

2020 Annual Report to The School Community



School Name: Malvern Primary School (2586)



- 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 2020 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 27 April 2021 at 04:18 PM by Robyn James (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2021 at 06:56 PM by Sarah Meachem (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Malvern Primary School has a proud history of providing quality education for students since 1884. Current enrolment is 639 students, including 7 International students. Staffing remains stable with 2 Principal class personnel, 3 Learning Specialists, 36.6 EFT Teaching staff, and 9 ES staff, which includes office staff, integration aides, a library technician, and a school nurse. The school is located in a high socio-economic area with a Family Occupational Index (SFOE), of 0.0799.

The school is a member of the Council for International Schools (CIS). This accreditation framework provides a strong basis for ongoing improvement, and sets rigorous standards that enhance the school's reputation for strong academic outcomes.

There is a clear focus on achieving high standards in literacy and numeracy. This is complemented by the provision of a wide range of specialist programs that include Mandarin, Physical Education, Visual Arts and Performing Arts.

The school provides opportunities for students to become global citizens by embracing a growing relationship with Asia, including reciprocal visits to its Sister School in Nanjing for both staff and students, unfortunately this was unable to go ahead in 2020, due to the Covid-19 pandemic. We look forward to re-engaging with visitors to our school to share and learn. We offered to engage with our international students who were unable to enter Australia in 2020, this was successful for some whilst others chose to suspend their enrolments because of technical issues.

Our school Values and Guiding Principles provide a strong basis for ensuring a supportive, safe and positive learning environment for all students. We have four values – Respect Yourself, Respect Others, Value Learning and Value the Environment.

There are six main buildings, three of which are classified by the National Trust, as well as a small number of portable classrooms. The main building comprises classrooms and the administration area. Other permanent buildings house the Art Room and Junior classes. The Recreational Centre provides a large space for Physical Education and whole school events. This facility, along with our school grounds, are known as Penpraze Park, and are unique in providing a shared facility for sporting events and public access with the City of Stonnington.

Malvern Primary began the redevelopment of our outdoor spaces in 2019, enhancing the school grounds for school and community use, we will continue this development when we are able.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and Learning- curriculum planning and assessment

We have continued with our strong focus on the teaching of Reading throughout 2020, with strong commitment from all staff. We implemented the whole school instructional model for Reading in 2019, which we continued to consolidate in 2020 across all year levels. The three Learning Specialists have been instrumental in implementing the Professional Learning Community (PLC) process and the use of data within teams to plan for improved student learning. They participated in the Bastow Literacy Data Assessment and Practice course in 2020 to build on our work.

Due to the long 'lock down' in 2020 we were unable to trial Fountas and Pinnell as planned. We will trial the Fountas and Pinnell Benchmark Assessment System (BAS) in 2021. The implementation and use of whole school curriculum documentation in all year levels was continued in 2020.

Our continued use of weekly common planning times to focus on a consistent approach and the use of data to inform planning has seen a positive impact on the collective efficacy of staff and the ability of staff to support each other, which was of particular importance in 2020. The use of Essential Assessment was extended to include the Reading

and Viewing components and supported the data collected by PAT and teacher moderation. Unfortunately NAPLAN was cancelled in 2020 so we do not have access to that data. Teachers are continuing to grow in their confidence with differentiating learning engagements.

Positive climate for learning and Health and Wellbeing

Staff continue to work hard on setting high expectations for students, while at the same time taking into consideration individual learning needs. Individual Education Plans are developed for students well above and below the expected level and for students on the Program for Students with Disabilities (PSD).

The Resilience, Rights and Respectful Relationships resources provided by the Department have been used successfully across all Year Levels. This compliments the work we began several years ago focusing on the resilience of our students. Staff used the eSmart Digital Licence to support student safety and behaviour in the online environment.

A Mindfulness/Yoga program in Prep continues to provide opportunities for students to learn strategies for relaxation and dealing with stressful situations.

The Year 5 Community Action Teams were cancelled in 2020 due to the Covid-19 pandemic and we are evaluating how this can be re-introduced in 2021, whilst still maintaining the safety of all participants.

