2020 Annual Report to The School Community

School Name: Malvern Valley Primary School (4669)

- 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 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 21 April 2021 at 05:42 PM by Tracy Skiba (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 29 April 2021 at 10:05 PM by Melanie Konstantopoulos (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

Malvern Valley Primary School's vision is to create confident children with choices for their future. It prides itself on excelling in each of our four pillars, namely Positive Wellbeing, Outstanding Achievement, Capacity Building and Global Citizenship. These pillars form the foundation for our school which seeks to provide the best possible education for our students and the most outstanding career opportunities for our staff. Our values of Cooperation, Respect, Confidence and Resilience underpin our actions and interactions. They are espoused by all members of our community and assist us in developing a strong sense of self and an ability to contribute positively to our world.

In 2020, MVPS continued to grow with 286 students and 12 classes, which was comparable with 2019. With continued stability in student numbers staffing was able to be maintained, increasing by 1.0 FTE staff to exactly 26.0FTE staff in 2019 whilst the school's Student Family Occupation and Education Index (SFOE) also remained consistent at 0.1831 the school ICSEA (Index of Community Socio-Educational Advantage) remained consistent at 1107, with small slight increase from 1102 in 2019. This increase moved MVPS from the 86th percentile rank to the 87th percentile rank in 2020.

In 2020 we continued to work towards implementing the school grounds Master Plan with further upgrades to the school gardens. This included the upgrade of both junior and senior play equipment to ensure that the equipment met current compliance standards.

Due to the COVID pandemic and school lockdowns the MVPS community moved to remote learning during Term 2 and then again in Term 3. During school lockdowns the MVPS community moved to remote learning for approximately 17 weeks of the 2020 school year. The staff transitioned to remote learning with the use of Google Classroom from students in Grades 3-6 and SeeSaw for students in Prep- Gr.2. During this time of rapid change staff worked collaboratively to further develop and refine their capacity to utilize the hardware and software they had available to them to implement their classroom curriculum. Staff worked collaboratively to develop their pedagogical skills to implement an effective online teaching and learning program using both synchronous and asynchronous practices.

Framework for Improving Student Outcomes (FISO)

The 2020 Annual Implementation Plan focused strongly on Excellence in Teaching & Learning; Evidence-based high-impact teaching strategies and Evaluating impact on learning. All academic targets, including NAPLAN and other standardised tests, were growth-related to ensure that all students were being challenged and continued to make strong gains in their learning. The 2020 AIP also focused on Positive Climate for Learning; Health & Wellbeing.

The school implemented a number of Key Improvement Strategies to ensure above-average growth was made across the school, including:
- Building staff capability in literacy and numeracy practices
- Use of data to differentiate teaching and track and monitor student progress
- Continue to develop understanding of positive psychology approach across the school community
- Embed positive psychology approach into the curriculum
- Improve student learning by improving staff wellbeing

The shift to remote learning altered some of the actions and outcomes aligned with the KIS1a - Building staff capacity in literacy and numeracy practices. The actions and outcomes focused on effective planning, developing learning sequences and implementation of the curriculum through the online platforms. The learning specialist role altered from coaching and modelling in the classroom practice to developing school wide instructional models and creating consistency in the planning of English and Mathematics learning sequences across the whole school. Despite the alterations of actions and outcomes MVPS has achieved success in attaining the KIS1a. The KIS 1b and 2a remained the same as did the actions and outcomes.

Achievement

KIS1a - Building staff capacity in literacy and numeracy practices
In English the learning specialist has led the team to build consistency of practice in planning and implementation of the English program. This has been achieved through weekly attendance in planning meetings by the Learning Specialist, implementation of ongoing PL, a continued focus on problems of practice by the PLCs and the provision of adequate resourcing. To support the teaching of reading all teachers have had PL on F&P and have completed Benchmarking and have set reading goals for their students as a result. Staff are more able to effectively implement Further Work Time activities within the reading instruction due to the English PLC creating a consistent resource. The LS has led the development and implementation of writing rubrics as an assessment tool for writing whilst liaising with an external consultant on these. Staff have demonstrated preparedness to share and receive feedback from consultant from teams with writing rubrics.
In the area of Mathematics the Learning Specialist has continued to develop teachers' capacity to tailor learning to the needs of individual students. The Learning Specialist (LS) has been present in planning sessions and worked collaboratively with teams in their planning of mathematics which has supported the school to have consistency of practice in the implementation of the mathematics instructional model and curriculum. The Maths PLC has worked on developing questioning techniques and lesson structures which has led to a shift in mindset in behavior. The school has continued their engagement with MAV Collaborative and participated Problem Solving in Maths PL. Teachers made adjustments to continue to provide high-quality teaching and learning in a remote context using a new pedagogical model in Mathematics in semester 2. Teachers have a consistent approach to the teaching of Mathematics, with a focus on the proficiency strands, is in place as a result of a strong framework, Pedagogical Model, ongoing PL and strong focus from the Mathematics PLC.

