

2019 Annual Report to The School Community



School Name: Morningside Park Primary School (5040)

About Our School

School context

Mornington Park has a current enrolment of 250 students, 3 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Mornington Park PS provides a safe and harmonious learning environment, which nurtures the whole child for success in a changing world through a sense of connectedness to peers, teachers and the community. We offer two distinct educational streams, Mainstream and Steiner, which, whilst different, share a common purpose and vision for educational excellence. We are renowned for our warm welcome and unique approach to education. Children greet teachers by their first names at our small community school, which is the foundation for building trusting and respectful relationships, a fundamental aspect of quality teaching and student learning. Our students feel safe and respected at school.

We ignite a passion for learning that enables our students to set goals in a supportive environment. We provide a rich learning environment that is engaging, supportive and inclusive, encouraging our students to become confident, creative and to flourish both academically and personally. We cater for a diverse range of student abilities, offering extension and enrichment activities.

Our school values are: Responsibility, Cooperation, Perseverance, Honesty and Kindness. Students are encouraged to develop strong connections with their peers, the school, community and the environment enabling them to become active and informed citizens in a rapidly changing world. We have a strong Wellbeing program combined with the Respectful Relationships curriculum, culminating in a school culture where everyone feels supported.

Highly qualified and dedicated teaching and Education Support staff, commit to regularly updating their knowledge and skills, to ensure that they provide personalised learning and engaging programs for all students, in accordance with best practice. Our Literacy and Numeracy programs complement an Integrated, Wholistic, Inquiry Based Approach to learning about the world around us.

At MPPS we believe Performing and Visual Arts are essential components of a balanced curriculum. The benefits of participating in music tuition are well documented. Music engages the brain while stimulating neural pathways associated with abstract thinking, empathy and mathematics. We provide extensive opportunities for our students by offering tuition in guitar, violin, drums, voice, trumpet, trombone, flute, keyboard and cello. Our orchestra, bands and vocal ensembles allow for consolidation and showcasing children's skills. Teaching the whole child and developing strong connections and relationships with the school community is paramount to achieving the school's vision and goals.

Multimedia is an essential learning tool in the Mainstream classrooms with a device for every student. The school curriculum is enhanced through our specialist programs - Visual Arts, PE, PMP, Sport, LOTE (Indonesian), Woodwork, Craft, Eurythmy and Performing Arts. These programs support and promote both fine and gross motor skills. Our facilities provide for a range of life skills through cooking, cultivation of the veggie garden and the chicken coop.

Integrating the provision of Paediatricians, Occupational Therapists, Speech Pathologists, a General Practitioner and Psychologist based at our school, as well as a range of educational supports and programs ensures we provide a nurturing environment to develop the whole child.

Framework for Improving Student Outcomes (FISO)

The Improvement Model is structured around four state-wide priorities: Each priority has four dimensions. Six of these dimensions have been identified as high-impact Improvement Initiatives on which to focus effort. Analysis of our data leads us to focus on the following priorities

Excellence in teaching and learning

Building practice excellence

Curriculum planning and assessment

We strengthened the school's professional learning program for Literacy to support the development of a whole school scope and sequence document which outlines essential learning's and an agreed instructional model that meets the needs and abilities of all students. With a rigorous assessment schedule in place, we also strengthened teachers' capacity to utilize literacy data to improve student-learning outcomes in reading.

Positive climate for learning

Empowering students and building school pride

We successfully increased our student's capability and opportunities to lead, across the school. The development of whole school survey tools ensured we continually received feedback from our students to optimize their engagement in their learning and their wellbeing. The wellbeing team analysed collected data and developed policies and programs that reflected student feedback.

Achievement

The percentage of students in Years Prep to 6 working at or above the age expected standards in English and Mathematics is below the median of all Victorian Government Schools, this is anticipated as our Steiner cohort beginning formalised learning much later than our Mainstream cohort does. This data represents 'closing of the gap' between years 3 to 5 as children move through the school.

From 2019 over 90% of our students, Mainstream and Steiner, completed the Naplan test, increasing the reliability and variability of our results. The high gains that our students are making in reading and spelling are extremely pleasing, the results on numeracy and writing reinforces our focus in these areas at Mornington Park.

In addition to personalised learning within the classroom, all our students participate in, a volunteer reading program, a Speech Therapy Assistance program, small groups for literacy and numeracy, No Limits Speech enhancement for Prep students and Monash University students offering Occupational Therapy.

