

2022 Annual Report to the School Community

School Name: Mullum Primary School (4886)



- 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 07 April 2023 at 05:13 PM by Marie Beale (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 23 May 2023 at 03:22 PM by Lisa Beasley (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

'Every student counts, Every moment matters' is the lived vision for our students and their experiences in the classroom. Our staff of 30 (17 EFT classroom teachers, 7 Education Support, 2 office staff, 1 Learning Specialist, 1 chaplain and 2 senior leaders) worked closely with our 252 students to ensure that their academic and wellbeing needs were met to a very high standard. We operated eleven classrooms and offered four specialist subject classes in Italian, Visual Arts, Physical Education and Performing Arts. Our well designed classrooms are bright and well resourced, meeting the needs of our diverse students. Well defined play spaces and wide open sports fields and courts ensure there are plenty of spaces for children to play. The school is situated in the leafy suburbs of Ringwood North, Victoria.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our daily work is guided by the goals of our school to ensure that all students develop their full potential, learn and practice the fundamental skills in literacy and numeracy in a caring, supportive environment. A rigorous review of curriculum implementation, planning, documentation, teaching and learning in numeracy and literacy was conducted throughout 2022. Two staff participated in Primary Mathematics and Science in Schools Initiative for two years, finishing in 2022. These staff commenced a review of the model for teaching numeracy and together with the Mathematics Learning Specialist were able to support teachers across the school to implement a new instructional model. In reading we embarked on a overhaul of teaching and learning practices in the classroom: explicitly teaching phonics and phonemic awareness; a focus on handwriting, spelling and grammar; purchase of new resources; professional learning for all staff; a focus on automaticity, ensuring students are able to recall and retrieve information. This focus has ensured all students from Foundation to Grade 6 are provided with quality instruction in literacy and numeracy.

The result of this work is yet to appear in our data, however, we have a very good starting point as our 2022 NAPLAN data has indicated:

Reading - Our Grade 3 and Grade 5 NAPLAN results in 2022, indicated that, despite interruptions in the preceding year, our students continued to achieve results above similar schools and those of the state. Our increased focus on the teaching of reading across the whole school; intervention and tutoring support for some students from Foundation to Grade 6, have all contributed to these very good results.

Numeracy - Our Grade 3 Numeracy results in NAPLAN in 2022 indicated our students are performing consistently above similar schools and the state average. Although our Grade 5 results are lower than we would like, the students in 2022 performed higher than similar school and state averages. We have maintained a focus on developing professional core knowledge of numeracy big ideas and developed scope and sequences to ensure that there has been enough time across the year for all students to learn and practice these skills.

Wellbeing

A big focus for 2022 was the return to school of all students and supporting them to feel connected to their classroom peers and teachers. This work involved running our Cross Age program - Kooramook, where students worked together on challenge based teamwork activities which resulted in an event for families to attend. Character strengths were explored in classes around hope, fairness, team work and forgiveness. Respectful Relationship topics on emotional literacy, positive gender relationships, problem solving and positive coping were explored in the classrooms across the schools. For the second year in a row, our staff worked with the organisation Real Schools to shape the culture of the school in particular using the following strategies: Circle Time - Preparation Circles to prepare for a new challenge; Check In circles to communicate how we are feeling; and Response Circles to help students restore something that has gone wrong. Brain breaks and mindfulness were also used to support students individual wellbeing. In 2022 our school chaplain provided individual support for families and students as they settled back into school life. We also had the support of a student councillor from Monash University one day per week who also worked with students. Despite the focus throughout the year, our Student Opinion Survey data from students in Grade 4-6 indicated that there were ongoing challenges for them at school, particularly around their sense of connectedness to the school where results showed our students felt less connected than those students in similar schools or across the state.