KIS1B- Evaluating impact on learning- Use of data to differentiate teaching and track and monitor student progress
Staff have worked collaboratively with an external consultant in an ongoing capacity in PL sessions and used the newly created rubric guide to develop effective writing rubrics which have supported a common framework for assessment. Staff used regular common assessment tasks with comprehensive rubrics established to underpin them and moderation occurring across and within teams. As a result MVPS have created a range of rubrics to support consistent writing assessment, the Pivot survey data showing an improvement in questions focusing on feedback, clarity of assessment and knowing how to improve.
During remote learning teachers worked to give students feedback for growth. The school worked to further develop the mindset of both staff and students in regard to how feedback can be provided and how it was engaged with. Staff have built their understanding on the importance of data and how it can be used to inform teaching. Staff worked to collate and analyse school-wide data which was reviewed by teaching teams prior to planning week to inform focus areas. Staff reviewed the learning growth and achievement for all students in both reading and mathematics. In remote learning, teachers also made significant adjustments to continue to obtain rigorous and reliable formative and summative data, to inform instruction. Where possible, staff continued to monitor student growth through effective analysis of data. This included Education Support Staff, working to develop their skills to use data to target teaching, as evidenced by a Phonics Support Program targeting students in Prep - Grade 2 who were identified from data gathered upon student's resumption on-site.

Moving forward and looking into 2021 staff will continue to develop their capacity in the areas of differentiation and feedback in the classrooms, using data to effectively inform teacher instruction, effective implementation of learning walks to promote consistency in the implementation of MVPS instructional models.

Engagement

Student absence decreased in 2020 to 10.88 days per student from 2019 in 14.39 days per student. However, we did notice an increase of unexplained absences from 2019 (1.44 days per student) to 2020 (3.82 days per student). The COVID pandemic and school closures with the move to remote learning impacted student attendance.
Due to COVID lockdowns throughout 2020 and the restrictions that were put into place once students returned to on-site learning the MVPS Academy program was not able to run as this program required students to work in a multi-age group environment. However, staff were able to investigate and embedded the design thinking model into the inquiry curriculum. Teachers focused on creating a curriculum and teaching and learning programs that supported the students to develop their critical and creative thinking skills. Staff continued to work with specialist consultant to create thinking rich curriculum tasks.

Staff worked to effectively implement the Google Classroom and SeeSaw to support student learning during COVID lockdowns. These online platforms supported students to engage with their teachers and peers and learning tasks Overall the student responses to the ATOSS survey were very positive and showed an increased positive endorsement.

Stimulated Learning	2019- 68%	2020- 85%	An increase of 27%
Motivation & Interest	2019- 68%	2020- 75%	An increase of 7%
Student Voice & Agency	2019- 56%	2020- 58%	An increase of 2%

Into 2021, the school will continue its implementation of the Academy program whilst continuing to refine the planning of the program and the curriculum content. MVPS will continue to use the PLC process to incorporate the 1:1 blended learning program more comprehensively to engage students and families using Google Classroom and Seesaw. The implementation of the blended learning program will be a key enabler. Teachers in P-2 classes will focus on using SeeSaw as a platform to create digital portfolios to share the learnings from school with families at home.

