

2020 Annual Report to The School Community



School Name: Mount Evelyn Primary School (3642)



- 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 12 March 2021 at 11:16 AM by Angela O'Hare (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 March 2021 at 10:02 AM by Chris Brannigan (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

Mount Evelyn Primary School (MEPS) is a progressive school providing individualised, child-centred learning that is characterised by a determination to assess and track each child’s individual learning needs across all learning domains. Learning takes place in a climate that values learning excellence, a sense of community, sustainability and enjoyment of learning. Personal values of integrity, care, respect, safety and responsibility provide the foundations for achieving this.

In 2020 383 students were enrolled in our school, 172 female and 211 male. Although our overall socio-economic profile places us in the low-medium range, we cater for a very diverse community. Mount Evelyn PS has 36 equivalent full time staff including 2 Principal class, 26 full and part time teaching staff and 12 Education Support and Administration staff.

We believe that learning is a journey, not a race. Whilst each child makes that journey in their own unique way, given adequate time, guidance and support, all can make the journey.

Our Gradual Release of Responsibility Instructional model enables students to engage in the explicit teaching of literacy and numeracy skills, be scaffolded and supported in small group sessions and independently and confidently demonstrate their learning and key understandings. Our focus is to cater to each student’s individual point of need and to encourage students to become partners in their learning journey. The introduction of the readers’ and writers’ workshop models ensures consistency across the school and encourages a sequential development of skills. To support the consolidation of numeracy skills and learning, students participate in both the explicit teaching of mathematical concepts and hands on, problem solving tasks. Specialist programs include visual and performing arts, health and physical education, science and auslan. Extension and intervention programs support all students in their learning.

Engagement of students is a key driver of learning and there is an emphasis at MEPS upon authentic learning through Investigations in the early years and Inquiry Projects in the later years. Relationship building is also of key importance at our school. There is an acknowledged ethos in the school of ‘our kids’ rather than ‘my kids’ and we look to teachers to build each class, and the school as a whole, as a robust learning community.

A major emphasis for our school is to ensure that we are teaching children to become lifelong learners and to not just see school primarily as a place of knowledge acquisition. Emphasis is placed upon the use of thinking tools and our students are specifically taught the importance of self management, working collaboratively and taking responsibility. Our teachers are expected to demonstrate high quality teaching skills and have the ability to successfully employ flexible, contemporary approaches to learning. Collaborative team planning, a team approach to the delivery of learning and whole school curricula are seen as a critically important part of our teaching approach.

Established in 1910, the school services a very demographically diverse urban fringe community. Families vary from those on acreage to those in dual housing allotments or in rental accommodation.

The school is actively involved in the community and we have strong links with local childcare centres, kindergartens and secondary schools. The school itself is set on an attractive block with the capacity to support both active and passive recreation.

The Mount Evelyn Primary School community is seen to be highly involved, with the participation of parents encouraged. Parents assist in classrooms and support programs. We have strong parent involvement in School Council, Parents’ Association and fundraising. We are a sustainable school and value parent skills and input in this area.

Framework for Improving Student Outcomes (FISO)

In 2020, the Mount Evelyn PS AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Positive Climate for Learning and Building School Pride.

Excellence in teaching and Learning; Building Practice Excellence and Curriculum Planning and Assessment- A strong focus in 2018 and 2019 on developing and embedding the reading and writing workshop practice models led

to positive growth in teacher practice and student attitudes and engagement in the area of literacy. In 2020 we consolidated this work by developing and embedding a whole school literacy planning template that incorporates all areas of literacy. Further work on the school's assessment schedule and a deeper understanding of formative assessment ensured regular use of data and a more targeted approach to teaching. All staff teams are meeting in Professional Learning Communities and using these inquiry cycles as an opportunity for professional learning. This work continued throughout the Covid lockdown with teachers collaborating regularly via Webex.

Positive Climate for Learning; Empowering Students and Building School Pride -

Our focus has been to work with students to develop challenging and engaging learning opportunities while creating a learning environment that promotes, independence, interdependence and self-motivation. All staff completed training in the Berry Street Educational model and this has become the whole school approach to student wellbeing. Consistency in this area is evident across the school and the implementation of many of the BSEM strategies are non negotiable. Students have become more invested in their learning through individualised, negotiated learning goals and progress against these is reported to parents each term. We have commenced our work in the area of student voice and agency and this continued into 2020. Focus area included working with student leaders to design curricula and extra curricula opportunities based on student needs, interests and feedback. This included leadership training for all senior students initiated and led by school captains, students contributing to the newsletter, lunchtime clubs, peer mentoring (which commenced in a very informal way) , JSC, buddy program, community engagement etc.