Using a strategy of "Above and Below the Line" behaviours provided all teachers with a tool to talk to individual students, small groups or whole classes about what behaviours are acceptable and what is not. This tool has been used extensively with incidences as they arise in the classroom. The opportunity to hear student voice in incidences of greater significance is through the Past, Present, Future (3P, 3P, 3F) Listening for three minutes about any past incidences together, three minutes about the present problem and then three minutes to plan for a change in the future has helped students to feel that they are heard and able to influence the outcome going forward. The school has a zero tolerance of 'bullying' behaviours and works closely with all students and families to develop and implement an action plan moving forward, The data from our 2022 surveys shows that although the majority of students felt supported in the management of bullying incidences, there were a significant number who did not. This will be ongoing work for the school.

Engagement

Attendance at school is one of the biggest drivers in students achieving their fullest potential at school. Although the number of days absent at our school is slightly lower than similar school and state averages, it is still higher than we would like. Attendance is monitored closely and the leadership team support classroom teachers to follow up on absences and offer support to families who are struggling to get their children to school. Regular promotion of school attendance through the school newsletter encourages parents to speak to us if there are difficulties at home and we work together to support these families.

Financial performance

Financial Performance 2022 - Operating Expenditure is monitored carefully throughout the year and finished with a small surplus.

Contracts - School Council signed a 12 month contract with Camp Australia - Out of Hours Care program

Tutor Learning Initiative - Funding received from the state government to support students who continued to struggle academically was used to employ two part time staff, offering students from Grade 3-6 small group tuition.

Equity Funding - Literacy screening of all students in Grade 1 & 2 identified gaps in their learning and equity money was used to run daily 20 minute intervention sessions one-on-one with a tutor. This proved extremely effective in supporting these students.

Grants - A Shade Sail Grant and a Solar Panel Grant enabled the school to provide shade and electricity for the school.

Fundraising - Our Festival of Hidden Treasures in October 2022 and smaller fundraising events provided over \$20 000 of fundraising money in 2022. This money will be used to purchase and install new playground equipment in 2023.

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 255 students were enrolled at this school in 2022, 123 female and 132 male.

31 percent of students had English as an additional language and 2 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).

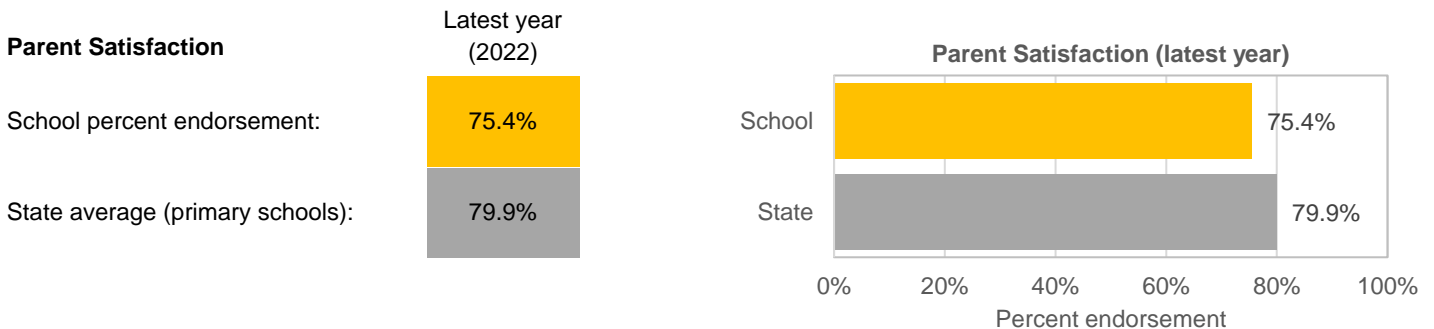
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