Wellbeing

KIS2A- Curriculum planning and assessment; Embed positive psychology approach into the curriculum
Staff have continued to develop in their understanding and practice of Positive Education through ongoing PL, focuses in teams with specific planning time for PEEC. Teams have continued to develop their knowledge and understanding of practical application of PEEC into the classroom context and engagement with key resources. Staff audited the curriculum to align with PEEC and Domains of Positive Education and have worked in collaboration with Institute of Pos Ed to align MVPS's approach to Pos Ed. The school purchased resources to support the implementation of PEEC and created (5-minute mindset books / School's own Pos Ed poster) for all teachers. Teachers made significant adjustments to continue to teach Positive Education lessons remotely, targeting students' needs based on the evolving context and providing for students' wellbeing needs during the period (ie. by facilitating connection with their teachers and peers and monitoring their level of coping and/or psychological distress)
The leadership team have worked to build the understanding of the community on Positive Education through the provision of weekly articles and throughout 2020 there was a strong focus on staff wellbeing which has been aligned to Positive Psychology.
Overall the student responses to the 2020 ATOSS were very positive. The results show that students feel safe and connected to school and demonstrate a positive attitude to learning. Most areas of the survey showed a positive increase with the exception of the following:
Teacher Concern - 64% (-2)
Self Regulation & Goal Setting - 79% (-3)
Throughout 2021 the school will continue to implement PEEC throughout the school, building staff capacity and understanding of the program for effective implementation at a classroom level.

Financial performance and position

The school focused funds on the below curriculum initiatives in 2020:
The continued provision of additional Professional Practice Time for all teachers
The employment of two Learning Specialist (English and Mathematics)
The purchasing of numerous resources associated with Academy
The purchasing of various software to support remote learning programs
The upgrading of teacher display panels in all classrooms.
Ongoing PL for teachers, primarily in writing assessments, pedagogical practices in online learning and Mathematics Proficiencies
Subscribing to the PEEC (Positive Education Enhanced Curriculum)
Purchasing the material, training and paying aides to implement the LLI (Levelled Literacy Intervention)

The expenditure of funds on these projects has enabled our school to make significant gains in terms of our offerings.

Moving into 2021 the MVPS will be implementing the 1:1 blended learning program for students in Grades 3-6 and will need to purchase 100 laptops to support this program. Staff will also have the opportunity to further develop their capacity in implementing year level PLC's through ongoing support of the learning specialists with a focus on using data to effectively plan curriculum.

The school will also need to ensure that various school maintenance projects are undertaken, specifically the repair of the multi-purpose room floor.

For more detailed information regarding our school please visit our website at
https://mvps.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 282 students were enrolled at this school in 2020, 138 female and 144 male.

18 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.
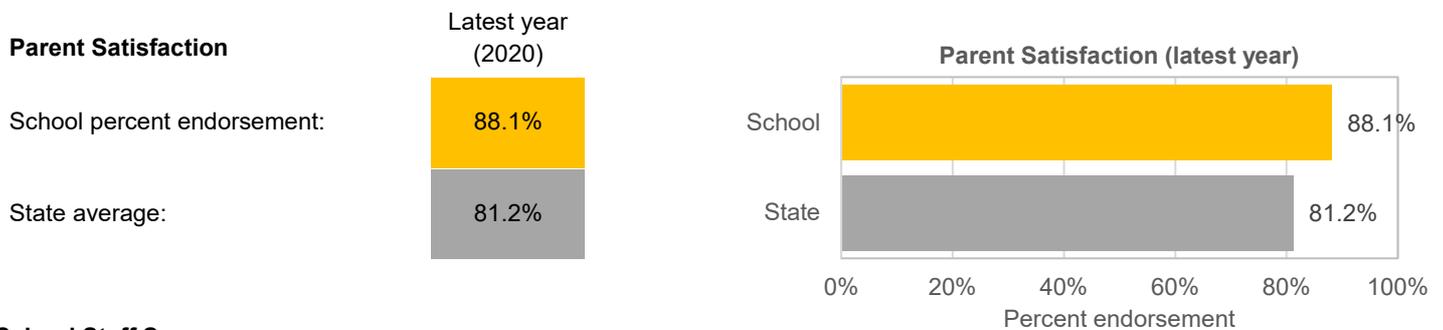
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
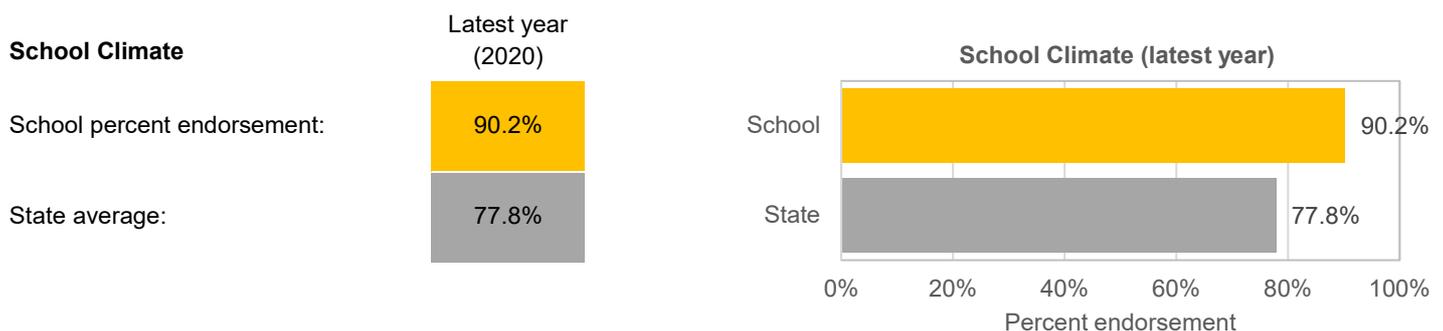
Parent Satisfaction	Latest year (2020)
School percent endorsement:	88.1%
State average:	81.2%

