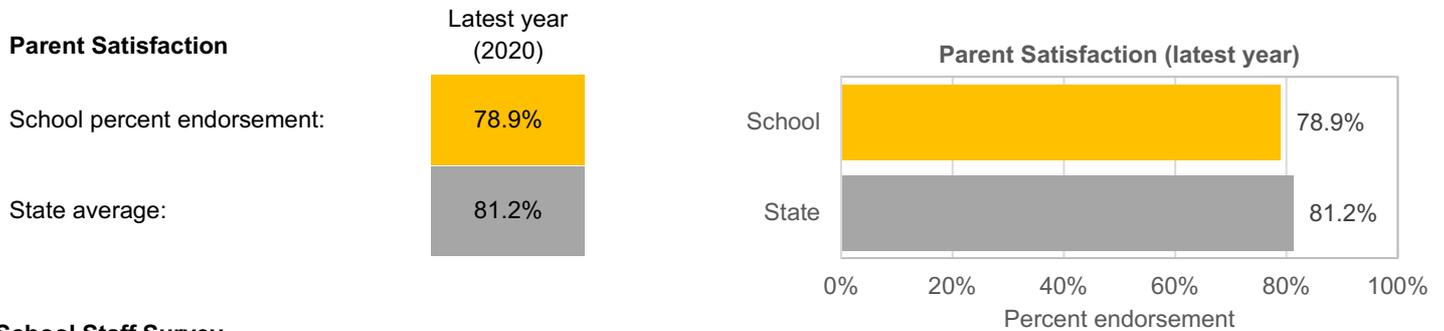
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

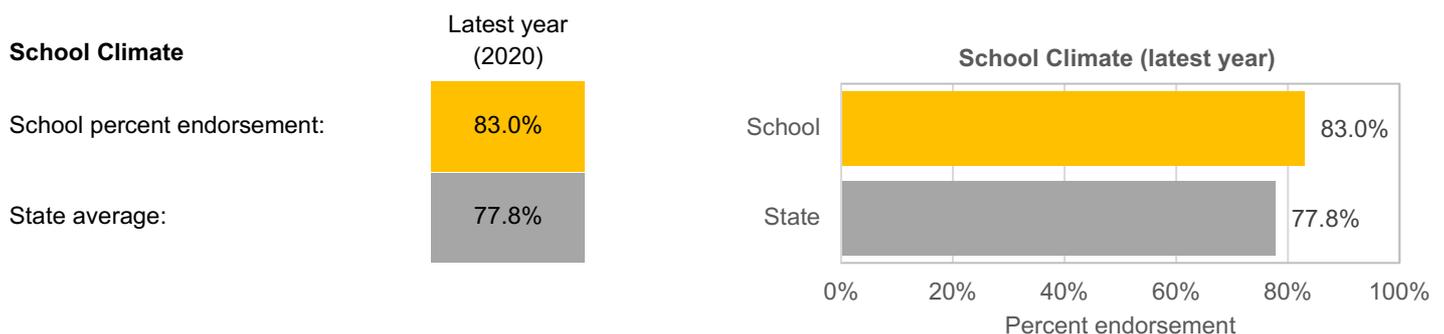


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

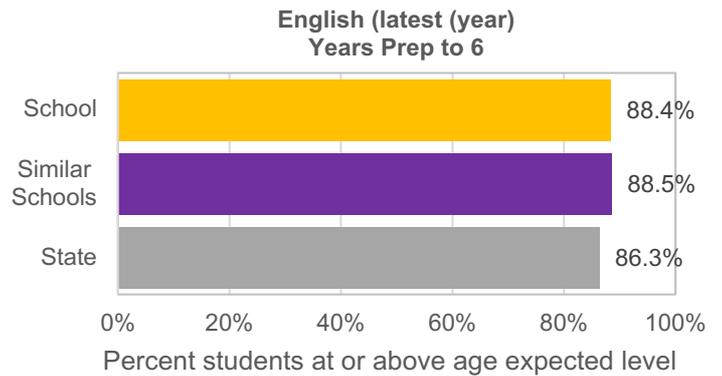
88.4%

Similar Schools average:

88.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

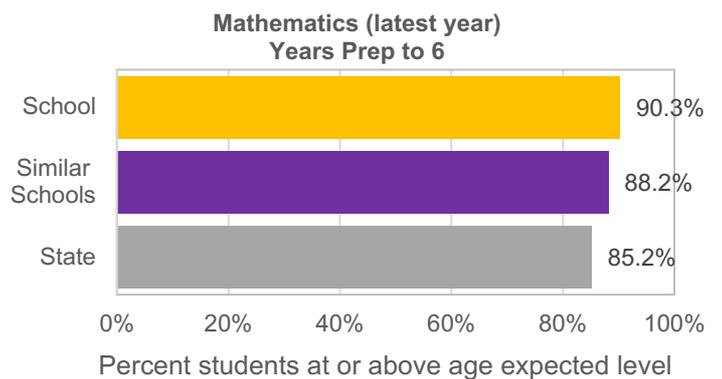
90.3%

Similar Schools average:

88.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

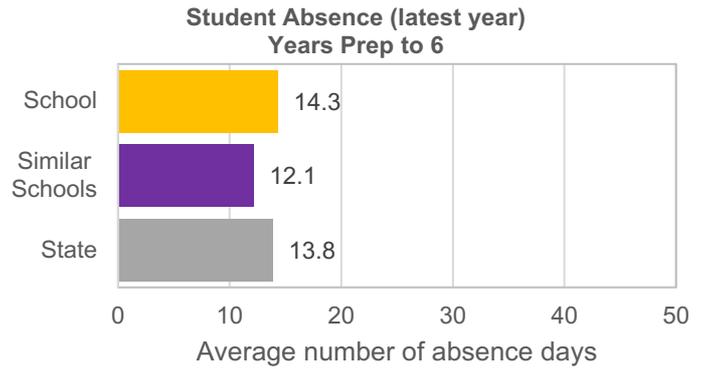
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.3	19.9
Similar Schools average:	12.1	14.8
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	93%	95%	93%	93%	92%

## WELLBEING

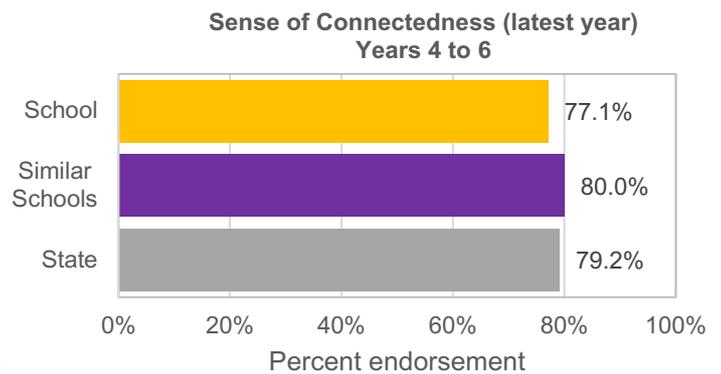
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	77.1%	82.9%
Similar Schools average:	80.0%	80.7%
State average:	79.2%	81.0%



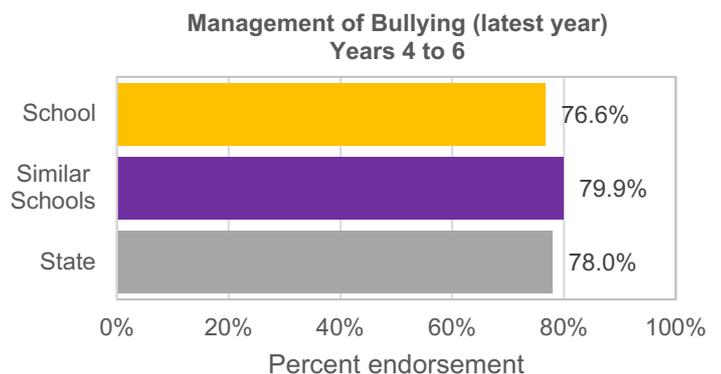
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	76.6%	85.0%
Similar Schools average:	79.9%	81.8%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,184,356
Government Provided DET Grants	\$329,910
Government Grants Commonwealth	\$1,001
Government Grants State	NDA
Revenue Other	\$21,878
Locally Raised Funds	\$175,689
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,712,833</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,099
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$18,099</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,147,014
Adjustments	NDA
Books & Publications	\$2,369
Camps/Excursions/Activities	\$16,935
Communication Costs	\$7,573
Consumables	\$47,610
Miscellaneous Expense <sup>3</sup>	\$13,488
Professional Development	\$500
Equipment/Maintenance/Hire	\$55,914
Property Services	\$32,198
Salaries & Allowances <sup>4</sup>	\$160,222
Support Services	\$67,549
Trading & Fundraising	\$12,923
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$19,722
<b>Total Operating Expenditure</b>	<b>\$2,584,017</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$128,816</b>
<b>Asset Acquisitions</b>	<b>NDA</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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$167,142
Official Account	\$25,363
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$192,505</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$68,149
Other Recurrent Expenditure	\$805
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$68,953</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.*