The leadership team supports teachers to continue to develop effective teaching strategies that focus on using assessment data to determine teaching plans, differentiating learning to support individual student needs, goal setting and reflection. All students funded under the 'Program for Students with a Disability' showed expected progress with their individual goals.

We know that higher level oral language skills translate to excellent outcomes for students; therefore these skills are intentionally embedded into the whole curriculum. Our student feedback model, along with our individual student conference approach to student learning in English and Mathematics, provides rich opportunities for children to continually build on their skills.

An agreed teaching and learning statement common to both streams, and a consistent whole school literacy and numeracy approach, linked to the Victorian Curriculum is followed. Children achieve success as they are supported to set individual learning goals, which are a major focus in their learning journey.

Engagement

Student engagement and enrichment are high priorities for our school. Teachers plan for teaching and learning experiences that focus on engaging students and developing learning confidence.

Students are engaged in visual arts, performing arts, ICT, Indonesian, instrumental music, band, voice tuition, dance, school concerts and festivals. We provide students with opportunities in the areas of sport and physical education and have achieved success in various competitions at local and district level. The 'I Sea I Care' Marine Ambassadors Program is thoroughly enjoyed by students. Receiving a VEOLIA award for a presentation to the local community which demonstrated outstanding knowledge of environmental issues, was a highlight.

Students have attended school camps, incursions and excursions which all support the students' learning and engagement. Senior students attended Corowa Court, an aged care residential facility as part of the community linkages, intergenerational program. Students from years 4 & 5 attend 'The Grange' retirement village and get allocated to one resident whom they build a bond with and complete activities each week. Years 4-6 complete an intensive Bike Education program. Students in year 5 combined with Monash University and U3A to create art works made from recycled materials.

Students enjoy Breakfast club every morning and once a month a Postie Breakfast. Other programs covered include: Pay it Forward, Clean up Australia day, Seasonal Markets, Drumbeat, Social Skills programs, lunchtime programs (Happy Room, Coding Club, Chess, Shire Youth Workers, Bookclub, Craft club), Fundraising events - Diabetes Australia, Pirate Day Brain Cancer Awareness, Genes for Genes Day. Once a month students are offered the opportunity to purchase a hot lunch through Home Ground.

Supporters of our school who assist with engagement include: Bunnings, Melbourne Vixens Netball Club, St Kilda

Football Club, Rotary, Mornington Library, Andy Lee - Scholastic Book Club, ARDOCH, volunteers (U3A), Australia Post, Mornington Shire, Men's Shed - Mt Martha, Lions, Zonta, Monash University (student teachers, Occupational Therapist students), Mornington Secondary College, Little Yarra Steiner School, Melbourne Rudolf Steiner School, Commonwealth Bank, Jacobs & Lowe, Bendigo Bank.

The Schoolwide Positive Behaviour Support Program has been successful in ensuring a consistent, school-wide approach to behaviour management, along with the implementation of the bullying, harassment and victimisation policy. The focus is on promoting positive behaviour with tokens, students collect tokens and are then able to buy items from the school token shop. Collaborating with the Men's Shed focuses on restoring bikes to be 'sold' at the token shop.

Continued focus on attendance and punctuality, a school wide focus on developing good interpersonal skills and the development of individual learning and behaviour management plans for targeted students has led to improvement across all areas. Our Hands on Learning life skills program provides an alternative approach to learning for some of our students. To improve the attendance at our school, we have outlined very clearly to parents, the expectation that all children attend school every day with an expectation of attendance over 90%. Attendance will be checked across the school daily and meetings organized with parents to support appropriate attendance.

Wellbeing

Our calm and supportive school environment is the result of adopting the guidelines of the 'School Wide Positive Behaviour Support Program'. This program provides our school with a positive and consistent approach to behaviour management and in turn underpins our school values of honesty, perseverance, cooperation, kindness and responsibility.

A strong wellbeing program is the basis for the school's educational philosophies consisting of a range of programs implemented by our welfare team whilst our resident paediatrician offers advice and support to parents on a weekly basis. Lego club, drumbeat, chess club, craft club, reading club, coding and happy room are examples of programs and lunchtime activities that are available to the children. We have a Chaplain who provides pastoral care as well as a Psychologist.

