

2019 Annual Report to The School Community



School Name: Mentone Park Primary School (4955)



- 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 2019 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 20 April 2020 at 01:33 PM by Cameron Agars (Principal)

The 2019 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.

To be attested by School Council President

About Our School

School context

At Mentone Park Primary School our core purpose is to foster curiosity and ignite a passion for learning and prepare our students for their future as global citizens. We achieve this through a relevant and challenging curriculum that enables students to achieve educational excellence and ignites their creativity and passion for lifelong learning. This is provided in an environment that is supportive and inclusive, allowing students to become confident and creative individuals. Developing connections is a major focus of our school community and we encourage students to connect with their peers, their school, their community and with the wider world, enabling them to become active and informed citizens. The 4 multi age days, held once a term, are a highlight of the year where activities are led by our school leaders, fostering a sense of community and care for others.

Our core purpose is underpinned by our TIER of values – Teamwork, Integrity, Excellence and Respect. With a major focus on curriculum development and Personalised Learning, our dedicated staff are continuously improving their knowledge and skill base to deliver relevant and engaging programs to our students. Our Literacy and Numeracy programs are complemented by an integrated, inquiry based approach to learning about the world around us. To compliment this enquiry based approach 50 notebooks were purchased to provide high quality tools for all students to access during their learning. These are in addition to the 30 notebooks purchased at the end of 2017.

In 2019 we operated with 9 home grades from Foundation to Year 6. To support this we provided specialist programs in Visual Arts, Performing Arts, P.E. and a cultural immersion program with a focus on the cultures within our community as well as our LOTE program (Italian). A highlight of this program was our multi cultural day which included a celebration through food, dance and community engagement celebrating all withing the MPPS family.

We also provided part time literacy support staff in the Junior School as well as an experienced Education Support staff member 4 days a week in our Foundation class. Foundation enrolments continue to increase slowly and we anticipate running 2 classes in the near future.

In 2018 we were successful in obtaining planning money from the state government to assist us to Masterplan our school for the future. As a result we have plans to demolish and rebuild Mentone Park PS into a first class facility with 21st century architecture and design to assist us to facilitate high quality teaching and learning, with a strong focus on STEAM. We also initiated a STEAM curriculum that operates out of our current facilities.

Enrolment constraints such as our proximity to 2 major highways and Moorabbin Airport limit the potential for significant growth relative to neighbouring schools, however the expansive natural grounds and high sense of belonging instilled in all students and their families by our passionate and caring staff makes Mentone Park Primary School a sort after destination for families in the local Kingston area.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning - Building Practice Excellence and Curriculum Planning and Assessment. A whole school, evidence based instructional model is being developed. Work began by looking at our current models in Literacy and Numeracy and cross referencing against current practice as well as the HITS model recently released by DET. Our aim is for this model to provide the framework for improved consistency of practice and high expectations across all curriculum areas from Foundation to Grade 6. Further work on the school's assessment schedule and a deeper understanding of formative assessment has ensured regular use of data and a more targeted approach to teaching. Compass was used in 2019 for data storage, analysis and student reporting.

Positive Climate for Learning - Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion.

Every day our staff engage with students and families to live the values our school promotes. Programs such as Play is the Way as well as activities such as multi age days and buddy programs create a sense of community and inclusion

for all. We have a strong and vibrant Program for Students with Disabilities as well as facilities such as the "Chill Out Zone" where all students are welcome to engage with each other students and staff during times of stress or anxiety. During 2019 our Student Attitude to School Survey indicated significant improvements in the SSP target areas including Stimulating Learning (74%), School Connectedness (80%), Student Voice and Agency (66%) and Motivation and Interest (77%).

Community Engagement - Building Communities.

The highlight of the 2019 community engagement year was the highly successful Kingston Colour Run, which entered its second year. The brainchild of our PFA the Colour Run attracted interest from all over Victoria with participants coming from near and far to be part of our community event. Not only did we raise significant funds for the resurfacing of an old grass area and building project but we also engaged with small businesses and community groups in the area to bring awareness to our school. During 2019 we saw our positive endorsement for parent community engagement, participation and involvement increase from 66% in 2017 to 79% for this year. This including 84% of parents feeling the school values their contributions.