We have numerous opportunities for students to develop leadership skills including an extensive Year 6 leadership team, Junior School Councillors (Years 3 to 6), Buddy Program, choir/band leaders, a Year 5 Leadership Program, student implemented clubs/groups (such as the Prime News and Book Report Club) and collaborative work within the classroom.

We held a successful Colour Run, with funds being used to develop and resource a robotics program and support the Bushfire Appeal.

Parents were provided four reporting periods in 2020, two verbal (end of Terms One and Three) and two written (the ends of Term Two and Four). We will trial this again in 2021.

We partnered with Monash University to host a provisional psychologist who helped by providing support to disengaged students throughout remote learning.

Achievement

The 'lock down' period caused disruption to what we wanted to achieve in 2020, meaning many of our goals were not met. However staff remained focused on improved student learning. There was a strong professional learning focus on ICT as staff learnt new skills in the use of Google Classroom, video creating and editing, running online lessons and supporting the cyber safety of students. We also had a strong focus on the emotional wellbeing of students and staff.

During remote learning staff accessed a variety of online resources including eSmart Digital Licence, Reading Eggs, PM Online, Epic, Mathletics, Literacy Planet, My Literacy, My Numeracy, Type Quick, Google Classroom, YouTube, Click View, Kahoot and Hour of Code. Staff also continued running records, online assessment and conferencing.

Malvern Primary School provides a comprehensive curriculum based on the Victorian Curriculum. Students have access to specialist programs in Art, Performing Arts, Physical Education, and LOTE (Mandarin). We are committed to providing a differentiated approach to learning to support the needs of individual students.

Promotion of our School Values is a fundamental aspect of school life and is a core point of reference for all we do. Special days / events such as Harmony Day, Reconciliation Week and the National Day of Action Against Bullying provide further support for these Values.

Professional Learning Teams (PLT's), were introduced in 2017, in 2020 they included Mathematics, English, ICT and Assessment and Reporting. These teams were essential in the support of staff during the 'lock down' periods.

Teacher Judgement

Teacher assessment of student progress from Prep to Year 6 (based on the Victorian Curriculum), indicates that the percentage of students achieving at or above the expected standard in English and Mathematics, was well above both the average of all Victorian government schools and above the average for Similar Schools across the State in English and Mathematics.

Data Collection

In 2020 we continued the use of COMPASS to integrate and manage data with the intention of incorporating teacher assessment, ongoing assessment and Reporting. Our focus on the collection and use of data is to improve the targeting of teaching to the individual needs of each student. We have used assessment tools to collect pre and post unit data in Mathematics and Reading, which have provided more accurate and timely information on student learning needs and achievement.

Individual learning Plans and student goals

Individual Learning Plans are used to support the learning of students who are performing above or below the expected level, as well as vulnerable students and students on the program for students with disabilities (PSD).

Shared planning times at all levels Prep- grade 6, were continued across the school in 2020, even during the online periods. Year levels use this time to examine student data and plan for differentiated instruction. Utilising staff expertise is a feature of these shared planning sessions.

Malvern Primary School participated in the Professional Learning Communities (PLC) professional learning in 2018, which has been enhanced in 2020 by the use of a Regional Coach to support the skills of the school leadership team in the implementation of the PLC process. The PLC process is focussed on the development of our Middle Leaders to lead a consistent and collaborative approach to the collection and use of data to inform curriculum planning. The further use of the Datawise professional learning will continue to see our understanding and skill in the use of data develop and more accurately target teaching to individual student needs.

Engagement

Malvern Primary School had high student attendance/engagement during remote learning. We took on the feedback provided by parents, students and staff after the first period of remote learning and looked to continually evolve the program provided to students.

To support student engagement during the transition back to on-site learning in Term Four we had a strong focus on student wellbeing through collaborative learning and increased opportunities to reconnect, complimented through an enhanced transition program.

In 2020 our students had access to some of our usual extra-curricular activities, including Lunchtime Clubs, Incursions, Camp at years 6, Concert at year 6, Instrumental Music, Leadership Program, Interschool Sport, Special days, a range of Mindfulness Programs, Junior School Council and Buddies. Whilst our students missed all the opportunities usually open to them, staff ensured all programs that could continue – did.

