

2022 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 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 27 April 2023 at 10:20 AM by Tracy Skiba (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 27 April 2023 at 12:23 PM by Vicki Christofilopoulos (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Malvern Valley Primary School prides itself on our vision to create confident children with choices for their future. Our vision is guided by the values of Cooperation, Respect, Confidence and Resilience which direct our actions and interactions. All decisions are made with students at the heart. This mantra is espoused by all members of our community and assists us to develop a strong sense of self, a positive connection to others and an ability to contribute positively to our world.

MVPS is a well-appointed school set amongst expansive grounds within the Malvern East community. In an unstable climate we have maintained a steady student population of 255 enrolments in 2022 with numbers predicted to grow in 2023.

The school capitalises on its location within the Phoenix Park Precinct to enable rich experiences for all students. We have regular buddy sessions with Early Years at Phoenix Park children, weekly visits to the Phoenix Park Library and, in 2022 students formed part of a team that visited Phoenix Park Neighbourhood House to volunteer at the Chatty Cafe for seniors.

School facilities have been well looked after and maintained. New carpets were laid in portable classrooms prior to the school year beginning and shade sails and outdoor tables were placed around junior and senior classrooms. An inclusion room called, "The Hub" was developed (in consultation with other schools) to create a sensory breakout space for students. This space is also used by therapists when working on site, for Student Support Group meetings and for lunchtime clubs. An artist in residence was also hired to work in consultation with students to paint a mural on the Hub and mosaic tile the garden bathtubs with student designs and the school values. This was a great opportunity for students to learn new skills, have authentic voice and agency into school facilities and feel a greater sense of connection to our community through their personal input and creativity.

2022 marked the final year of the Strategic Plan. MVPS accessed PLC support by working with PLC Coaches, Ben Allen and Yianna Pullen. They worked with PLC leaders and the whole staff to build stronger data literacy and the ability to lead teaching and learning through the lens of data sharing protocols. The staffing profile slightly dipped to 22.3 full-time equivalent staff from 24.2 in 2021. The school's Student Family Occupation and Education Index (SFOE) remained consistently low 0.1476.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022, we continued to use our Professional Learning Communities (PLCs) to drive an improvement in our student outcomes. PLC Consultants supported the school with this work and provided coaching to the leaders. In 2022 we continued to have 3 curriculum focused PLCs – English, Mathematics and Wellbeing. In English the focus was on using the Writer's notebook and beginning with the consistent implementation of the Writer's Workshop. Teachers built their understanding and capacity on how to give students more agency in writing lessons. The Maths PLC used a critical lens when looking at school wide data and worked on how we can better extend our high achieving students. The Wellbeing PLC examined school wide survey data to inform and target the wellbeing needs of the students. Fairness was the main focus.

The Learning Specialist supported teachers to build consistency of practice across the school and worked with graduate teachers to build their pedagogical understanding and knowledge of the school's instructional models. They supported staff in the use of formative data and used a school wide data spreadsheet to support teachers with their analysis of summative assessments.

Our Team Leaders worked together regularly to build their capacity as leaders. They developed a deeper understanding of the impact goal setting has on students' learning and supported their teams to implement student goals. They completed learning walks to see examples of this in action around the school. Our Grade 1 and 2 students were the standout cohort in our 2022 data. They outperformed similar schools in both English and Numeracy with their teacher judgments. The Grade 5 students performed extremely well in writing, scoring above similar schools in their teacher judgments, with 91% of our students at or above level. It was pleasing to see that our Grade 3 Numeracy four year trend NAPLAN data was above similar schools. Areas to focus on will be to work with the 2022 year 5 cohort to improve their reading and writing results. NAPLAN data may also be impacted by a Critical Incident that occurred during the week of NAPLAN in 2022.

Wellbeing

In 2022, Malvern Valley Primary School AIP had the following targets for Wellbeing:

- To increase student voice and agency – Increase the school-wide positive endorsement of the AtoSS factor 'Student Voice and Agency' from 68% to 72% - result- 58%

- Increase the school-wide positive endorsement of the AtoSS factor 'Sense of Connectedness' from 79% to 82%- result 77%.