Thanks to our relationship with Food Bank and other sponsors we are able to run a breakfast club daily and can offer lunches and food parcels to those who need them. Eligible children are able to access subsidised uniforms through State School Relief. We also work closely with Ardoch which is a philanthropic organisation, to support us with funding educational excursions and experiences for children.

Parent/carer involvement is an important element of our learning community as are our volunteers who help out in so many ways. Parents are encouraged to take an active role in the education process through membership of the School Council and sub committees, volunteering at Brekky Club and in classrooms, accepting invitations to student learning celebrations, evening presentations, sports days and Festivals.

Our school continues to work closely with local preschools exchanging information, invitations to school events and running parent sessions to support school readiness for pre-schoolers. Our Prep students are part of a buddy program. Close ties exist with Mornington Secondary College and Mt Eliza Secondary College. A range of transition activities and collaborative projects further strengthen links between the two schools and prepare students for the transition to secondary education.

The school continues to effectively monitor and support transition of all students from Prep to Year 6.

Students' academic, behaviour, attendance, extension and intervention support records are tracked to support student wellbeing and learning as they progress from one year level to the next.

Opportunities are provided throughout the year for shared activities between the two educational streams to engender a collective commitment to the school's values and goals.

Attendance is closely monitored and systems are in place to support families who are having difficulty getting their children to attend school for any reason. Promotion of the benefits of attending school every day is regularly emphasised in the newsletter, assemblies and website.

Our supportive staff readily involve the expertise, strengths and knowledge from our community links to enhance classroom programs and provide additional support for students. Examples of these are the Story Dogs program, U3A, Monash University art department, Mens Shed, The Corner Mornington Shire youth services, bright sparks, Play to your strengths, girl power and Kids Hope.

Mornington Park works closely with the Mornington shire youth services and other organisations to host Pay it Forward Day once a year. This is a large and popular event supported by the wider community.

We have a strong relationship with Australia post who sponsor a monthly themed breakfast and make generous donations.

Financial performance and position

Mornington Park Primary School is very strategic in the way the finances are managed. The Financial Performance Position report shows an end of year deficit of \$151,958. At Mornington Park we have a number of organizations that sponsor staff to run some of our programs. This money sits in our High Yield account while the staff salaries are paid through the SRP. We do have the funds in our High Yield account to cover the deficit, however this deficit is planned with the intention of being in surplus by the end of 2020. We are also carrying salaries to enable 2 small classes to run at the school.

For more detailed information regarding our school please visit our website at
<https://www.morningtonparkps.vic.edu.au>.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 250 students were enrolled at this school in 2019, 117 female and 133 male.

3 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	89.6	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	68.5	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	82.2	89.7	81.7	95.0	Below
Mathematics	83.3	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	53.3	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	53.3	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	58.1	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	30.0	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	48.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	56.0	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	56.3	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	36.3	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	23.1	42.3	34.6
Numeracy	48.0	36.0	16.0
Writing	30.8	53.8	15.4
Spelling	15.4	50.0	34.6
Grammar and Punctuation	34.6	38.5	26.9

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	23.1	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	24.2	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	88	89	87	89	90	90	86

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.5	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	85.0	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	84.5	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	85.8	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$2,324,022
Government Provided DET Grants	\$275,823
Government Grants Commonwealth	\$7,900
Government Grants State	\$0
Revenue Other	\$59,319
Locally Raised Funds	\$265,310
Capital Grants	\$0
Total Operating Revenue	\$2,932,374

Equity ¹	Actual
Equity (Social Disadvantage)	\$186,688
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$186,688

Expenditure	Actual
Student Resource Package ²	\$2,466,850
Adjustments	\$0
Books & Publications	\$18,727
Communication Costs	\$4,816
Consumables	\$84,873
Miscellaneous Expense ³	\$191,126
Professional Development	\$12,195
Property and Equipment Services	\$160,155
Salaries & Allowances ⁴	\$99,366
Trading & Fundraising	\$7,527
Travel & Subsistence	\$0
Utilities	\$38,698
Total Operating Expenditure	\$3,084,332
Net Operating Surplus/-Deficit	(\$151,958)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$263,565
Official Account	\$21,568
Other Accounts	\$5,524
Total Funds Available	\$290,657

Financial Commitments	Actual
Operating Reserve	\$99,545
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$51,325
School Based Programs	\$4,012
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$142,912
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$297,793

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 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, 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 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').