

2021 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 2021 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 06 April 2022 at 09:54 AM by Cameron Agars (Principal)

- This 2021 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 07 April 2022 at 08:58 AM by Trent Brickle (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

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.

In 2021 we operated with 8 home grades from Foundation to Year 6. To support this we provided specialist programs in Visual Arts, Physical Education, Italian and STEAM. During 2021 we completed our first year as part of the Primary Mathematics and Science Specialist (PMSS) initiative, where 2 staff completed professional learning opportunities with industry experts and like minded schools.

The Tutor Learning Initiative (TLI) supported students from Foundation to Year 6, with targeted small group programs focusing on Writing. In addition to the DET funding provided, we supported this program with part time literacy support staff in the Junior School to cater for the foundational learning needs of students whose formative years have been impacted by Covid-19 school closures.

Foundation enrolments continue to increase slowly, having moved from 1 to 2 Foundation classes in 2021.

In 2020 we were successful in obtaining Capital Works Funding of 4 million dollars for stage 1 of our Masterplan from the state government to assist us to Masterplan. This will see a new 4 classroom learning space constructed and significant landscaping on the corner of Broome and Blackwood Avenues. 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. Our successful application for Primary Mathematics and Science Specialist (PMSS) funding allows us to employ a dedicated STEAM specialist teacher and engage with world class leaders in this field. Construction commenced in December 2021.

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.

Staff at Mentone Park Primary School engaged in a range of Professional Learning opportunities to support their ability to deliver high quality instruction during Flexible and Remote Learning. Our school developed a Flexible and Remote Learning Website to provide students and families with instructional videos that they could access at home. In Term 3 we taught all students 'live' using Google Meets. Classroom teachers were online daily, meaning we provided a full school day of learning for our students.

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 2021 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 2021 our students actively engaged with our remote and flexible learning program. Upon our return to onsite schooling the students displayed continuity and flexibility after such a significant disruption.

Our School Staff Survey results for 2021 indicated a positive endorsement of 79.8%, which is above the state average of 75.8%

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.

Teacher Judgement

English

The percentage of students achieving at or above the expected level was 93.1%, (91.8% in 2020) which is above the state average of 86.2% and similar schools average of 90.4%

Mathematics.

The percentage of students achieving at or above the expected level was 94.1%, (92.3% in 2020) which is above the state average of 84.9% and similar school average of 90.2%.

NAPLAN

Reading - Year 3

87.5% of Mentone Park PS students performed in the top 3 bands, where the state average was 76.9% and the similar school average was 86.1%

Reading - Year 5

78.1% of Mentone Park PS students performed in the top 3 bands, where the state average was 70.4% and the similar school average was 79.3%

Numeracy - Year 3

91.7% of Mentone Park PS students performed in the top 3 bands, where the state average was 67.6% and the similar school average was 76.3%

Numeracy - Year 5

75.0% of Mentone Park PS students performed in the top 3 bands, where the state average was 61.6% and the similar school average was 68.9%

NAPLAN Learning Gain

With our dedicated and personalised approach, learning gain represents student progress relative to their starting point. In the case of NAPLAN this is the difference between a student's Year 3 2019 and Year 5 2021 achievement. Our students achieved a greater percentage of high gain relative to similar schools in all areas.

Reading - 33% of Mentone Park students displayed high gain where the similar schools percentage was 28.

Numeracy - 27% of Mentone Park students displayed high gain where the similar schools percentage was 22.

Writing - 37% of Mentone Park students displayed high gain where the similar schools percentage was 25.

Spelling - 37% of Mentone Park students displayed high gain where the similar schools percentage was 24.

Grammar and Punctuation - 47% of Mentone Park students displayed high gain where the similar schools percentage was 26.

We believe these results are a result of rigorous planning, ongoing assessment and our commitment to both challenge and support all students along their educational journey. We provide a calm and engaging learning environment that caters for all students. Students are provided with opportunities to take risks and challenge their thinking through a mix of explicit direct instruction and open ended problem solving tasks.

Teachers also 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.

The Tutor Learning Initiative (TLI) supported 21 students from Years 1 - 6 with a focus on Writing. The mix of small group (max 5 students), individual and in class assistance resulted in an increased confidence amongst all students to participate in classroom activities at an age appropriate level.