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students in Foundation through to Year six continue to track well in both literacy and numeracy. Teacher judgement results in English indicates that 86.1% of students are at or above the expected standard. This places the school slightly below the average of similar schools but at level with the state average. Our teacher judgement results in Mathematics indicate that 90.6% of students are operating at or above the expected standard. This well above both the state and similar schools averages.

Students in years three and five did not complete NAPLAN testing due to remote and flexible learning and no data is available.

Additional literacy support within the classrooms and withdrawal groups continues to be offered to students. The school uses the Toe by Toe program and the MultiLit, MiniLit and MacqLit programs to provide short term interventions in this area. The classroom program is flexible and differentiated to cater for students' varying abilities.

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.

Engagement

Student attendance at Mount Evelyn PS is closely monitored. We regularly raise the profile of the importance of school attendance both in the newsletter, through reports and at parent evenings. Absences and patterns of lateness are promptly followed up. Regular attendance and punctuality is celebrated. We work closely with the families of students who have concerning levels of absenteeism.

Our 2020 school attendance data indicates attendance rates percentages to be in the low to mid 90s, ranging from 92% to 96%. At Mount Evelyn PS our students were absent for an average of 12.3 days each. This data indicates that in 2020 our students have been absent for less days than similar schools (12.8 days) and rank well below the state data (13.8 days). Short and long term absences can be attributed to extended family holidays, illness and special circumstances of individual students. During much of 2020 teachers marked attendance according to students who engaged with Webex sessions or checked in via Google Classroom.

Student voice and agency is promoted. We have a strong student leadership team and students across all levels are given opportunities to have input into the programs and values of our school community. Our school and house captains organise and run the whole school assembly held on Friday mornings and represent the school as student leaders within the school and in the wider community. Our Student Representative Council holds regular meetings and is involved in school improvement and student welfare projects. We work with Hands on Learning to engage selected students in hands on projects to promote engagement and attendance. With core school values of care, integrity, respect, safety and responsibility, we are always working to source and provide opportunities for our students to actively demonstrate these values in school and in the community and we seek to ensure more authentic involvement in school decision-making.

Wellbeing

Mount Evelyn Primary School uses a restorative practice approach to resolve conflict. Our values of Integrity, Respect, Responsibility, Safety and Care are at the heart of all interactions within the school community. We promote student wellbeing across all areas of the school through the implementation of specific and targeted programs. In 2020 we continued to implement strategies from the Berry Street Educational Model to ensure the wellbeing of all students engaged in remote or onsite learning. Our commitment to trauma informed practice is such that all teaching and support staff are fully trained and we continue to train all new and returning staff. Other wellbeing initiatives include our social skills programs, running lunchtime activities, our buddies program, whole school sports days, community events, assemblies, Respectful Relationships and all staff received training from Edvos. We also have active collaborations with other educational settings including the Special Development School, pre schools and secondary schools and strong communication with and support for families. School premises are used by external counsellors and psychologists and we further support our students through a strong Kids Hope mentoring program. A full time student wellbeing officer is employed by the school using equity funding. This is in response to a growing need. During 2020 the school also joint funded a chaplain on a 0.2 basis.

Although Mount Evelyn PS students did not participate in the Student Attitude to School survey during remote learning, 73% of our year 4-6 students (the average for the previous four years) feel positively connected to our school. This is lower than the four year average of similar school (79.7%) and the state average (81%)

The Student Attitude to School survey Management of Bullying factor (four year average) is trending below that of similar schools and the state average.

During the remote and flexible learning period teaching and support staff implemented processes to ensure that all families were contacted regularly, that support was available if needed and options, including bringing students onsite, were clearly communicated.

Financial performance and position

Mount Evelyn Primary School remains in a sound financial position, ending the 2020 school year with a net operating surplus of \$205,060.00. This amount was anticipated and is accounted for in the school's five year plan. We aim at all times to keep student teacher ratios as low as possible and support our students in their wellbeing and engagement by funding additional teaching and ancillary staff. The school continues to invest heavily in teacher professional learning to build teacher capacity and ensure whole school consistency. Program budgets in Literacy, Numeracy and Digital technologies remain high to enhance and optimise student learning in these key learning areas. The school's equity funding was used to provide staffing to support student wellbeing. During 2020 funds were spent to maintain our high quality facilities and ensure that we are OH and S complaint. At the conclusion of 2019 funds had been allocated to begin repainting and recarpeting parts of the school, but this project was deferred until 2021. Additional grants and funds for shelter in place upgrades were allocated late in 2019 and the school directed these to vegetation clearance, replacing a highly flammable boundary fencing with a colourbond fence, installing a wifi signal booster in the SIP and roof works. In spite of a solid financial position, additional fundraising will enable us to maintain our school's highest quality education programs.

For more detailed information regarding our school please visit our website at
<https://www.mtevelynps.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 383 students were enrolled at this school in 2020, 172 female and 211 male.

NDP percent of students had English as an additional language and 1 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.

