

# 2022 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 ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 15 March 2023 at 01:50 PM by Estelle Alder (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 05 May 2023 at 12:35 PM by Daniel Jansen (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
- 

### 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

Monbulk Primary is situated in the Dandenong Ranges approximately 50km from the city of Melbourne. At Monbulk Primary School we endeavour to develop confident readers, writers and mathematicians who are valued members of our community. Students are active and responsible participants in their own learning through a broad range of experiences. At Monbulk we strive to build an involved community, one that fosters the achievement of personal best and helps make a difference to others. Our school values are: Respect, Responsibility, Relationships and Resilience. Monbulk Primary School is a caring community school consisting of 210 students.

The school has a total of 20 staff which includes the Principal, a Learning Specialist, 14 teachers and 5 part-time education support staff. There are no ATSI staff, and less than 2% of our students are from Koorie or CALD backgrounds. We have a strong commitment to continuous improvement and the pursuit of academic excellence, with student achievement showing continued improvement and growth. 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. Staff have developed cornerstones which 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.

---

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

#### Learning

In 2022 we anticipated a return to pre-COVID routines, structures and expectations. However the pandemic continued to impact staff and student attendance, engagement and wellbeing. Staff absence due to illness, and the scarcity of emergency relief teachers, heavily impacted the Tutoring program throughout the year, resulting in an inconsistent intervention program. Staff and student absence also resulted in a lack of consistency in the learning and teaching program at different times throughout the year. We also welcomed four Graduate teachers to the school.

We have established the Writer's Workshop model and began to implement the Reader's Workshop model throughout the year. Individual education Plans are developed for students requiring additional support or extension, and those in vulnerable cohorts. Staff plan collaboratively to ensure consistent teaching program and pedagogy, moderate student achievement and to create opportunities for team teaching and collaboration between classes. This approach is highly supportive for all staff, including graduate teachers. Teachers use student data and work samples to plan and differentiate the teaching and learning program, and whole school moderation occurs throughout the year.

High ability students were extended through participation in the Victorian High Ability Program and Individual Education Plans to personalise and extend their achievement. All students have achievement targets set at the beginning of the year, and are monitored throughout the year. The intention is to stretch student achievement and growth where possible, regardless of a student's starting point.

Specialist subjects students study are STEM, Visual & Performing Arts, Physical Education and the Stephanie Alexander Kitchen Garden.

#### Wellbeing

In 2022 we continued work through the impact of remote learning on student engagement and wellbeing. There was an increase of students finding transition into school difficult, along with increased student absenteeism. A great number of students experienced general anxiety at school and required additional support.

The appointment of a Wellbeing Leader 3 ½ days a week was a significant support for both staff and students. The Wellbeing Leader and newly established Wellbeing Centre provided a place for students to go when dysregulated, upset or anxious. The Wellbeing Leader provided 1:1 support, advice for teachers, support and advice for Student Support Group meetings and family meetings. They also oversee the work of the student support staff, resulting in increased capacity for staff and more cohesive support for students.

We welcomed the Family Wellbeing pilot program through Uniting. A worker is based at school and provides families with early interventions and support including support for navigating NDIS, parenting programs, housing services, assessment services, along with a host of other services. This program provided timely support for families and by extension students.

We also began the rollout of the Disability and Inclusion (DI) reform. Staff undertook professional learning Tier 2 funding was used to support student learning in the classroom and for Wellbeing support.

## Engagement

There was an increased focus on student voice and agency throughout in the year in classrooms, through the SRC, and through Student Leadership Programs.

The Student Leaders attended the National Young Leaders conference and were inspired by young achievers, leaders and celebrities to run activities and events throughout the year, including themed discos, dress-up days and lunchtime sport activities for other students. The highlights included students running 'Hoods up for Autism' free dress day to raise awareness of students with autism, the May the 4th Star Wars disco, and Pyjama Day. The opening of the Library gave students a space for passive play including board games, reading and drawing.

The completion of the building works mid-year was a huge boost to student engagement as the buildings and yard were finally finished and available for all students to use. Students explored the nature play areas, running and jumping over logs, and building cubbies. Students made the most of the new courts every break time, and the kitchen garden was planted out and came to life. Gr 3/4 students enjoyed their Camp at Forrest Edge, and Gr 5/6 student went back in time to Sovereign Hill. Our whole school events included Footy Day complete with club songs and jumpers, participation in Sorry Day and NAIDOC Week, and joining our community in observing Remembrance Day and ANZAC Day.