In 2021 we continued to strengthen our primary focus on Literacy and Numeracy across the school. Major focus areas included 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. 2021 saw the continuation of the 7 Steps to Writing Success program, with all staff trained during curriculum day. The employment of a Literacy Learning Specialist ensured 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 2021 we were excited to continue our involvement with the Marine Ambassadors program through iSea-iCare and in connection with the Dolphin Research Institute.

Our 2021 Student Absence data supports our commitment to providing an engaging and challenging learning environment. Our average number of absence days was 9.4%, well below the state average of 14.7%. Our 4 year average is also well below the state 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. During 2021 we also adopted components of the Bounce Back Program, with a strong and direct focus on Resilience as a key strategy.

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 Harmony Day, Multicultural 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.

Finance performance and position

During 2021 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 all contributed to this debt reduction.

A management decision to staff small classes, with a school average of 20 students per class impacted on the staffing budget with a view to increased student enrollments in 2022. This was facilitated by a previous surplus as well as funding through PMSS (Primary Mathematics and Science Specialist initiative)

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

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 189 students were enrolled at this school in 2021, 81 female and 108 male.

6 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

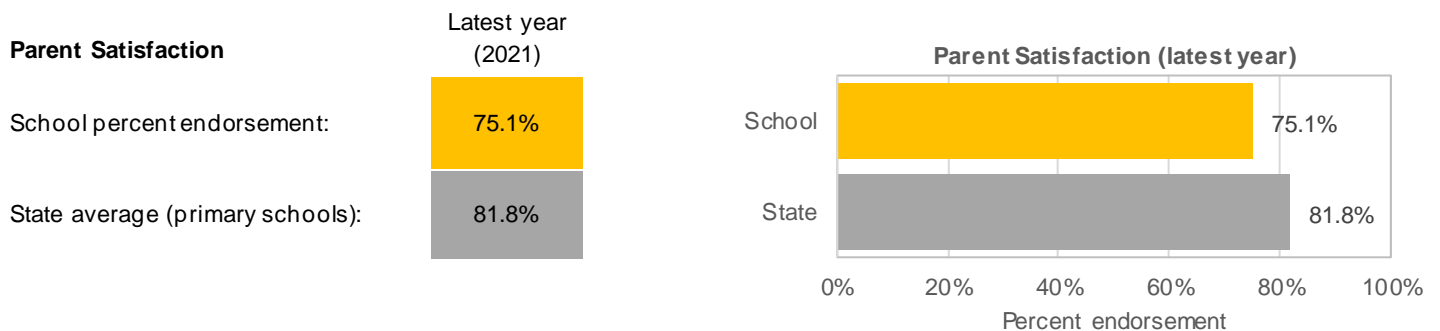
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

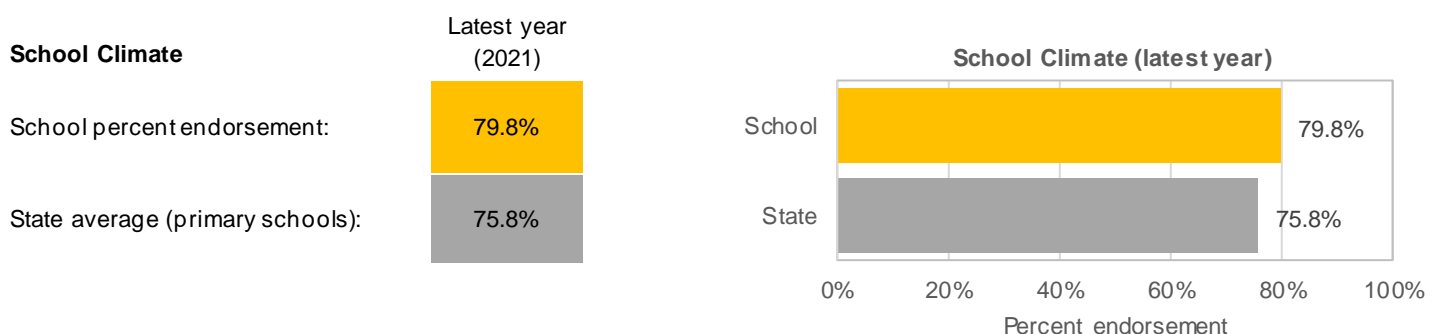


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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
(2021)