71.3% of our students had a positive response to our 'Management of Bullying'.

Our school community is proud to report an improvement in student engagement as reflected in the Attitudes to School Survey (AtoSS). Specifically, our students have demonstrated an increase in their responses to 'Stimulated Learning'. The AtoSS results from 2022 reveal that an impressive 84% of all students responded positively to Stimulated Learning. Furthermore, our Year 6 cohort responded even more enthusiastically, with a pleasing 91% of students indicating their satisfaction with their schools approach. Our AToSS results were surprising to both leadership and staff with the very big dip identified in year 4 girls and their sense of wellbeing and year 5 boys and their perception of bullying. The Learning Specialist and school principal resurveyed these two cohorts to unpack the results and learn more about the issues presented. The survey responses were also unpacked with small focus groups to give them the opportunity to further clarify and elaborate on their responses. Important key learnings came to light as result of this follow up work: A small group of year 4 girls were feeling unsafe and unheard in their classroom because of the way some male students were acting. Their perception was that they got away with "bad" behaviour when the teacher turned their back, or they didn't understand why they were expected to behave when male students could be fidgety and call out (three identified students are diagnosed with ADHD). Some positives were how the year 6 cohort were feeling, with some factors scoring in the 90th percentile. The introduction of fortnightly leadership meetings, specialist captains and an open door policy with the Principal Class meant that students felt heard and more importantly, that their ideas and suggestions were recognised. To support authentic Student Agency and Voice, year level teams surveyed all students prior to term four planning to gather suggestions about what students were interested to learn about or improve in their learning. This feedback was acted upon by teams in the term 4 planning day. The Pivot fortnightly check-ins have also allowed for students to identify how their wellbeing is and for teams to support through data meetings. Students who were unlikely to seek assistance have now got an outlet for contacting teachers and leadership when they require support for their wellbeing.

Engagement

In 2022, our attendance data was positive with an average of 18.1 absence days, compared to similar schools who had an average of 20.5 absence days and the state average of 23.3 absence days. The year 4 cohort were a stand out with a 94% attendance rate. Students who have been identified as suffering from long term anxiety due to the large number of time spent in remote learning, continued to be supported in their return to school by the Principal, Assistant Principal and classroom teachers. We utilised Sentral notifications to track student attendance and maintained communication with families in order to establish the cause for non-attendance. The school will continue to work towards reducing the average number of student Absence Days to 11 days or fewer annually.

Our JSC met regularly and were key decision-makers, considering student needs, wants and perspectives when making decisions. As a result of these meetings, lunch time clubs and activities were reintroduced in order to give students the opportunity to pursue their passions and interests alongside their peers. The Shake and Wake initiative encouraged students, staff and families to move their bodies and get ready for learning proved to be successful, with growing weekly participation.

Collaboration is a key component of successful school leadership, and our House and Specialist Captains exemplify this approach through fortnightly meetings with key decision makers. These meetings provide a platform for discussing student needs and voice, as well as brainstorming ideas for assembly scripts that will engage and inspire our student body. In addition, our senior students and leaders have forged strong partnerships with the community, such as the 'Chatty Cafe' program, which brings together senior citizens from the local area with our students. These initiatives are crucial for fostering a sense of community and belonging, while also instilling important values such as empathy, respect, and inclusivity.

The Academy program continued to generate excitement for our 3-6 students who pursued their interests, whilst developing metacognitive strategies to drive their own learning, take action and critically analyse authentic problems. A highlight was 20 of our 5/6 girls confidently presenting at the 'It Takes a Spark' STEM conference. The Grade 5/6 girls taught other primary students from across Melbourne about The Design Thinking Model.

Other highlights from the school year

As part of the Victorian Government's Self-Determination in Education Reform Initiative Malvern Valley Primary School was pleased to have been nominated to host a Campfire Conversation in 2022. We were one of 100 schools across the state to be invited to host conversations.