Student attendance was pleasing, and several families took advantage of travel restrictions easing and took extended holidays traveling throughout Australia and overseas.

---

## Other highlights from the school year

Our \$7.2 million capital works program concluded and delivered to the school a new Senior Learning building including new Kitchen and kitchen garden, new Administration building, refurbished Library and STEM room in the historic building, 2 new netball/basketball courts, nature play area and courtyard with bleachers. The works also delivered accessibility and inclusion through ramps around the whole school. The design of the buildings, including passive heating cooling design, recycled water and solar panels helps support our work towards our fifth star for Sustainability. The completion of the works were celebrated through a Community Open Day where community members and past students came to see all of our new buildings and spaces. This was a wonderful celebration and helps us continue to reconnect to community after lockdowns. The buildings were officially opened by the local member and Education Minister James Merlino, with the school leader delivering 'the best school tour he's ever had'.

Other highlights include the School Fair, which ran for the first time since 2018. The new school grounds were flooded with community members far and wide, and it was a wonderful day which was planned and delivered by our wonderful parents community. The fund went towards our shade sail over the main courtyard and assembly area. Our House Athletics Carnival was a great success with students of all ages participating in sporting events. The Grandparents Day & Book Fair was wonderfully supported and included tour of children's classrooms which hadn't been allowed for some time. We also had a picnic lunch on the oval before visiting the Book Fair. We also took part in our first ever Colour Run, celebrating the end of term with crazy colours. Foodie Fridays involved selling icy plops, pop corn and doughnuts, and Sushi & Sausageroll Thursdays were highlights each week for students, and staff.

All of these events were a great celebration of our students and school community, rebuilding connections and relationships after some very difficult years.

---

## Financial performance

We finished the year with a very small deficit despite the challenges of significant overspending on relief teachers due to staff illness and isolation throughout the year. The school committed to leases of ICT equipment which ensures all students have access to an individual device from Gr 3-6, and class sets for Perp-Gr 2. The School Fair fundraising covered the shortfall for our shade sails and provided opportunities for additional playground improvements in 2023. Equity funding was modest and used toward literacy intervention, augmenting the tutoring program. Tier 2 funding provided additional staff for student support in the classroom, along with a Wellbeing Leader to support engagement and wellbeing. The increased participation in a range of sports events caused a significant shortfall within the budget. Bushfire vegetation grants were used for ongoing maintenance of the school property, and installation of synthetic turf adjacent to our Shelter in Place.

As part of the capital works our furniture grants was used for furnishing the Library, STEM room, Staffroom, and to purchase our Library cataloguing and borrowing system. Fundraising from Foodie Fridays and Sushi & Sausage roll Thursday went towards maintaining our fleet of netbooks and IT equipment.

**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 202 students were enrolled at this school in 2022, 88 female and 114 male.

2 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).

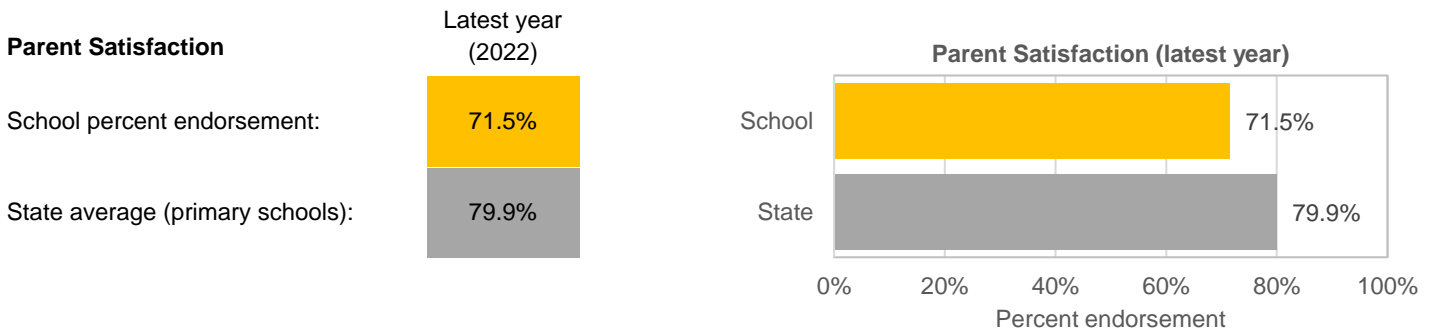
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

