

2022 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 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 28 April 2023 at 09:50 AM by Cameron Agars (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 09 May 2023 at 04:58 PM 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 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
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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

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 2022 we operated with 8 home grades from Foundation to Year 6. To support this, we provided specialist programs in Visual Arts, Physical Education, STEAM and Italian.

With the retirement of our Italian teacher and with the support of our school council we launched a review into our LOTE program which resulted in the introduction of AUSLAN for the 2023 school year. During 2022 we completed our official involvement with the Primary Mathematics and Science Specialist (PMSS) initiative, where 2 staff completed professional learning opportunities with industry experts and like minded schools. As a result we have chosen to continue to provide STEAM as part of our specialist program and this will be funded through our SRP.

The Tutor Learning Initiative (TLI) supported students from Foundation to Year 6, with targeted small group programs focusing on Reading. We utilise MiniLit for curriculum guidance and assessment. 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 2022.

In 2022 we began construction of our new Junior School. After months of community consultation, this building and landscaping project represents the past, present and future of our school. Design features include an indigenous garden and passive play space complete with Yarning Circle and natural landscape features, 4 new classrooms surrounding a central collaborative learning space and external architectural features representing Bunjil the Eagle from Australian Aboriginal mythology.

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.

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, with a particular focus on the AIP priorities of Literacy and Numeracy as well as a dedicated commitment to student health and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

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 2022 for data storage, analysis and student reporting.

Teacher assessment data indicates our students are performing at an equivalent level to students in similar schools and ahead of state averages, with 90% of students at or above the expected levels in English and 91.8% at or above in Mathematics.

2022 NAPLAN data indicates our students performed above state and similar schools in all areas, with Reading showing a significant gap at both Year 3 and Year 5 level.

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. Our Parent Satisfaction survey results for 2022 indicated a positive endorsement of 85.3%, which is above the state average of 79.9% and our students reported a strong sense of connectedness with 85% positive endorsement. This was well above similar schools (75.7%) and the state average of 78.1%.

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 2022 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.

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. As mentioned earlier, our students reported a strong sense of connectedness with an 85% positive endorsement.

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 2022 we were excited to continue our involvement with the Marine Ambassadors program through iSea-iCare and in connection with the Dolphin Research Institute.

Our 2022 Student Absence data supports our commitment to providing an engaging and challenging learning environment. Our average number of absence days was similar to most Victorian schools, but our 4 year average of 13.2 days per student is below the state average of 17 days and similar schools average of 15.6 days.

Other highlights from the school year

2022 was an exciting year as our new Junior School building took shape. This significant addition to our school provided a sense of positivity and excitement towards the future of Mentone Park Primary School. With architectural features representing both Australian and local history, this building stands tall as a significant component of our future growth.

Financial performance

During 2022 Mentone Park Primary School continued to implement a number of stringent financial strategies, Constant monitoring of budgets, reduced expenditure and a staffing surplus all contributed to our current financial position. 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 enrolments in 2022 and beyond. This was facilitated by a previous surplus as well as funding through the PMSS (Primary Mathematics and Science Specialist initiative) 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
<https://www.mentonepark.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 172 students were enrolled at this school in 2022, 75 female and 97 male.

5 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).

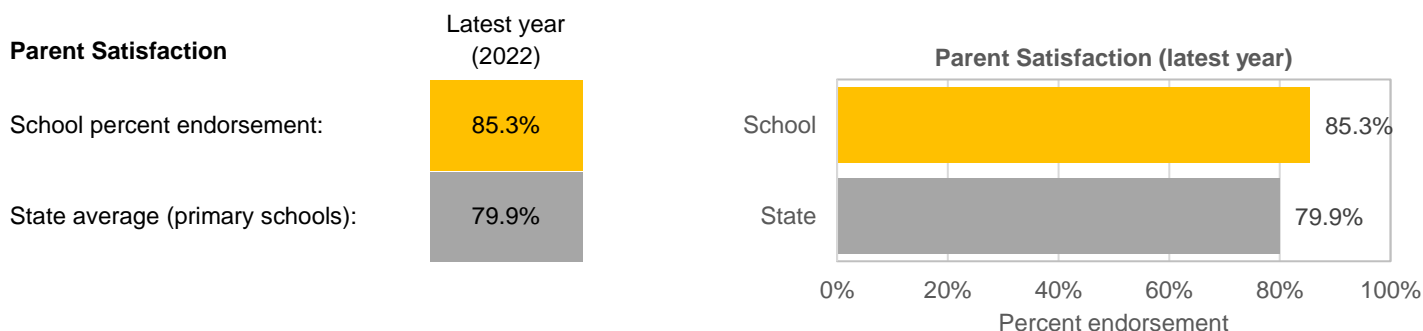
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