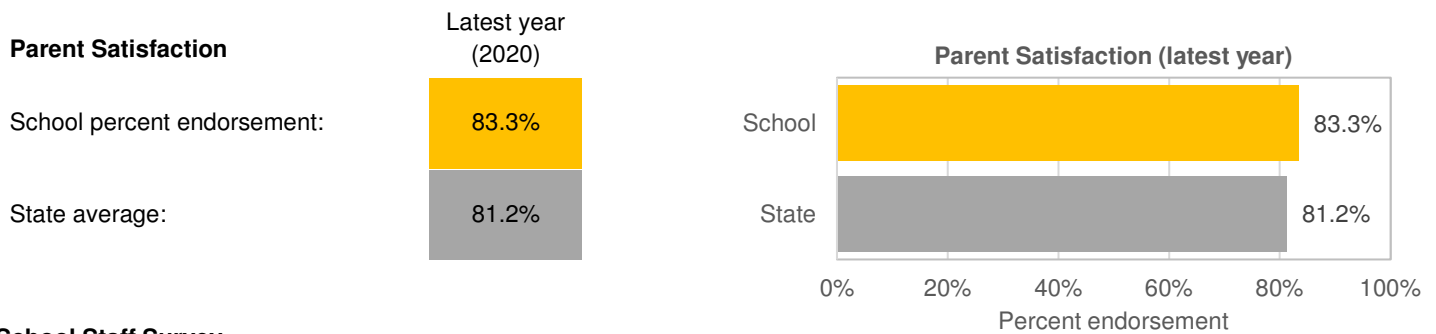
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

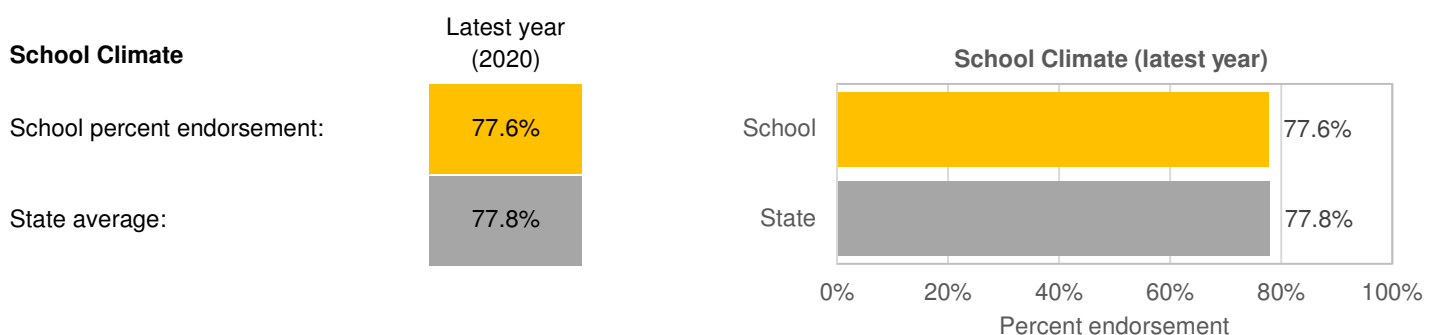


School Staff Survey

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:

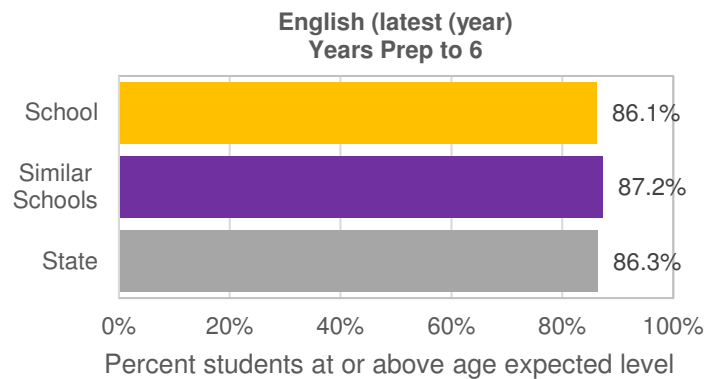
86.1%

Similar Schools average:

87.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

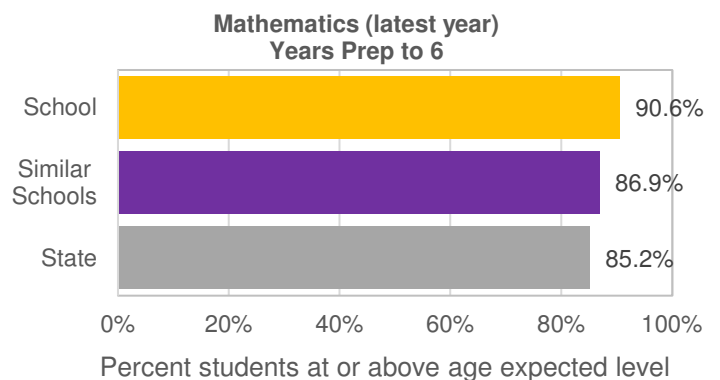
90.6%

Similar Schools average:

86.9%

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

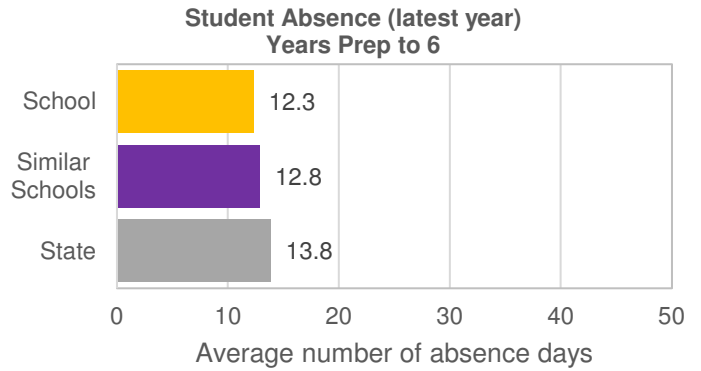
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.3	15.0
Similar Schools average:	12.8	14.9
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):	96%	94%	94%	92%	95%	92%	92%

WELLBEING

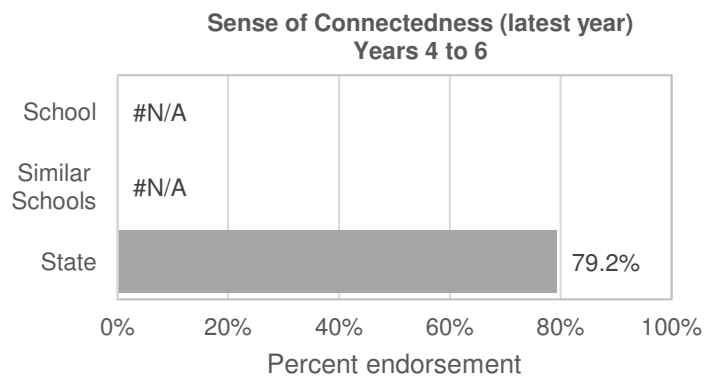
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.0%
Similar Schools average:	NDP	79.7%
State average:	79.2%	81.0%



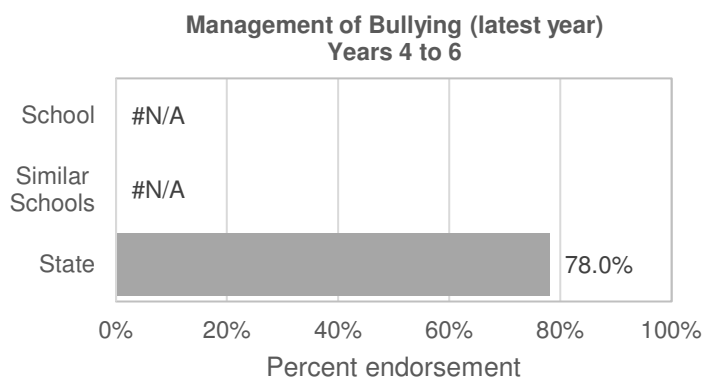
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	74.1%
Similar Schools average:	NDP	80.2%
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	\$3,586,320
Government Provided DET Grants	\$207,975
Government Grants Commonwealth	\$341,335
Government Grants State	\$12,814
Revenue Other	\$22,246
Locally Raised Funds	\$260,385
Capital Grants	NDA
Total Operating Revenue	\$4,431,075

Equity ¹	Actual
Equity (Social Disadvantage)	\$44,383
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$44,383

Expenditure	Actual
Student Resource Package ²	\$3,549,631
Adjustments	NDA
Books & Publications	\$2,864
Camps/Excursions/Activities	\$26,272
Communication Costs	\$12,336
Consumables	\$53,703
Miscellaneous Expense ³	\$11,047
Professional Development	\$10,704
Equipment/Maintenance/Hire	\$72,683
Property Services	\$82,573
Salaries & Allowances ⁴	\$284,220
Support Services	\$11,806
Trading & Fundraising	\$73,705
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,473
Total Operating Expenditure	\$4,226,016
Net Operating Surplus/-Deficit	\$205,060
Asset Acquisitions	\$5,835

- (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	\$725,362
Official Account	\$28,468
Other Accounts	\$181
Total Funds Available	\$754,011

Financial Commitments	Actual
Operating Reserve	\$105,219
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$144,812
School Based Programs	\$120,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$53,000
Capital - Buildings/Grounds < 12 months	\$131,459
Maintenance - Buildings/Grounds < 12 months	\$185,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$739,490

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.