School percent of students at or above age expected standards:

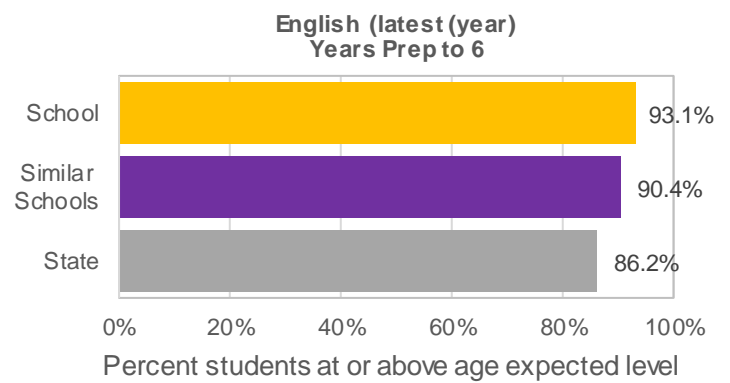
93.1%

Similar Schools average:

90.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

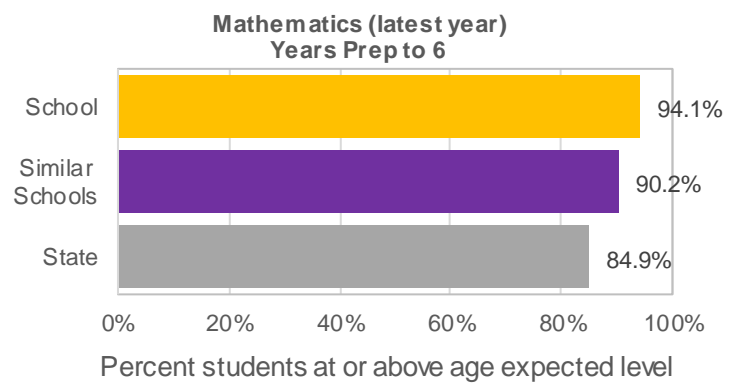
94.1%

Similar Schools average:

90.2%

State average:

84.9%



ACHIEVEMENT (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.

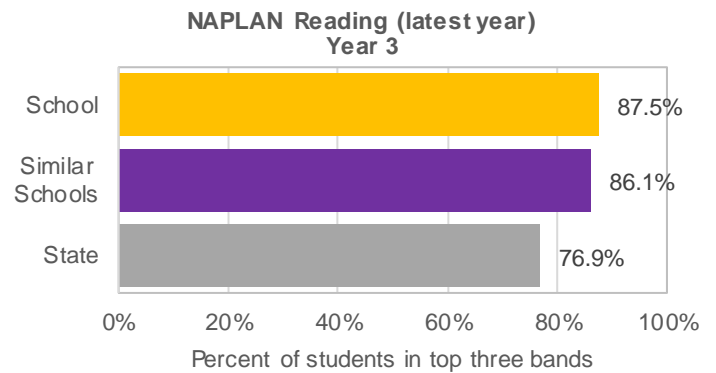
NAPLAN

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 2018, 2019 and 2021 data.

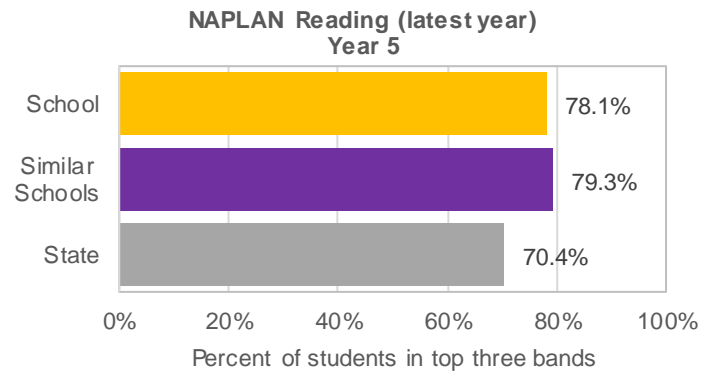
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	89.7%
Similar Schools average:	86.1%	84.4%
State average:	76.9%	76.5%