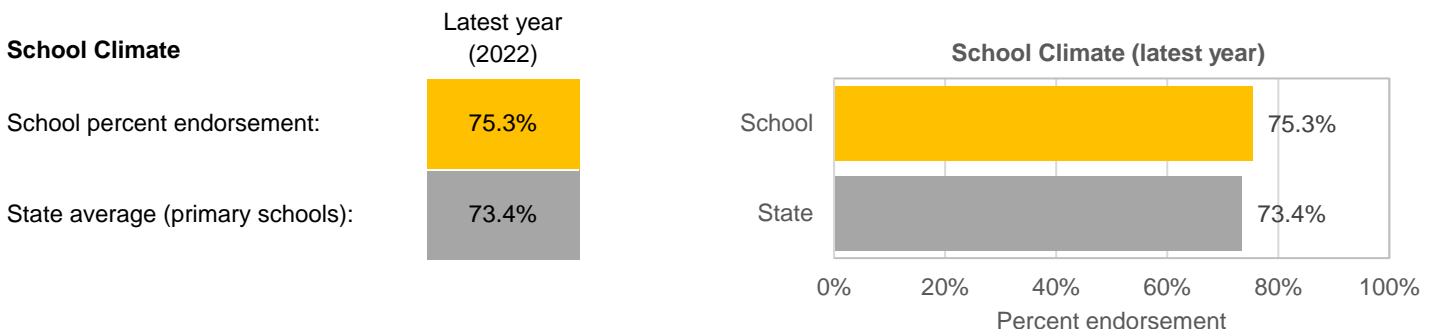


School Staff Survey

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:

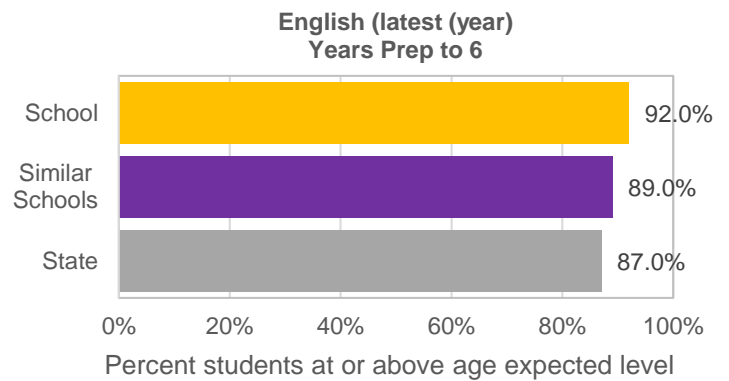
92.0%

Similar Schools average:

89.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

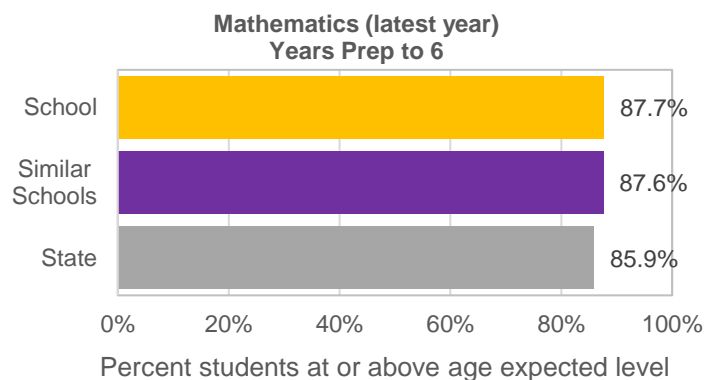
87.7%

Similar Schools average:

87.6%

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.

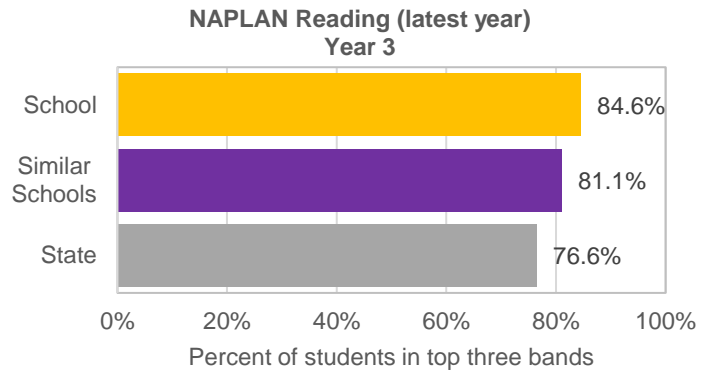
NAPLAN

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.