Achievement

At Mentone Park Primary School we are proud of our achievements in student learning whilst also striving for continued improvement and growth. We have high expectations of all learners. Through our focus on personalised learning and individual student learning goals, we promote educational excellence, thinking skills, creativity and an inquiring mind in all students.

2019 NAPLAN measured against our SSP indicated the initiatives and programs implemented over the last few years have had a significant impact on students learning data.

Increase High Growth in Reading - SSP Target 25% - Achieved 34%

Decrease Low Growth Reading - SSP Target 25% - Achieved 13% (This was 30 % in 2018)

Increase High Growth in Numeracy - SSP Target 20% - Achieved 25%

Decrease Low Growth in Numeracy - SSP Target 25% - Achieved 14% (This was 30% in 2018)

Teachers cater for varying levels of ability through individualised programs and flexible groupings.

Individual Learning Plans were developed for all students who display results 12 months below or 12 months above national benchmarks. These are regularly reviewed by parents, teachers and students. All program for students with a disability students demonstrated progress at or above their individual targets.

In 2020 we will continue to strengthen our primary focus on Literacy and Numeracy across the school. Major focus areas will include writing through the PLC initiative and Numeracy through the School Improvement Partnership with Bentleigh West PS. A dedicated focus on literacy is already producing some positive outcomes and ensuring a high level of consistency across the school. 2019 saw the introduction of the 7 Steps to Writing Success program, with all staff trained during curriculum day. The employment of a Literacy learning Specialist will ensure improved teacher capacity and common understandings about best practice. Our involvement in the Professional Learning Communities initiative will enable us to work more closely with neighbouring schools and support each other to improve teaching practice and student outcomes. Increased reflective teaching practices through a coaching and feedback model will improve consistency across the school.

Engagement

Mentone Park Primary School provides an environment that is supportive and inclusive, allowing students to become confident and creative individuals. We encourage students to connect with their peers, their school, their community and with the wider world, enabling them to become active and informed citizens.

Our senior school leadership program at level 5 prepares the students for the role of school leader where Level 6 students are selected and voted for based on these skills.

In 2019 we were excited to continue our involvement with the Marine Ambassadors program through iSea-iCare and in connection with the Dolphin Research Institute.
2019 also saw our student attendance remain significantly better than the state median and the same as similar schools for both the year and the 4-year average.

Wellbeing

All students at Mentone Park can thrive in a safe and supportive environment with consistent wellbeing practices embedded across the school. We teach social and emotional skills using the Play is the Way philosophy of behaviour education and student self-regulation that fosters independent, self-motivated, empathetic, life-long learners. Students participate in a unique program of physically interactive games that require and develop personal and social competencies. There are five guiding concepts that are embedded through classroom activities and a specific and empowering self-reflective language that helps children to master their behaviour so they can become responsible and capable members of society.

Strong relationships are developed between peers, teachers, and the broader community through participation in many activities through the year that highlight the school's values, build resilience and develop empathy.

Students at Mentone Park participate in components of the Feeling Safe Together (Prep to year 4) or Growing Up (year 5/6) programs each year which have been put together by trained staff and teach children the importance of maintaining respectful relationships, recognising their own feelings, responding to changing emotions as they grow, and understanding their right to feel safe at all times.

To support our comprehensive wellbeing practices, we also use, participate in or support the following additional programs and initiatives to further enhance our students' opportunities for social and emotional development.

- The Social and Emotional Learning Curriculum – Department of Education
- The National Day of Action against Bullying – Bullying. No Way!
- Building Respectful Relationships – Department of Education
- Bully Prevention
- Harmony Day
- Life Education Van
- Health initiatives – school nurse (Foundation), school dentist.

Our strong ties with local pre-schools ensure individual student needs are identified early.

A well planned Buddy program between Prep and Year 6 students helps develop connections with school and peers early in the learning journey.

Positive relationships are cultivated across year levels through multi-age days, such as Italian Day and House Sports Day. Flexible learning spaces also promote cross-year experiences.