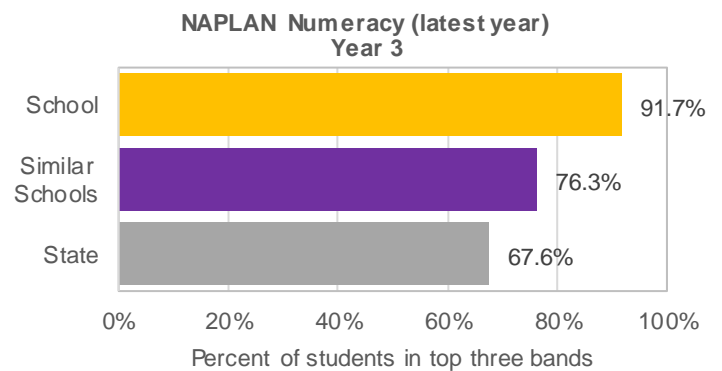
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.1%	73.5%
Similar Schools average:	79.3%	76.3%
State average:	70.4%	67.7%



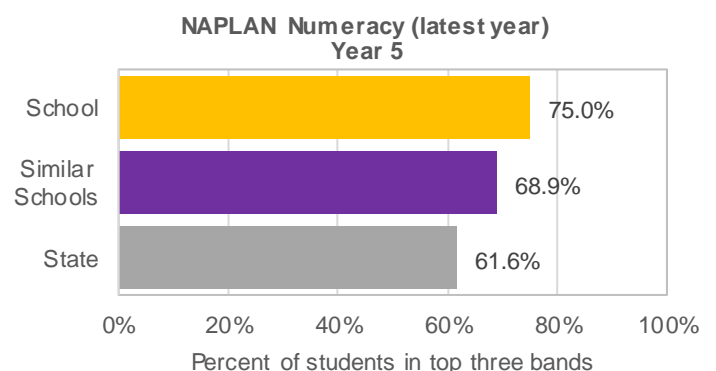
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.7%	79.5%
Similar Schools average:	76.3%	77.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	63.1%
Similar Schools average:	68.9%	67.4%
State average:	61.6%	60.0%



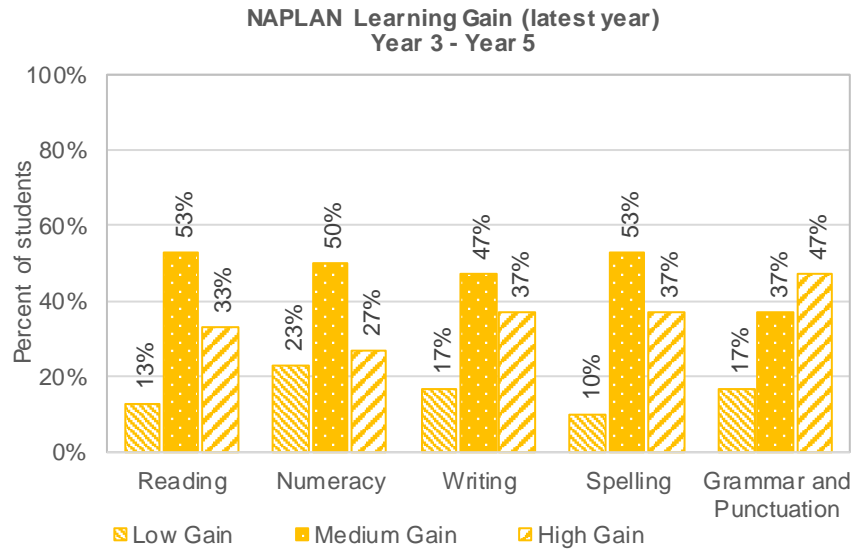
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	13%	53%	33%	28%
Numeracy:	23%	50%	27%	22%
Writing:	17%	47%	37%	25%
Spelling:	10%	53%	37%	24%
Grammar and Punctuation:	17%	37%	47%	26%