Malvern Valley was nominated as acknowledgement as a school that has made great progress with establishing a respectful and inclusive school culture.

This opportunity enabled our school to be at the forefront of exciting system changes that empower Koorie learners, families, staff and the wider community. As part of this humbling and eye opening experience we hosted Koorie families, locals and supporters of Self-Determination in Education over two 'campfires'. This was such a powerful experience for all involved and really brought to light vulnerabilities, misconceptions as well as stronger and trusting connections moving forward. It was a great honour to share this information with other campfire conveners and the Department.

Financial performance

Malvern Valley Primary School struggled with its financial position due to significantly reduced funding from the Department, a reduction in the grants allocated to OSHC programs and staffing changes. Malvern Valley has a financial result of a \$ 85,794 deficit for the 2022 year.

Additional funding of \$ 93,886 was received from the DET for the development of Tier 2 Wellbeing programs. Malvern Valley Primary School expenditure was directly linked to identified goals and priorities specified in the 2022 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, teacher professional development, student wellbeing and Information and

Communication Technology. School based profit-making programs contributed an additional \$95 804 to the school's revenue. Fundraising generated \$22805; Outside School Hours Care generated revenue of \$43041 and facility hire raised \$29 958. These profit-making programs give the school opportunities to invest in our facilities and to provide a range of activities and programs that allow our students to explore their interests. The High Yield account was financially impacted because of maintenance needs that arose after two years of lockdowns. The High Yield account balance was \$ 345,192.24. Despite ending the school year in deficit, there should be a great reduction in this deficit upon the successful funding applications for a number of students from Prep-6 in 2023. Malvern Valley Primary School is committed to continuing the provision of high-quality educational opportunities as well as maintaining the facilities at the current high standard which has also meant that finances have been stretched to accommodate this.

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 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 255 students were enrolled at this school in 2022, 125 female and 130 male.

15 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).

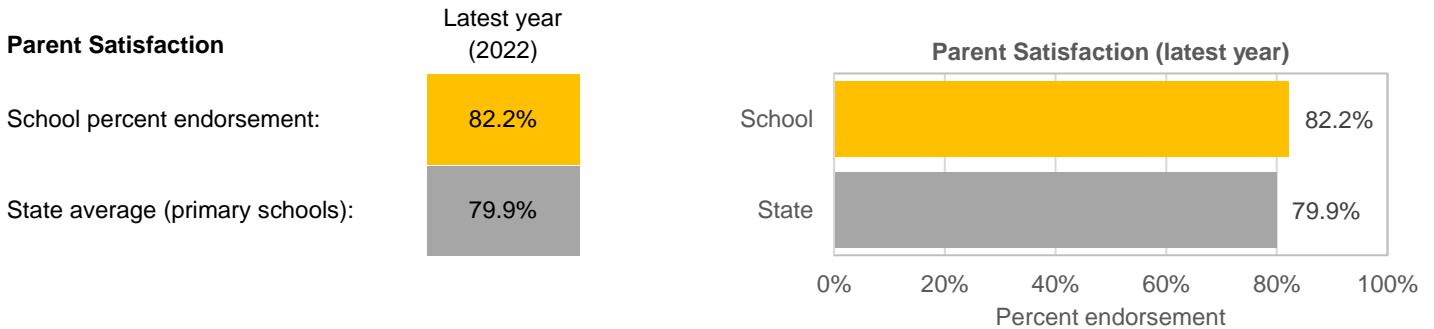
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