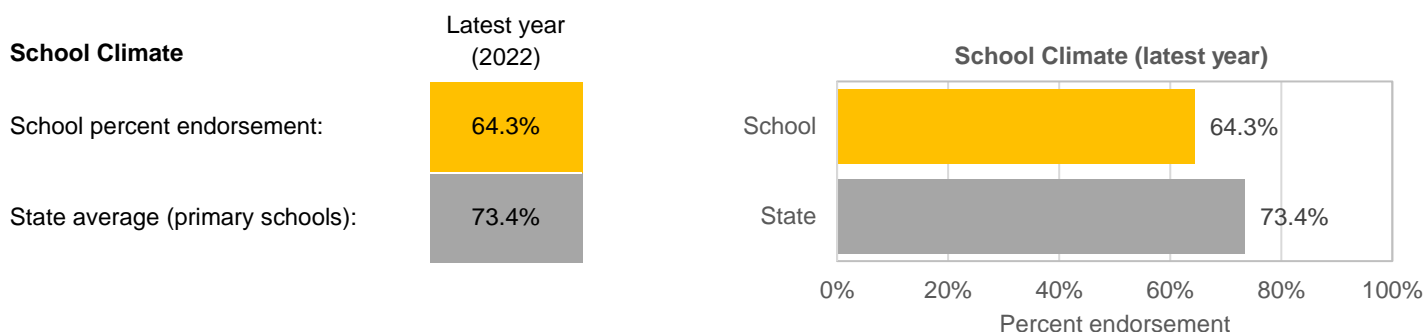


School Staff Survey

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:

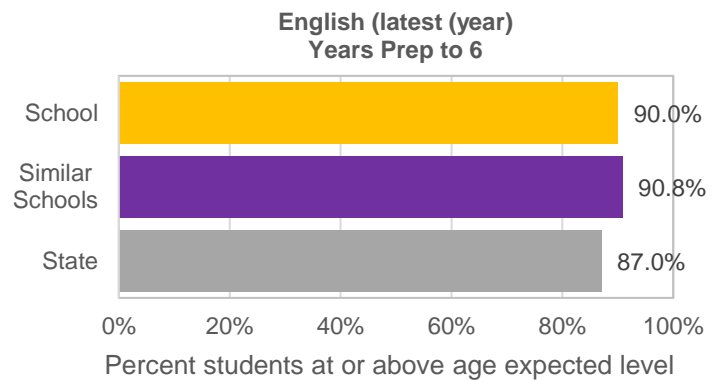
90.0%

Similar Schools average:

90.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

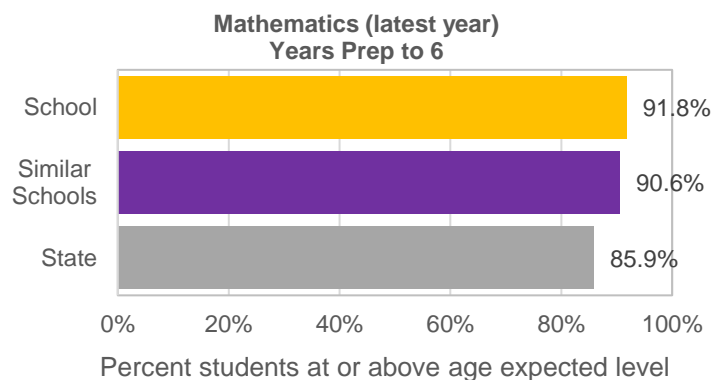
91.8%

Similar Schools average:

90.6%

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.