ENGAGEMENT

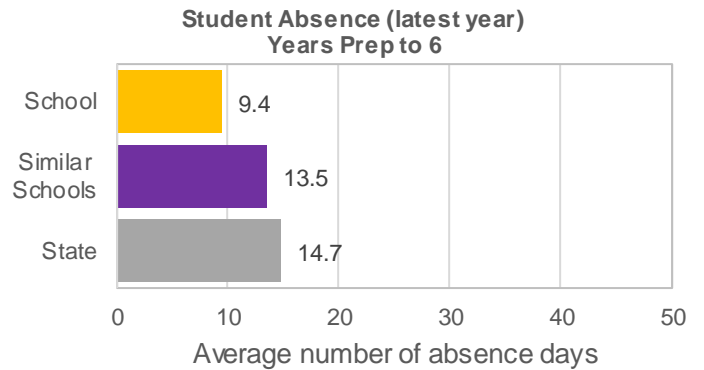
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.4	10.8
Similar Schools average:	13.5	13.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	94%	96%	97%	95%	96%	94%

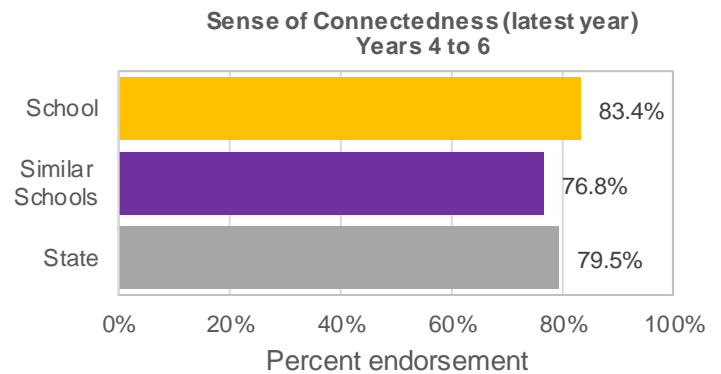
WELLBEING

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 (2021)	4-year average
School percent endorsement:	83.4%	79.9%
Similar Schools average:	76.8%	76.5%
State average:	79.5%	80.4%

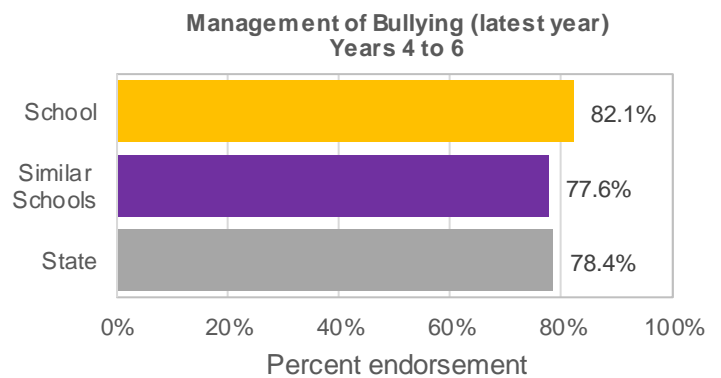


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.1%	77.9%
Similar Schools average:	77.6%	78.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,902,697
Government Provided DET Grants	\$198,596
Government Grants Commonwealth	\$18,050
Government Grants State	\$0
Revenue Other	\$784
Locally Raised Funds	\$145,334
Capital Grants	\$0
Total Operating Revenue	\$2,265,462

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,308
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,308

Expenditure	Actual
Student Resource Package ²	\$1,720,217
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$42,776
Communication Costs	\$3,180
Consumables	\$29,788
Miscellaneous Expense ³	\$21,989
Professional Development	\$7,819
Equipment/Maintenance/Hire	\$36,952
Property Services	\$42,696
Salaries & Allowances ⁴	\$29,500
Support Services	\$77,337
Trading & Fundraising	\$10,284
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,213
Total Operating Expenditure	\$2,042,751
Net Operating Surplus/-Deficit	\$222,711
Asset Acquisitions	\$96,486

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$96,081
Official Account	\$6,108
Other Accounts	\$36,381
Total Funds Available	\$138,570

Financial Commitments	Actual
Operating Reserve	\$47,651
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$15,175
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$75,745
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$138,570

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.