

# 2023 Annual Report to the School Community

School Name: Monbulk Primary School (3265)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 April 2024 at 12:48 PM by Estelle Alder (Principal)

- This 2023 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 30 April 2024 at 09:25 AM by Daniel Jansen (School Council President)

# How to read the Annual Report

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## 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.

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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

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context



Our Vision at Monbulk Primary School is to develop confident learners of outstanding character who are valued members of our community. In 2023 we developed our new school values, and we decided that *R triple C is the way to be!* Our Values are Respect, Courage, Compassion and Co-operation. Our values are part of how we learn, work and play together, and are taught as part of our Behaviour Matrix.

Monbulk Primary School is located in the Dandenong Ranges and is at the heart of the Monbulk community. There are 207 students across 9 classes, and we offer 4 Specialist subjects: STEM, PE, The Arts, and AUSLAN. Kitchen Garden is offered for students in grades 3-6/ Classes are organised into multi-age classes to enable learning extension and support as needed.

The school has a total of 22 staff which includes the Principal, a Learning Specialist, 14 teachers and 7 part-time education support staff. There are no ATSI staff, and less than 2% of our students are from Koorie or CALD backgrounds. Monbulk Primary School prioritises sustained improvement in student achievement through consistent high quality teacher practice, and providing a safe and happy school environment to support student's wellbeing and engagement. As a school staff we work collaboratively, share responsibility, and use evidence to guide our decisions. These cornerstones shape and inform how we work as a staff and as individuals, forming the basis for a positive culture of collaboration and teacher efficacy. Collaboration- we all have a voice and are expected to contribute Shared Responsibility- we all work together to improve student outcomes Evidence - we all use evidence to inform our planning, guide our teaching and evaluate our impact.

The school is working to establish a culture of high expectations for student achievement and behaviour, continue to develop positive partnerships between the parent community and school, and raise the positive profile of the school within the community. The school underwent a Review at the end of 2021 which defined the school priorities and directions for the coming four year through a new School Strategic Plan (SSP). The SSP builds on the improvement work already underway and recognises the academic improvement achieved. There is continued focus on professional learning communities, using data to inform teaching and developing a culture of high expectations, shared values and trust.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 we began several initiatives to improve student learning and engagement, and further develop teacher practice.

We began our work with the Primary Maths Science Specialist initiative (PMSS). This initiative invests in classroom teachers to develop their confidence and skill in teaching Maths. These teachers then pass on these knowledge and skills to the rest of the school. We have 2 PMSS staff who attend professional learning, run professional learning for staff, develop curriculum, model and coach. Teacher and student confidence is beginning to increase, and maths anxiety is beginning to decrease. We have introduced a new pedagogical model for teaching maths which highlights a hands-on and exploratory approach to tackling challenging maths tasks. We work with students to understand the 'why' behind the learning, not just the 'what' or solving a problem.

Teachers implemented a new spelling program to ensure a consistent approach. Teachers undertook professional learning at the end of 2022 to implement the SMART Spelling program in 2023. We continue with our 6+1 Traits of Writing to teach and assess writing, and using the Reader's and Writer's Workshop model in English lessons.

We introduced Continuous Online Reporting to share student learning and achievement with our families. Teachers shifted from summary Semester Reports to progressive reporting of student achievement through Learning Tasks. At the end of a unit of work teachers publish each student's achievement and progress online, providing families with current and detailed information to families. Students in Gr 3&5 also undertook NAPLAN online for the first time. Our results continue to show significant and strong growth between grade 3 and grade 5.

## Wellbeing

2023 saw the roll out of the School Wide Positive Behaviour & Supports (SWPBS) initiative at Monbulk PS. A core team completed training in the required modules and wrote the Action Plan to implement SWPBS. This work began with the redevelopment of our school values, launching the values and values logo, developing a positive rewards system, and writing and publishing our Behaviour matrix. The values were well received by students, staff and our wider community. Students enjoyed being recognised for showing our values, and staff and students are able to use consistent language and expectations for teaching behaviour and recognising when our values are shown. SWPBS is a long process of implementation and we look forward to continuing the roll out with fidelity.

To support student wellbeing our Chaplain was hired and offered a range of supports for students. These included Art therapy through Art Retreat, Lego Lads, Girl Power, Friendship Group to develop social skills, and 1:1 support. Our Wellbeing Leader also supported students 1:1 and in small groups. Our Wellbeing Dog, Billy, attended school weekly to deliver cuddles and comfort to all students, staff and the school community.

Teachers in the junior grades successfully taught an explicit social skills program to students which targeted problem solving, co-operation and resilience.