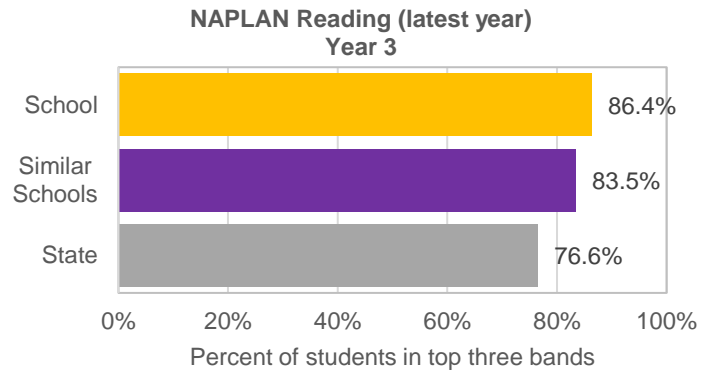
NAPLAN

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.

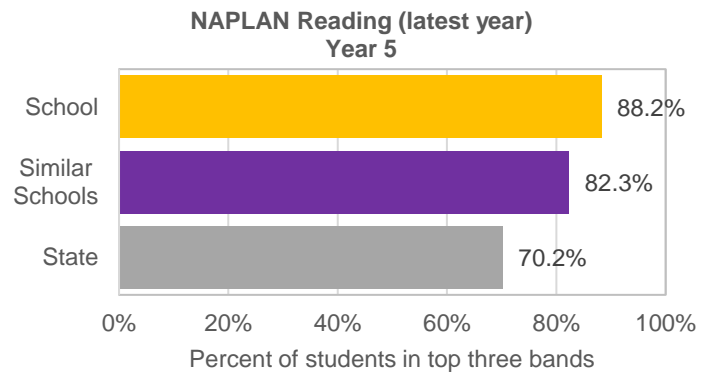
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.4%	86.8%
Similar Schools average:	83.5%	85.0%
State average:	76.6%	76.6%



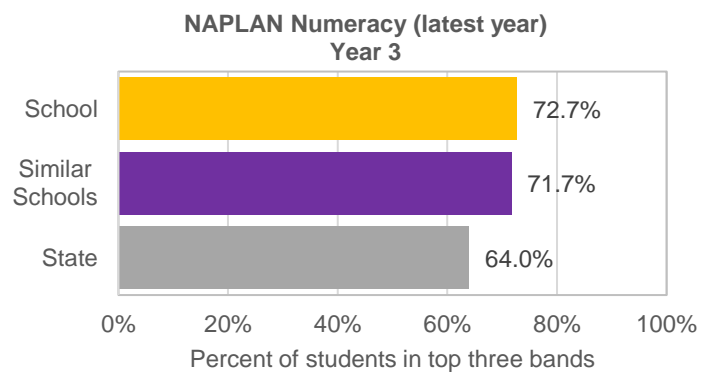
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	80.4%
Similar Schools average:	82.3%	79.6%
State average:	70.2%	69.5%



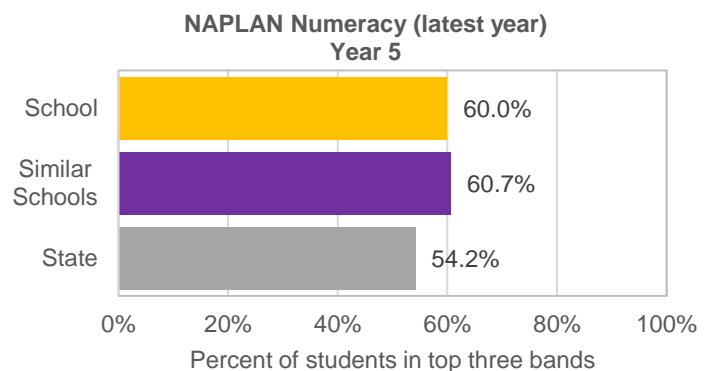
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	77.6%
Similar Schools average:	71.7%	75.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	68.1%
Similar Schools average:	60.7%	66.4%
State average:	54.2%	58.8%