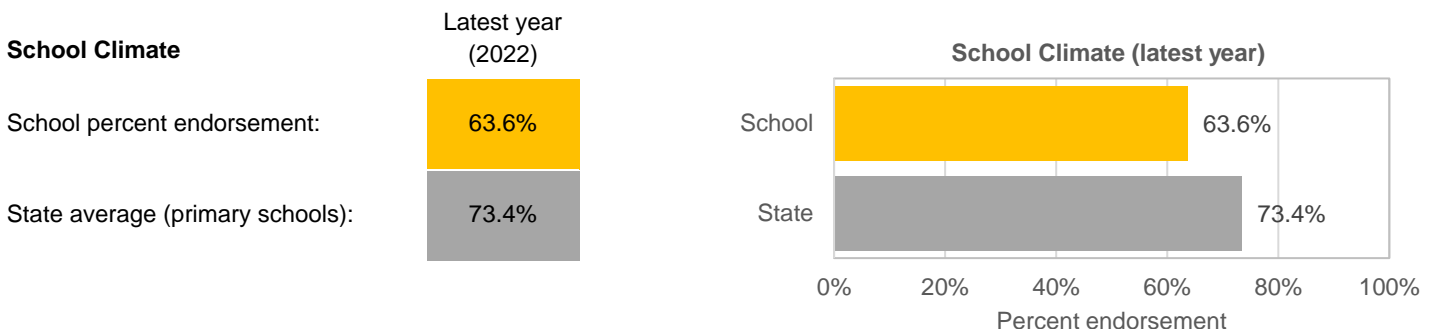


### School Staff Survey

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.



## 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:

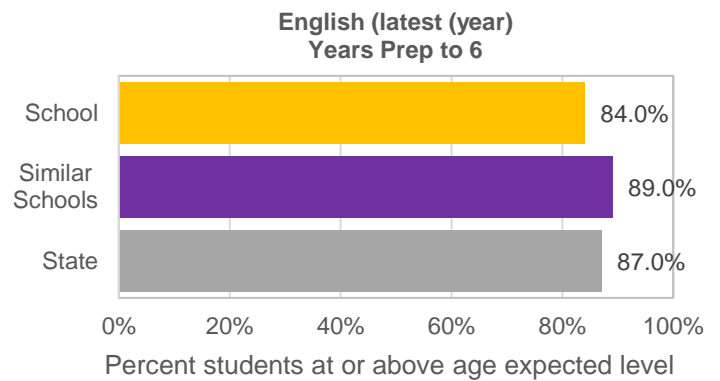
84.0%

Similar Schools average:

89.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

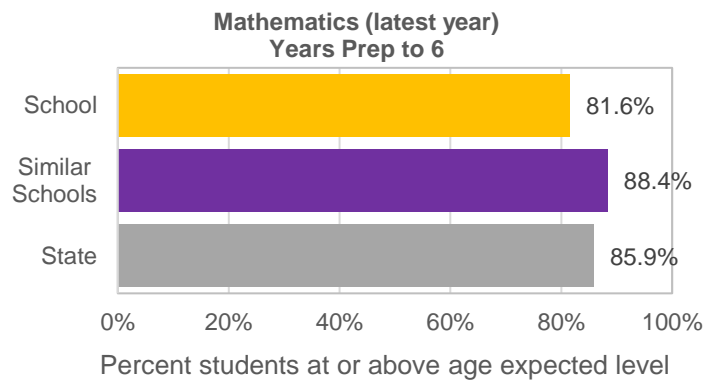
81.6%

Similar Schools average:

88.4%

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.

