

# 2021 Annual Report to The School Community



School Name: Mornington Park Primary School (5040)



## About Our School

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### School context

Mornington Park has a current enrolment of 233 students, 2 percent of students had English as an additional language and 6 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, respectful relationships and 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, Holistic, Inquiry Based Approach to learning about the world around us. Teaching the whole child and developing strong connections and relationships with the school community is paramount to achieving the school's vision and goals.

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.

Multimedia is an important learning tool in all Mainstream classrooms and Steiner classes in later years, with a device provided for every student. The school curriculum is enhanced through our specialist programs - Visual Arts, PE, PMP, Sport, 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, 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.

Parents endorsement of the school is extremely positive in many areas. Through the annual parent survey along with individual contact during remote learning, it was acknowledged that parents thought highly of the staff. They say that their children are appropriately challenged academically, programs meet the diverse needs and interests of their children and teachers have high expectations for this success. According to parents, our goal to prepare the whole child for success, is being met.

The staff at Mornington park are invested in building strong relationships with children, parents and each other. This positive culture is evident in all classrooms with a willingness of all staff taking responsibility for all students.

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## 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

Positive climate for learning

Empowering students and building school pride

We strengthened the school's professional learning program for Literacy and numeracy 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. Communities of practice centered around Numeracy, connect assessment to practice through genuine inquiry.

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.

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## 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 one year 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, writing, spelling and numeracy are extremely pleasing. These results reinforce our focus in these areas at Mornington Park with most areas doubling the high gain that similar schools have made.

In addition to personalised learning within the classroom we offer a 'No Limits' Speech enhancement for Prep students. 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, 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.

During remote and flexible learning, our teachers continued with conferencing individual students, learning platforms were set up to provide continual differentiated learning opportunities for the children. In addition to online delivery, staff delivered learning packs to all families. The packs were differentiated, engaging and targeted to engage and meet individual learning styles. 'No Limits' continued to be delivered and tutoring was a key support for many students. Daily support was provided by class teachers with specialist teachers and aides allocated to each class as additional support. At risk children were given extra support.

Assessment during and after remote learning, was rigorous, accurately pin pointing individual needs. Programs were designed specifically to bridge any learning gaps. Onsite learners were connected to their class teacher daily through

organized meeting times. Communication between all parties on a regular basis meant that everybody felt included and supported in every way.

There is a strong staff culture and interest in improving knowledge and understanding of the curriculum and investigating best practice.

Our school was mentioned in the Age for having the most improved Naplan data over the remote learning period. We are extremely proud of our Reading as our children achieved results above the state and similar schools.

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## 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, 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 environmental leaders.

Students enjoy Breakfast club every morning. Other programs covered include: 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.

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, Lions, Zonta, 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. Students collect tokens for positive behaviour and are then able to buy items from the school 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. 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.

Remote learning presented its challenges for schools keeping children engaged. This was one of our highest priorities as we believed that strong mental health and engagement were key to learning success. Disconnecting was not an option at our school. We adapted programs and sought new ways to make connections. Online activities were challenging and mostly fun. Children were delivered craft packs, we had dress up days, Footy day, Book Week and when children returned they were gifted a drink bottle with their name on it. We offered online incursions that were highly successful.

We know our families so well and we know the challenges that each face so we put our efforts into tailoring support whether it be food packs, chats, delivered work packs or linking in with suitable services, we did it. We did it as a team who cared for everyone, including each other. Each day we had a briefing to check in with staff to share their needs and the needs of their families.

Parents knew they could reach out to us at any time. Parent teacher interviews were valued and well attended. Helping everybody to stay positive was the key to our success.

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## Wellbeing

Our calm and supportive school environment is the result of continuing success 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 pediatrician 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. Our 'Happy Room' is an important supported and safe environment for those students requiring extra skills in social interactions. We have a Chaplain who provides pastoral care for a day a week. Even during remote learning, our chaplain, Education Support staff, teachers and leadership, ensured that all families were well supported, including daily, weekly contact, provision of meals and other welfare packs. Links were provided to outside agencies where appropriate. We encouraged feedback on any improvements we could make to our support mechanisms for families.

We are conscious of providing an inclusive and culturally safe place for all of our students. Developing our RAP and establishing links with local Aboriginal groups and Elders, is important to us. All of our staff are skilled in supporting students with a range of physical, emotional and intellectual needs.

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.

Despite remote learning, parent/carer involvement is an important element of our learning community. Staff went above and beyond to involve parents in their child's learning, plays, performances, graduation, evening presentations and seasonal celebrations through multi media live links. Parents are encouraged to take an active role in the education process through membership of the School Council and sub committees.

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, which runs over 2 years.

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. Every morning the school bus picks up children who may not otherwise get to school. 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., Willam Warrain, Racing Hearts and Drum Beat.

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.

Our survey data from students demonstrates the difference we are making to students. The sense of connectedness and management of bullying endorsement is showing that our results in these components are 10% higher than the state and similar schools. We attribute much of this positivity to the consistent approach we have to behaviour, our

respectful relationship program, our strong culture of valuing student voice and agency as well as our dedicated staff. We are all proud to be a part of the Mornington park community.

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## Finance performance and position

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