WELLBEING

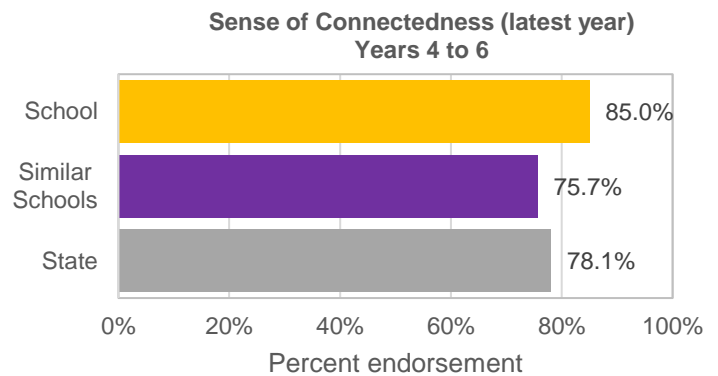
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	85.0%	82.4%
Similar Schools average:	75.7%	75.8%
State average:	78.1%	79.5%

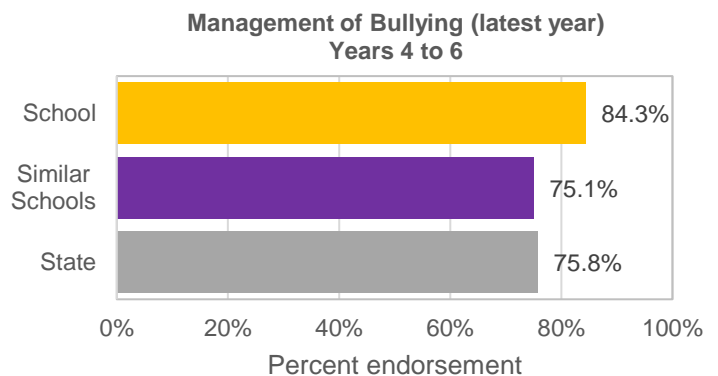


Student Attitudes to School – Management of Bullying

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:	84.3%	81.3%
Similar Schools average:	75.1%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

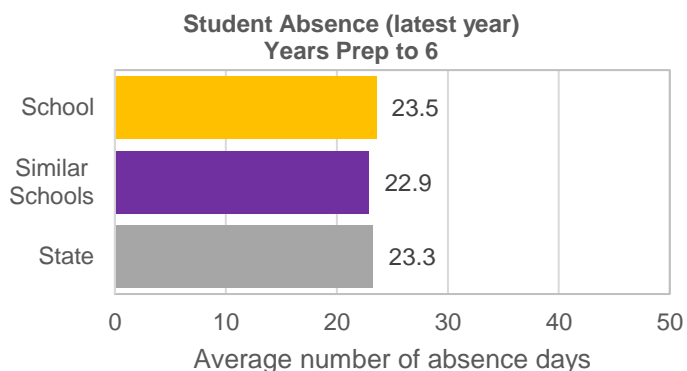
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.5	13.2
Similar Schools average:	22.9	15.6
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):	89%	92%	86%	91%	87%	86%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,938,870
Government Provided DET Grants	\$223,379
Government Grants Commonwealth	\$12,100
Government Grants State	\$103,535
Revenue Other	\$7,759
Locally Raised Funds	\$148,001
Capital Grants	\$0
Total Operating Revenue	\$2,433,643

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,771
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,771

Expenditure	Actual
Student Resource Package ²	\$1,796,928
Adjustments	\$0
Books & Publications	\$1,559
Camps/Excursions/Activities	\$76,600
Communication Costs	\$3,357
Consumables	\$22,624
Miscellaneous Expense ³	\$15,233
Professional Development	\$7,542
Equipment/Maintenance/Hire	\$34,065
Property Services	\$34,561
Salaries & Allowances ⁴	\$50,549
Support Services	\$57,922
Trading & Fundraising	\$17,904
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,952
Total Operating Expenditure	\$2,138,796
Net Operating Surplus/-Deficit	\$294,847
Asset Acquisitions	\$6,382

- (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

Funds available	Actual
High Yield Investment Account	\$226,206
Official Account	\$8,810
Other Accounts	\$41,577
Total Funds Available	\$276,593

Financial Commitments	Actual
Operating Reserve	\$53,166
Other Recurrent Expenditure	(\$88)
Provision Accounts	\$0
Funds Received in Advance	\$7,011
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	\$216,503
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$276,593

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.