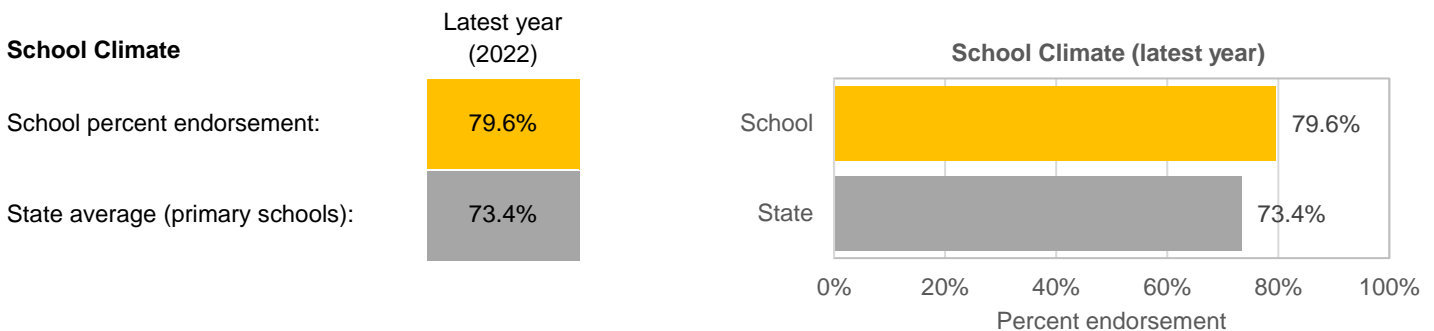


School Staff Survey

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:

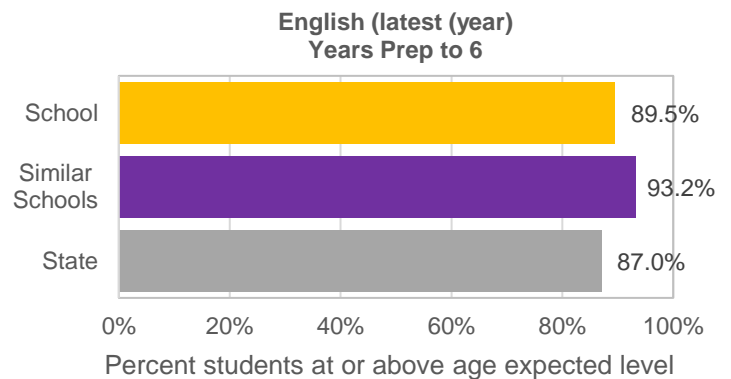
89.5%

Similar Schools average:

93.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

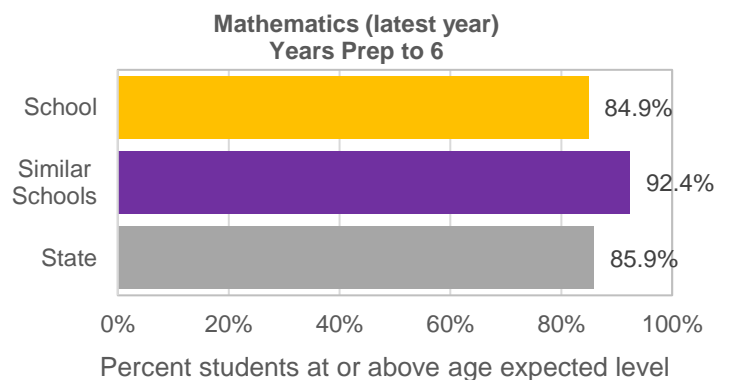
84.9%

Similar Schools average:

92.4%

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.

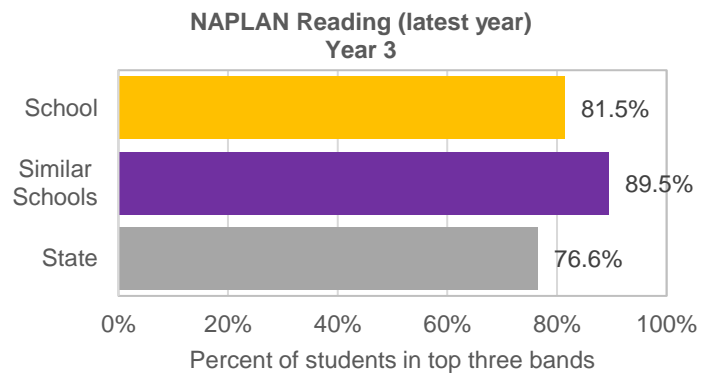
NAPLAN

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.