Close connections with local secondary colleges mean our students transition smoothly to Year 7. We promote Open Nights and facilitate transition days for our Year 6 students.

Financial performance and position

During 2019 Mentone Park Primary School continued to implement a number of stringent financial strategies to recover the deficit incurred during 2016 and repaid during 2018. Constant monitoring of budgets, reduced expenditure, a staffing surplus from 2017 and the successful Kingston Colour Run all contributed to this debt reduction.

2019 Colour Run funds, as well as a Federal Local Schools Community Fund contributed to the planned construction of an outdoor classroom at the external steps of the Foundation Early Learning Classroom.

A management decision to staff 2 small Foundation classes for 2020 impacted on the staffing budget with a view to increased student enrollments in 2021.

We will continue to closely monitor costs and available funds to benefit student programs and the community.

For more detailed information regarding our school please visit our website at
www.mentonepark.vic.edu.au




Draft




Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 212 students were enrolled at this school in 2019, 106 female and 106 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

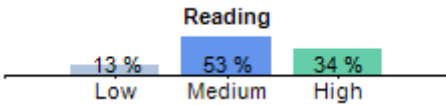
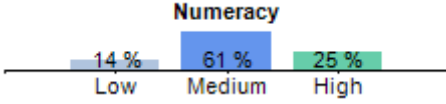
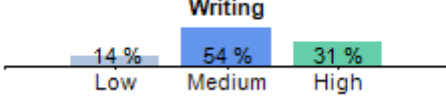
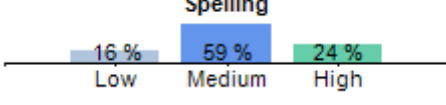
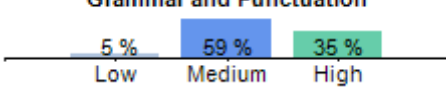

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison: Above Similar Below</p> <p>Similar </p> <p>Below </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Similar </p> <p>Below </p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Key: Similar School Comparison: Above Similar Below</p> <p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>95 %</td> <td>92 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	92 %	95 %	94 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	92 %	95 %	94 %	93 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: Similar School Comparison: Above Similar Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar </p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar </p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,791,226	High Yield Investment Account	\$118,001
Government Provided DET Grants	\$183,106	Official Account	\$19,031
Government Grants Commonwealth	\$11,490	Other Accounts	\$26,461
Revenue Other	\$7,420	Total Funds Available	\$163,493
Locally Raised Funds	\$232,709		
Total Operating Revenue	\$2,225,952		
Equity¹			
Equity (Social Disadvantage)	\$6,880		
Equity Total	\$6,880		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,816,318	Operating Reserve	\$68,526
Books & Publications	\$447	Funds Received in Advance	\$29,591
Communication Costs	\$3,355	Maintenance - Buildings/Grounds < 12 months	\$65,376
Consumables	\$30,550	Total Financial Commitments	\$163,493
Miscellaneous Expense ³	\$259,032		
Professional Development	\$12,440		
Property and Equipment Services	\$52,681		
Salaries & Allowances ⁴	\$22,906		
Trading & Fundraising	\$26,348		
Utilities	\$22,994		
Total Operating Expenditure	\$2,247,072		
Net Operating Surplus/-Deficit	(\$21,120)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

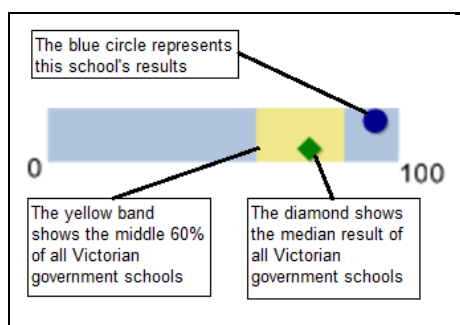
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

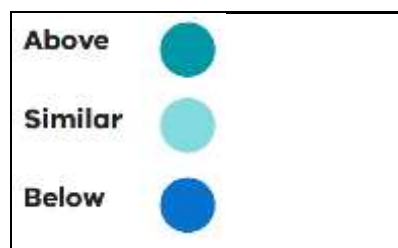


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').