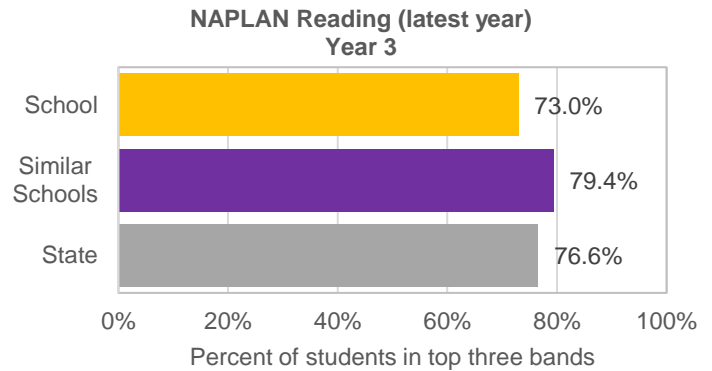
### NAPLAN

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.

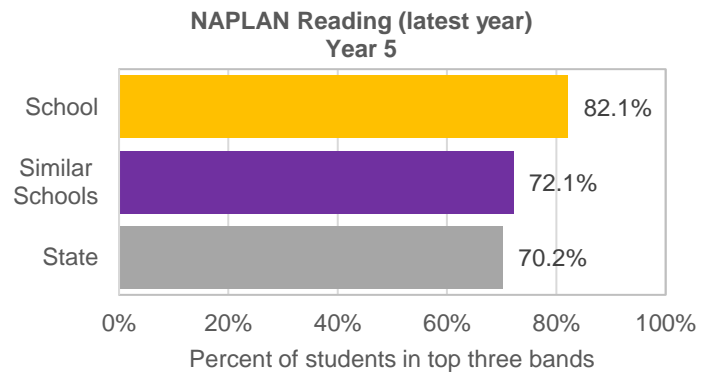
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.0%	75.6%
Similar Schools average:	79.4%	78.5%
State average:	76.6%	76.6%



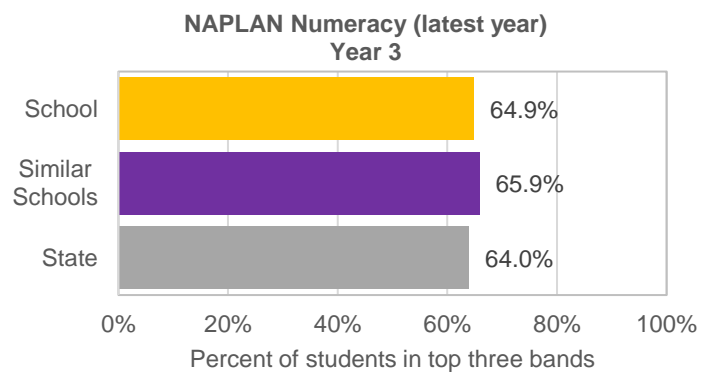
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.1%	72.8%
Similar Schools average:	72.1%	71.8%
State average:	70.2%	69.5%



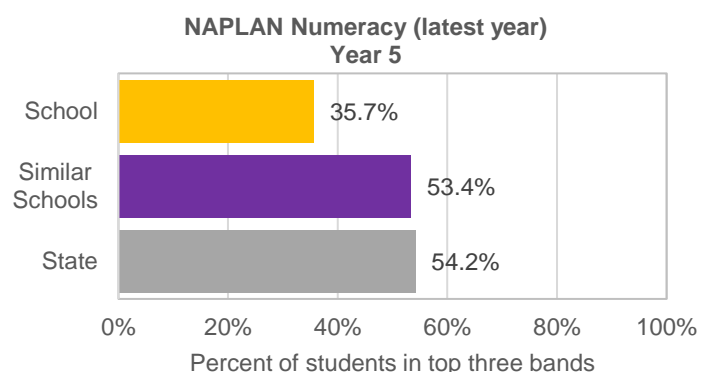
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.9%	74.7%
Similar Schools average:	65.9%	68.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.7%	47.4%
Similar Schools average:	53.4%	57.2%
State average:	54.2%	58.8%