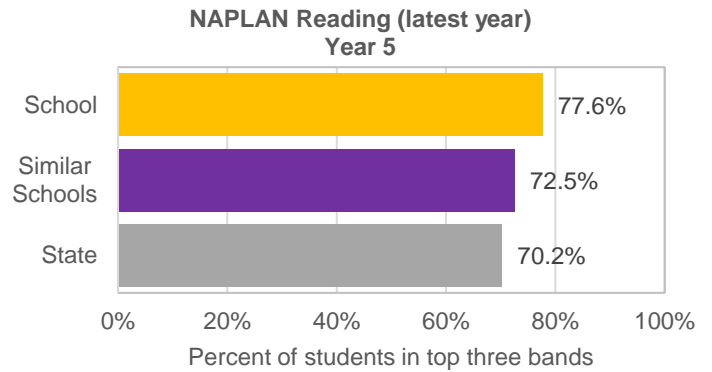
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.6%	84.2%
Similar Schools average:	81.1%	80.1%
State average:	76.6%	76.6%



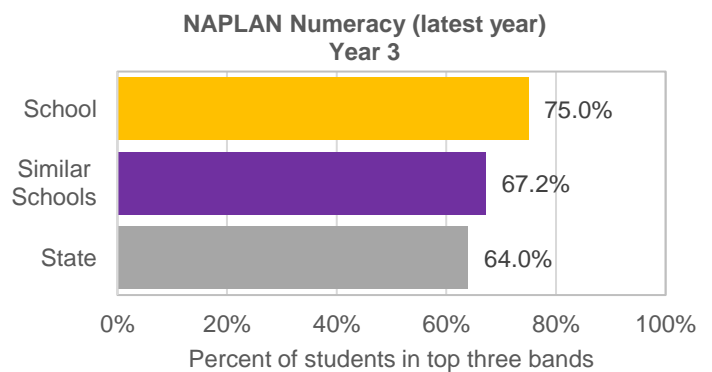
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.6%	79.5%
Similar Schools average:	72.5%	73.2%
State average:	70.2%	69.5%



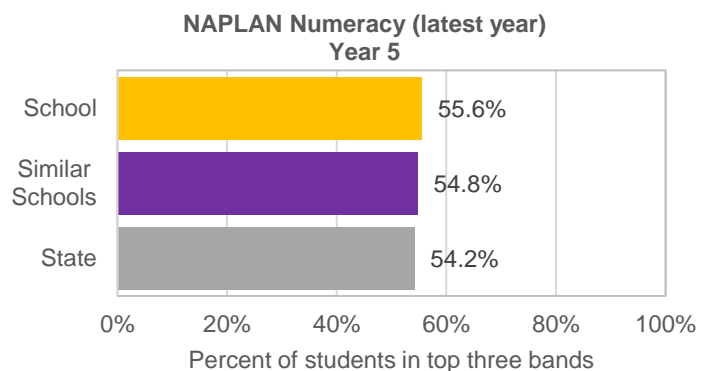
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	71.6%
Similar Schools average:	67.2%	68.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	59.0%
Similar Schools average:	54.8%	61.5%
State average:	54.2%	58.8%



WELLBEING

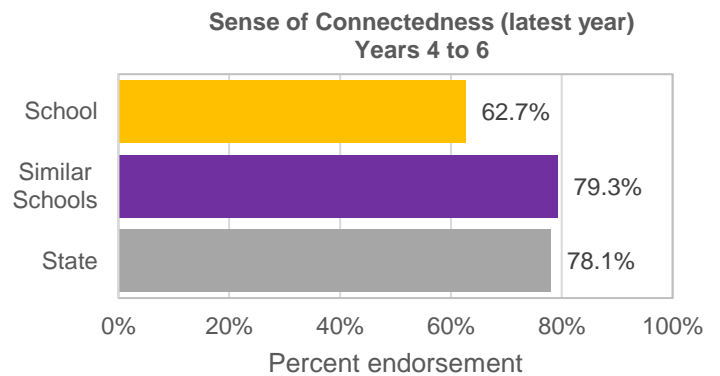
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	62.7%	75.0%
Similar Schools average:	79.3%	81.0%
State average:	78.1%	79.5%