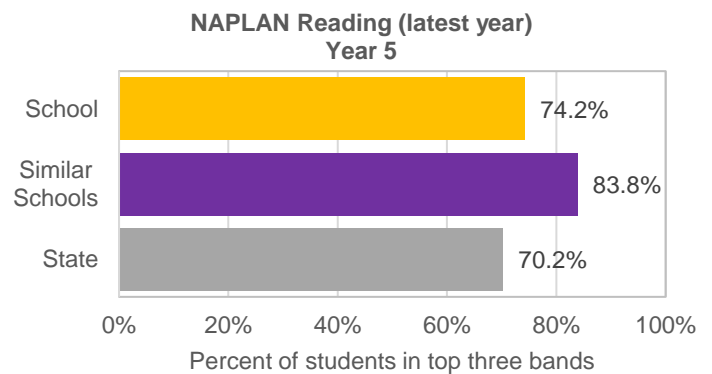
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.5%	82.2%
Similar Schools average:	89.5%	87.4%
State average:	76.6%	76.6%



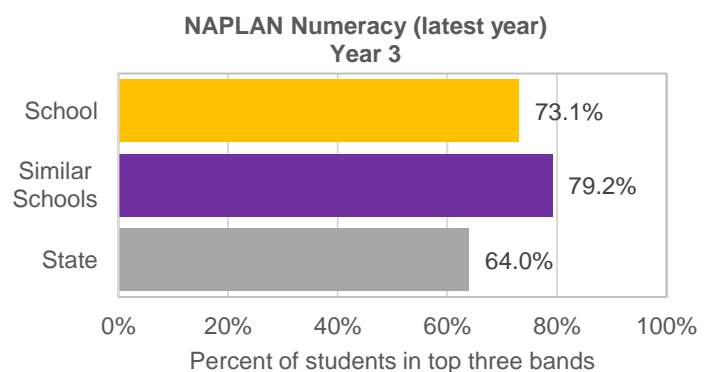
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.2%	75.0%
Similar Schools average:	83.8%	82.5%
State average:	70.2%	69.5%



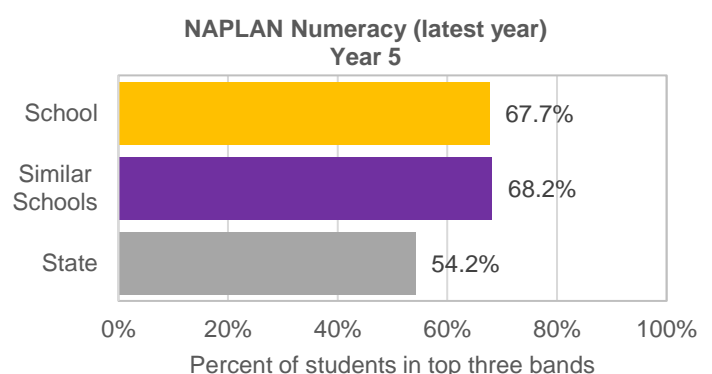
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.1%	80.0%
Similar Schools average:	79.2%	79.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.7%	68.0%
Similar Schools average:	68.2%	73.0%
State average:	54.2%	58.8%



WELLBEING

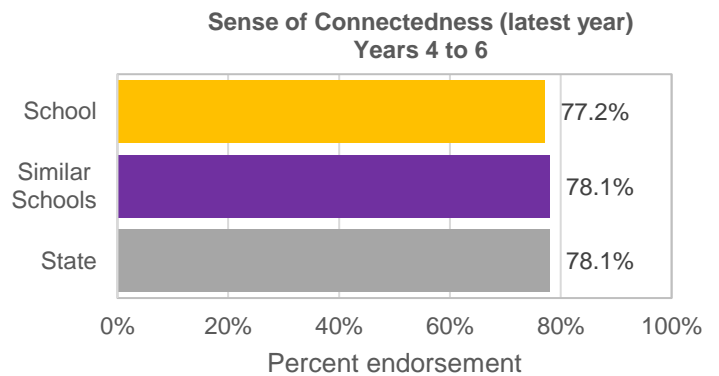
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.2%	72.3%
Similar Schools average:	78.1%	78.2%
State average:	78.1%	79.5%