## WELLBEING

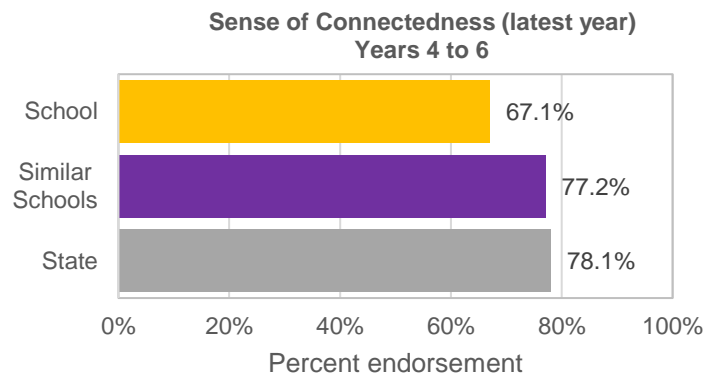
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	67.1%	72.3%
Similar Schools average:	77.2%	77.7%
State average:	78.1%	79.5%

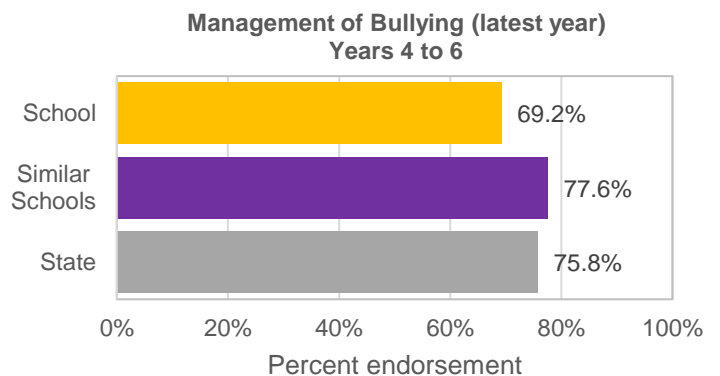


### Student Attitudes to School – Management of Bullying

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:	69.2%	74.3%
Similar Schools average:	77.6%	78.6%
State average:	75.8%	78.3%



## ENGAGEMENT

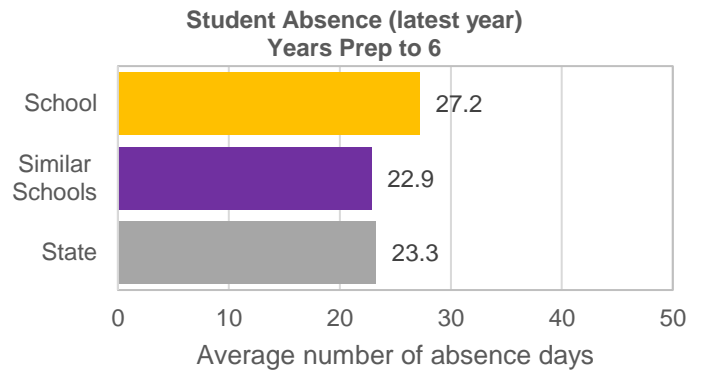
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.2	17.2
Similar Schools average:	22.9	16.6
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):	86%	88%	86%	90%	89%	80%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,825,443
Government Provided DET Grants	\$419,158
Government Grants Commonwealth	\$12,800
Government Grants State	\$0
Revenue Other	\$15,177
Locally Raised Funds	\$267,287
Capital Grants	\$83,299
<b>Total Operating Revenue</b>	<b>\$2,623,164</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$31,456
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$31,456</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,827,945
Adjustments	(\$80,347)
Books & Publications	\$0
Camps/Excursions/Activities	\$58,691
Communication Costs	\$3,845
Consumables	\$59,815
Miscellaneous Expense <sup>3</sup>	\$27,571
Professional Development	\$3,674
Equipment/Maintenance/Hire	\$105,237
Property Services	\$82,973
Salaries & Allowances <sup>4</sup>	\$241,439
Support Services	\$120,855
Trading & Fundraising	\$32,191
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,195
<b>Total Operating Expenditure</b>	<b>\$2,502,085</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$37,780</b>
<b>Asset Acquisitions</b>	<b>\$42,172</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$300,999
Official Account	\$14,633
Other Accounts	\$13,905
<b>Total Funds Available</b>	<b>\$329,536</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$116,252
Other Recurrent Expenditure	\$0
Provision Accounts	\$25,099
Funds Received in Advance	\$0
School Based Programs	\$3,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$15,000
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$38,822
Maintenance - Buildings/Grounds < 12 months	\$5,162
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$223,335</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*