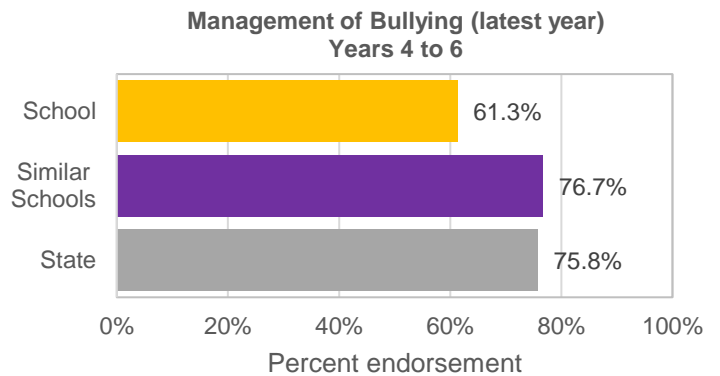


Student Attitudes to School – Management of Bullying

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:	61.3%	73.0%
Similar Schools average:	76.7%	79.6%
State average:	75.8%	78.3%



ENGAGEMENT

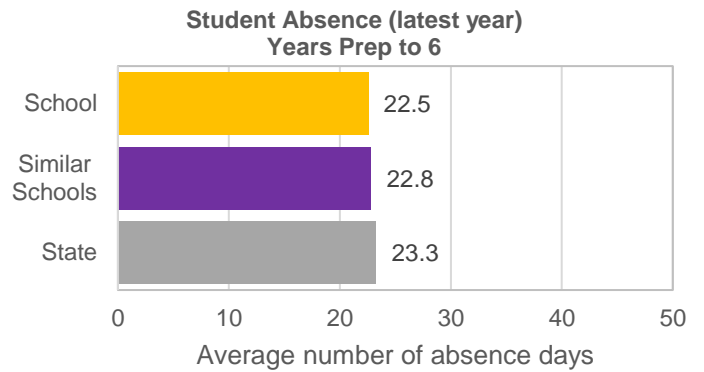
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.5	14.8
Similar Schools average:	22.8	16.1
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%	89%	90%	86%	88%	89%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,583,364
Government Provided DET Grants	\$349,383
Government Grants Commonwealth	\$19,045
Government Grants State	\$0
Revenue Other	\$14,363
Locally Raised Funds	\$181,448
Capital Grants	\$18,760
Total Operating Revenue	\$3,166,363

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,429
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,429

Expenditure	Actual
Student Resource Package ²	\$2,574,149
Adjustments	\$0
Books & Publications	\$2,601
Camps/Excursions/Activities	\$88,571
Communication Costs	\$3,556
Consumables	\$57,641
Miscellaneous Expense ³	\$8,865
Professional Development	\$28,347
Equipment/Maintenance/Hire	\$19,392
Property Services	\$101,429
Salaries & Allowances ⁴	\$140,024
Support Services	\$25,374
Trading & Fundraising	\$20,695
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,264
Total Operating Expenditure	\$3,092,908
Net Operating Surplus/-Deficit	\$54,695
Asset Acquisitions	\$73,022

- (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	\$82,291
Official Account	\$34,304
Other Accounts	\$10,961
Total Funds Available	\$127,556

Financial Commitments	Actual
Operating Reserve	\$73,646
Other Recurrent Expenditure	\$4,373
Provision Accounts	\$0
Funds Received in Advance	\$21,927
School Based Programs	\$3,800
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,000
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	\$115,746

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.