## Engagement

Teachers have a considerable focus on personalising student's learning to foster student engagement and success. Individual education Plans are developed for students who are significantly ahead or behind academically, or requiring social/emotional support. Our high achievers experienced a range of activities to extend and challenge their learning. These included high ability incursions and excursions for maths, writing, STEM, drama, and art. Students requiring additional support were provided with Tutoring, Literacy intervention and speech therapy. As part of the Disability & Inclusion reform many students had access to learning support and social support in and out of the classroom.

We develop strong community through key events throughout the year, including weekly assemblies to recognise student's personal best. Assemblies are run by students, for students. We also celebrate and recognise ANZAC Day, remembrance Day, hold a whole school picnic to celebrate our Grandparents, Book Week and reconciliation events. Student's had opportunities to shape our school through students voice. They organised and ran events and SRC Discos on their themes, dress up days, fundraisers, and advocated for events to run at school. We also held school production of Disney's Aladdin. This was our first production since covid, and many students had not been on stage before. The many months of rehearsals of singing, dancing and acting paid off, culminating in fantastic, funny and memorable performances. These events are very special to our students and school community, creating life long memories.

Student attendance continues to be higher compared to other school and across the state. Many families took advantage of relaxed travel conditions and completed travel and holidays which had been planned during lockdowns. We have also face higher amounts of school refusal and difficulties transitioning from home to school. This has begun to be addressed through wellbeing programs, Transition Plans and Individual Education Plans.

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## Other highlights from the school year

2023 was a year of great celebration at Monbulk primary School!

After many years of hard work by staff, students and our school community, we achieved a 5 Star Sustainability rating from Sustainability Victoria. Additionally Danielle Lamport was named teacher of the year for Sustainability. The staff and students were recognised for their efforts with a special Assembly for the presentation of our plaque, and a community picnic. Part of our sustainability program is our Stephanie Alexander Kitchen Garden program, which incorporates composting of food and kitchen scraps. We were able to add chickens back into our program, and welcomed Pebble and Pearl to Monbulk PS.

## Financial performance

The school is in a positive financial position which has allowed resources to be allocated to support student learning and intervention. Equity funding supported targeted literacy and speech therapy intervention. The new Mental Health Menu funding supported many initiatives. These included the introduction of a Wellbeing Dog, use of allied health professionals to provide reports and recommendations for students requiring additional support, and the support of a Wellbeing Leader. The Mental Health boost supported additional time from our Wellbeing Leader and Chaplain. We also received funding to participate in the Primary Maths Science Specialist initiative. The funding released the equivalent of a full time teacher, split between two teachers, to be released from class and lead a shift in maths teaching. Fundraising events were held throughout the year, and all funds raised went towards maintaining and upgrading our student ICT devices, and towards off-setting the cost of production.

**For more detailed information regarding our school please visit our website at**  
<https://monbulkps.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 207 students were enrolled at this school in 2023, 96 female and 111 male.

NDP percent of students had English as an additional language and 0 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).

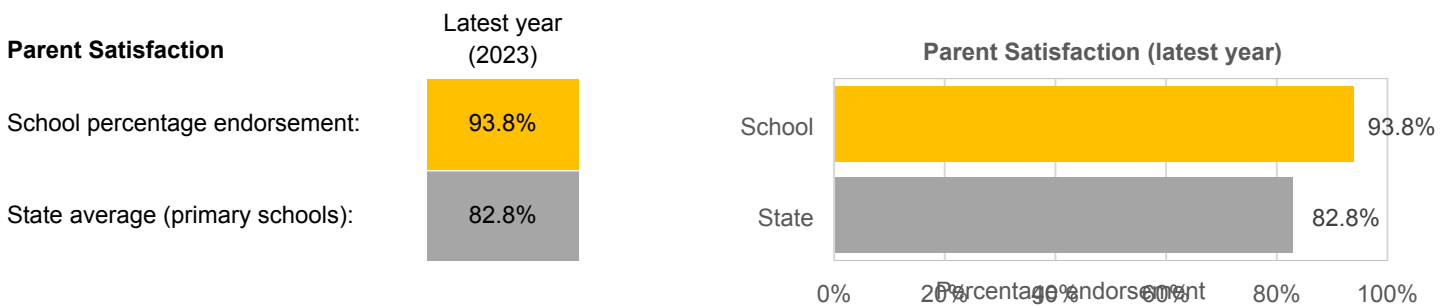
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