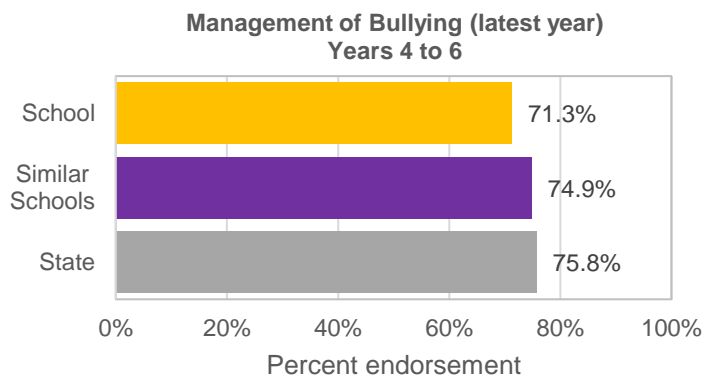


Student Attitudes to School – Management of Bullying

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:	71.3%	70.9%
Similar Schools average:	74.9%	76.4%
State average:	75.8%	78.3%



ENGAGEMENT

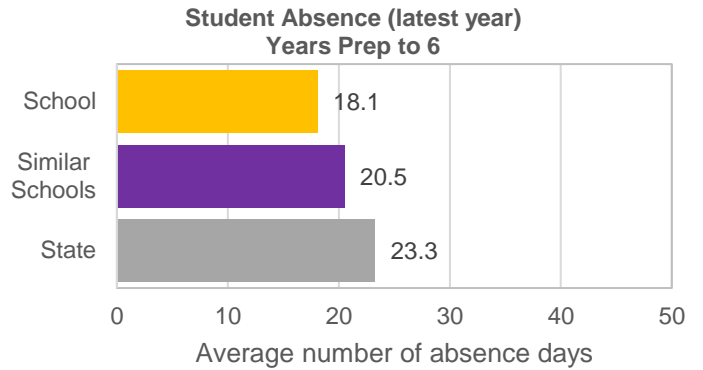
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.1	13.6
Similar Schools average:	20.5	14.3
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	90%	92%	90%	93%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,386,245
Government Provided DET Grants	\$279,084
Government Grants Commonwealth	\$61,654
Government Grants State	\$20,000
Revenue Other	\$16,015
Locally Raised Funds	\$369,714
Capital Grants	\$0
Total Operating Revenue	\$3,132,711

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,483
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,483

Expenditure	Actual
Student Resource Package ²	\$2,431,994
Adjustments	\$0
Books & Publications	\$10,491
Camps/Excursions/Activities	\$105,492
Communication Costs	\$6,219
Consumables	\$75,701
Miscellaneous Expense ³	\$17,711
Professional Development	\$24,303
Equipment/Maintenance/Hire	\$66,687
Property Services	\$86,725
Salaries & Allowances ⁴	\$144,775
Support Services	\$84,969
Trading & Fundraising	\$59,814
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,068
Total Operating Expenditure	\$3,138,951
Net Operating Surplus/-Deficit	(\$6,240)
Asset Acquisitions	\$55,583

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$345,192
Official Account	\$21,304
Other Accounts	\$0
Total Funds Available	\$366,497

Financial Commitments	Actual
Operating Reserve	\$105,413
Other Recurrent Expenditure	\$6,055
Provision Accounts	\$13,783
Funds Received in Advance	\$25,210
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$74,374
Repayable to the Department	\$85,764
Asset/Equipment Replacement < 12 months	\$4,306
Capital - Buildings/Grounds < 12 months	\$3,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$21,400
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$15,000
Total Financial Commitments	\$364,305

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.