Parent Satisfaction (latest year)

School: 88.1%
State: 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	90.2%
State average:	77.8%

School Climate (latest year)

School: 90.2%
State: 77.8%

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:	91.2%
Similar Schools average:	91.5%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	91.2%
Similar Schools	91.5%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
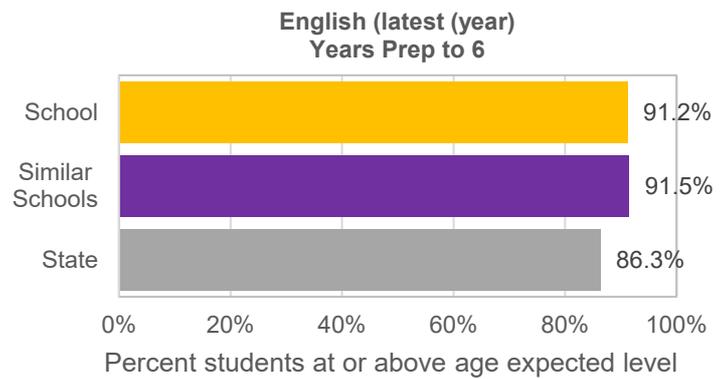
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	88.9%
Similar Schools average:	90.6%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	88.9%
Similar Schools	90.6%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
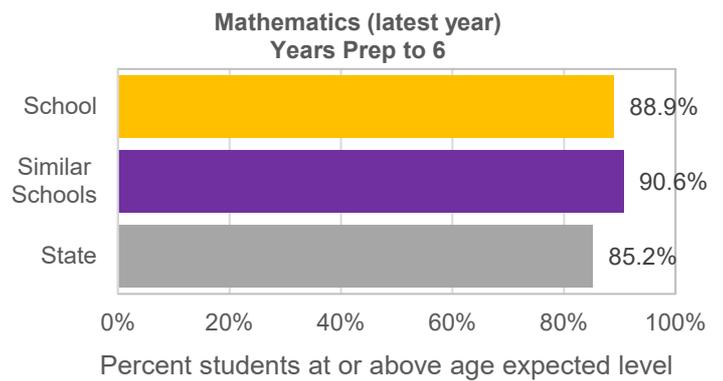
NAPLAN

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).

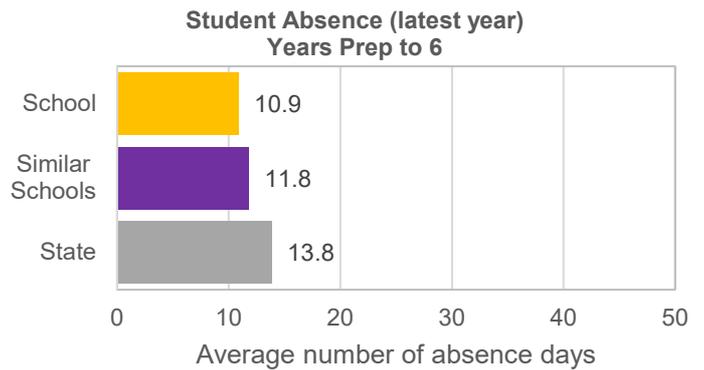NAPLAN tests were not conducted in 2020.