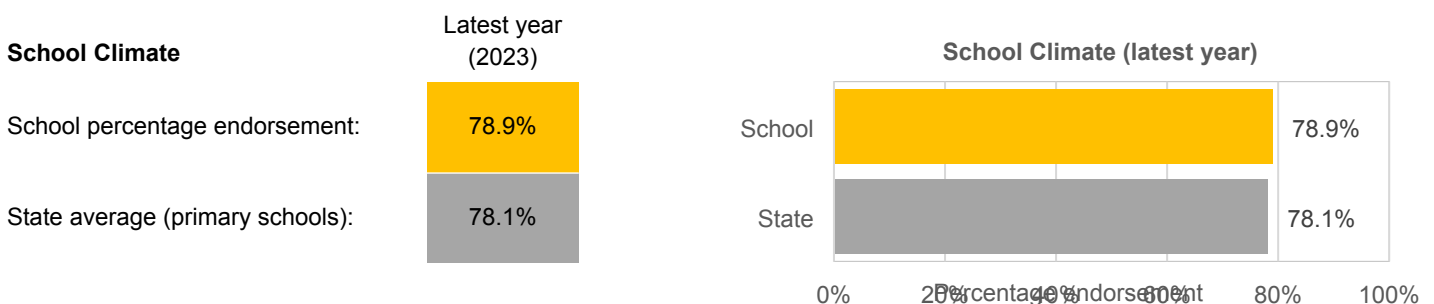


### School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

88.5%

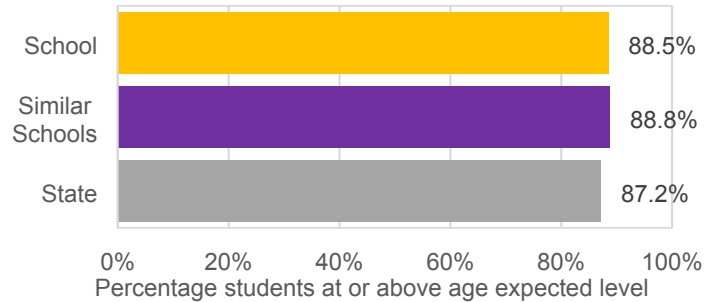
Similar Schools average:

88.8%

State average:

87.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

84.8%

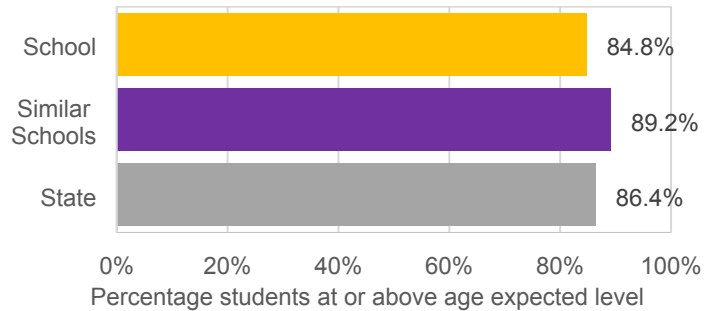
Similar Schools average:

89.2%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 6





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.5%

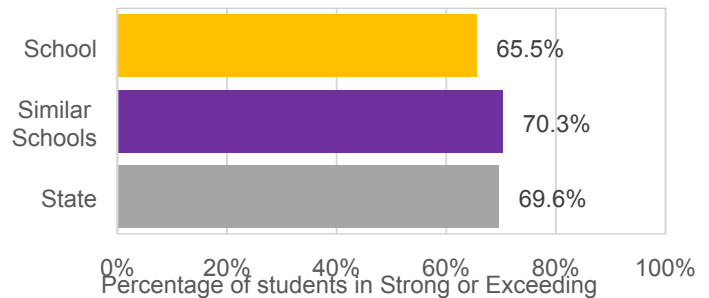
Similar Schools average:

70.3%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.7%

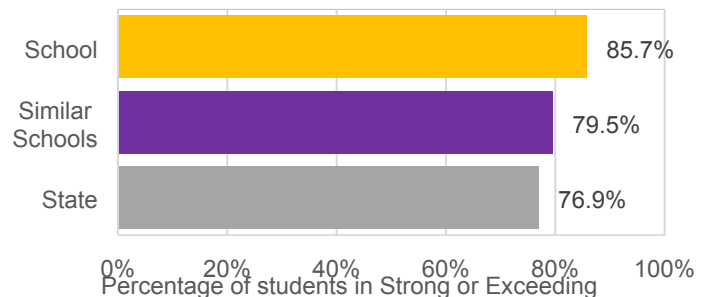
Similar Schools average:

79.5%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.2%

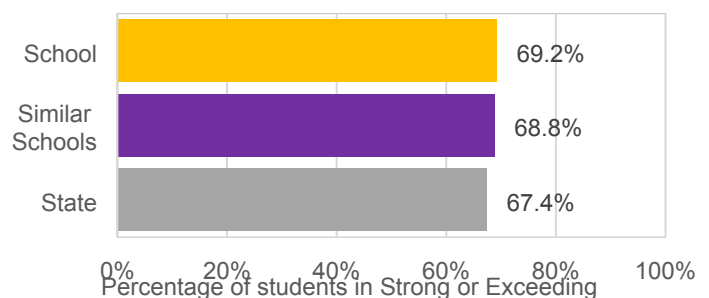
Similar Schools average:

68.8%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

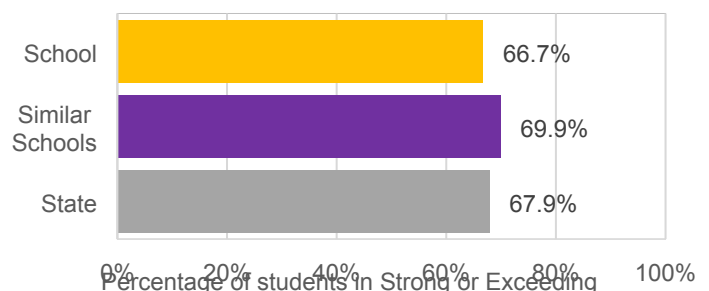
Similar Schools average:

69.9%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## 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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

73.0%

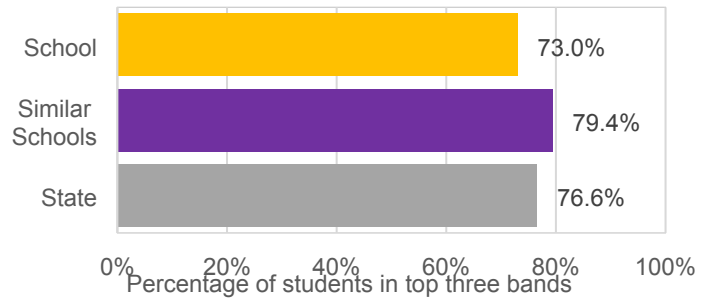
Similar Schools average:

79.4%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

82.1%

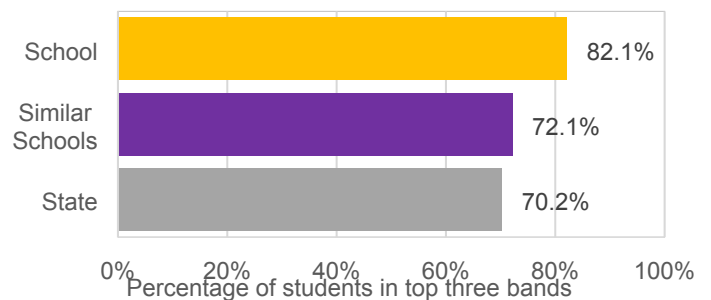
Similar Schools average:

72.1%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

64.9%

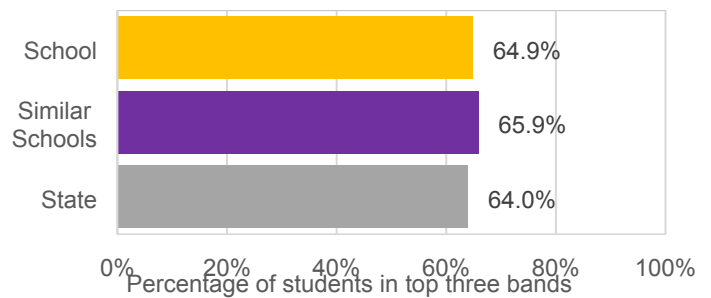
Similar Schools average:

65.9%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

35.7%

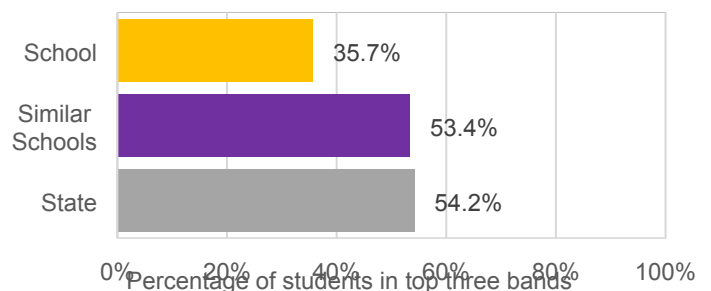
Similar Schools average:

53.4%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

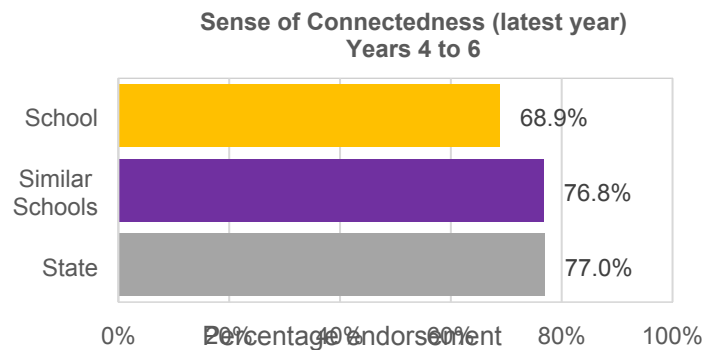
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	68.9%	70.2%
Similar Schools average:	76.8%	77.5%
State average:	77.0%	78.5%

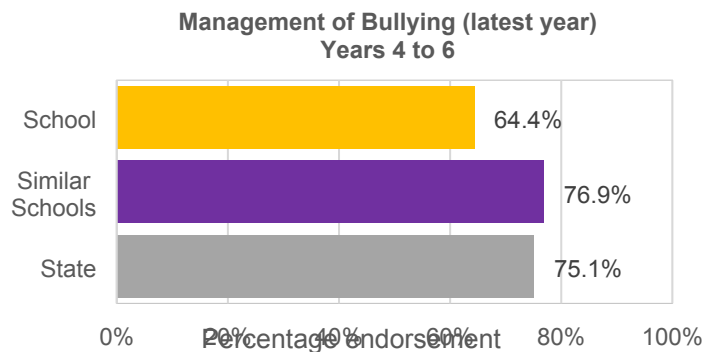


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	64.4%	71.5%
Similar Schools average:	76.9%	78.0%
State average:	75.1%	76.9%



## ENGAGEMENT

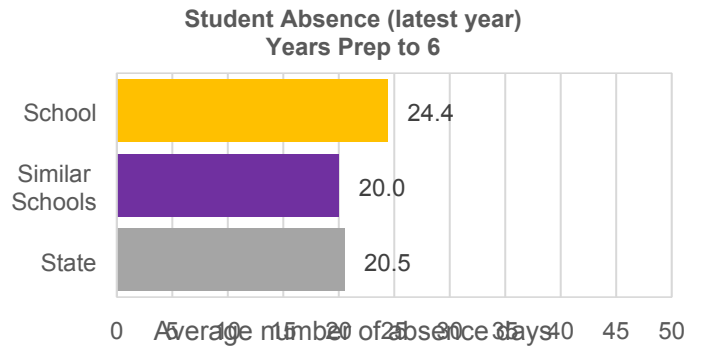
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	24.4	19.2
Similar Schools average:	20.0	17.5
State average:	20.5	18.1



### 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 (2023):	89%	89%	89%	90%	88%	86%	82%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,171,787
Government Provided DET Grants	\$765,713
Government Grants Commonwealth	\$60,007
Government Grants State	\$1,975
Revenue Other	\$24,667
Locally Raised Funds	\$129,572
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,153,721</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$33,436
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$33,436</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,080,185
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$49,362
Communication Costs	\$3,264
Consumables	\$56,707
Miscellaneous Expense <sup>3</sup>	\$37,971
Professional Development	\$4,885
Equipment/Maintenance/Hire	\$45,259
Property Services	\$118,181
Salaries & Allowances <sup>4</sup>	\$335,177
Support Services	\$143,214
Trading & Fundraising	\$34,187
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,062
Utilities	\$26,594
<b>Total Operating Expenditure</b>	<b>\$2,937,051</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$216,671</b>
<b>Asset Acquisitions</b>	<b>\$7,250</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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$405,137
Official Account	\$24,719
Other Accounts	\$4,205
<b>Total Funds Available</b>	<b>\$434,061</b>

Financial Commitments	Actual
Operating Reserve	\$126,817
Other Recurrent Expenditure	\$0
Provision Accounts	\$24,027
Funds Received in Advance	\$50,000
School Based Programs	\$1,250
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$15,000
Funds for Committees/Shared Arrangements	\$138,263
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$29,415
Maintenance - Buildings/Grounds < 12 months	\$19,285
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$404,057</b>

*All funds received from the Department of Education, 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.*