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:	10.9	12.9
Similar Schools average:	11.8	13.7
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	10.9
Similar Schools	11.8
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	93%	97%	95%	96%	93%

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.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	69.9%	68.0%
Similar Schools average:	78.8%	79.8%
State average:	79.2%	81.0%
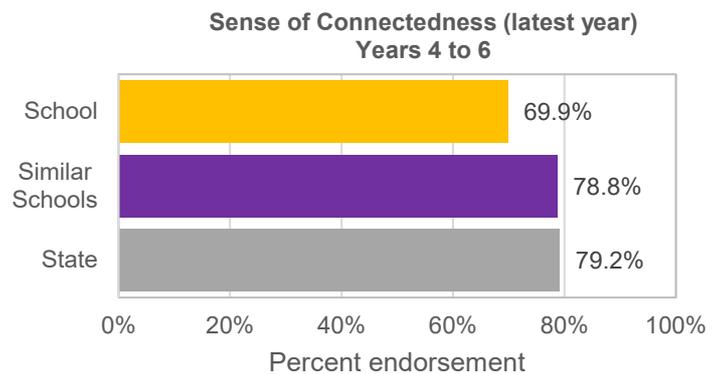
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	69.6%	67.4%
Similar Schools average:	76.7%	78.6%
State average:	78.0%	80.4%
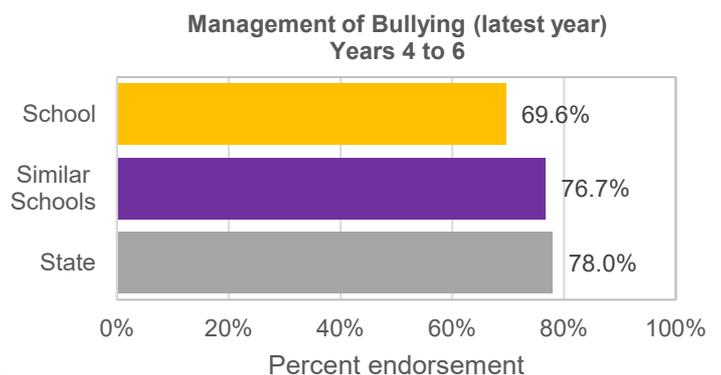
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$2,394,281
Government Provided DET Grants	$217,600
Government Grants Commonwealth	$156,895
Government Grants State	$5,000
Revenue Other	$47,788
Locally Raised Funds	$186,614
Capital Grants	NDA
Total Operating Revenue	**$3,008,178**

Equity [1]	Actual
Equity (Social Disadvantage)	$13,033
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$13,033**

Expenditure	Actual
Student Resource Package [2]	$2,422,773
Adjustments	NDA
Books & Publications	$12,665
Camps/Excursions/Activities	$2,907
Communication Costs	$5,299
Consumables	$68,440
Miscellaneous Expense [3]	$18,195
Professional Development	$22,243
Equipment/Maintenance/Hire	$55,677
Property Services	$63,252
Salaries & Allowances [4]	$69,376
Support Services	$74,924
Trading & Fundraising	$33,558
Motor Vehicle Expenses	NDA
Travel & Subsistence	$29
Utilities	$27,251
Total Operating Expenditure	**$2,876,589**
Net Operating Surplus/-Deficit	**$131,589**
Asset Acquisitions	**$41,713**

(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

Funds available	Actual
High Yield Investment Account	$720,235
Official Account	$9,998
Other Accounts	NDA
Total Funds Available	**$730,233**

Financial Commitments	Actual
Operating Reserve	$65,939
Other Recurrent Expenditure	$10,182
Provision Accounts	$10,862
Funds Received in Advance	$176,533
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$86,430
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$10,000
Capital - Buildings/Grounds < 12 months	$35,000
Maintenance - Buildings/Grounds < 12 months	$40,000
Asset/Equipment Replacement > 12 months	$130,000
Capital - Buildings/Grounds > 12 months	$50,000
Maintenance - Buildings/Grounds > 12 months	$48,823
Total Financial Commitments	**$663,768**

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.