Our students are proud to be members of the Malvern Primary School community and engage in a range of traditions that support this, including our weekly student- led assemblies, Footy Day and a range of many other whole school events. Our students are enthusiastic participators in the school and broader community and often identify areas they can make a positive impact.

Our whole school transition program provides an excellent opportunity for teachers to get to know students for the following year as well as enabling students to gain a positive view of their future year level. Students visit other classrooms on at least four occasions in Term Four and participate in a range of activities designed to create a positive experience of their new year level and a familiarity with other teachers.

A comprehensive Transition program is in place for our Prep students. This process begins with our Prep teachers visiting local kindergartens and childcare centres to observe students. Our Prep team leader is the Coordinator of a local Kindergarten & Prep network group and is in regular contact with many of the local centres. The Prep children have a separate play area for Term One and their team of teachers work hard to ensure the children feel comfortable in their new environment. Setting up the transition sessions was more of a challenge in 2020 however the online program was very well received by students and their parents. This included online information sessions, a showbag of resources to support student engagement, recorded sessions and when possible live sessions for the students.

Our Year 6 to 7 Transition program is less comprehensive as the majority of our students go to the Private School system. Currently, there are less than 20% going to local government schools. The feedback we receive from all secondary school settings is that our students are well prepared academically and settle well into their new school environments. The Stonnington and Glen Eira (SaGE) Network engaged with an expert, who provided support for parents and students through the transition to Secondary School.

The Attitudes to School Survey (ATSS) data, which is completed each year by Year 4, 5 & 6 students, indicates that students at Malvern Primary School have positive experiences with regard to 'self-regulation and goal setting' and 'bullying' and have a positive 'attitude to attendance'.

Our student absence rate is below the State average and above Similar Schools. In 2020 our absence rate was impacted by parents choosing to disengage from online learning for a range of reasons. We initiated further support for students who were disengaging or at risk of disengaging during remote learning.

The school celebrates the success of students both at our student-led assemblies and in the fortnightly Newsletter. The newsletter took on the role of connecting families with other levels across the school during the 'lock down' with weekly newsletters going out to illustrate and celebrate student learning.

Wellbeing

Our Purpose: Malvern Primary School will provide an education that enables all students to achieve their full potential within a safe and caring environment.

Our School Values: Respect Ourselves, Respect Others, Value Learning, & Value our Environment, are displayed prominently throughout the school and are a point of reference for all we do at Malvern Primary School.

Our students have a strong sense of connectedness and safety, and are supported through whole school programs such as our Buddy Program, Resilience, Rights and Respectful Relationships, as well as variety of other classroom programs such as Mindfulness, Yoga and Cyber safety (which took on a growing importance in 2020).

Our students continue to participate in events such as the National Day of Action Against Bullying, Harmony Day and Reconciliation Week, in order to support students' sense of wellbeing and develop their understanding of Global Citizenship.

We have a school nurse who assists students who are injured, or are feeling unwell. The emotional support provided by the school nurse for students in these circumstances is of high importance in developing their sense of safety.

Most of the Extra-Curricular activities were cancelled in 2020. However, the importance of student led activities such as assemblies, Prime News and the Book Report Club were essential to their reengagement.

Parents were provided access to a range of resources in the Wellbeing Portal on the school's website. These were continually updated and included information on topics such as sleep, Covid social stories, anxiety and helpful hints to survive lockdown.

A support program was introduced to support students at risk of disengaging, which provided one on one and small

group sessions twice a week with either support staff or teachers. The Education Support staff were used to support Reading for targeted students in Prep, as well as regular 'check ins' for students across the school.

Financial performance and position

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.

The school has a high number of staff at Classroom Teacher Range 2 Step 6 and this places a strain on the school's Student Resource Package.

Major spending in 2020 included replacement of walkway and storeroom roofs, refurbishment of the Tuck Shop building, purchase and installation of air conditioning, musical instruments, provision of online resources for remote learning and furniture.

The School Council went through a procurement process for the Out of School Hours Care service and Their Care was appointed to commence in 2021.

The Tuck Shop contract was finalized in September 2020, with the new provider (Junior) commencing in 2021.

For more detailed information regarding our school please visit our website at
<http://www.malvernps.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.

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 649 students were enrolled at this school in 2020, 271 female and 378 male.

10 percent of students had English as an additional language and 0 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.

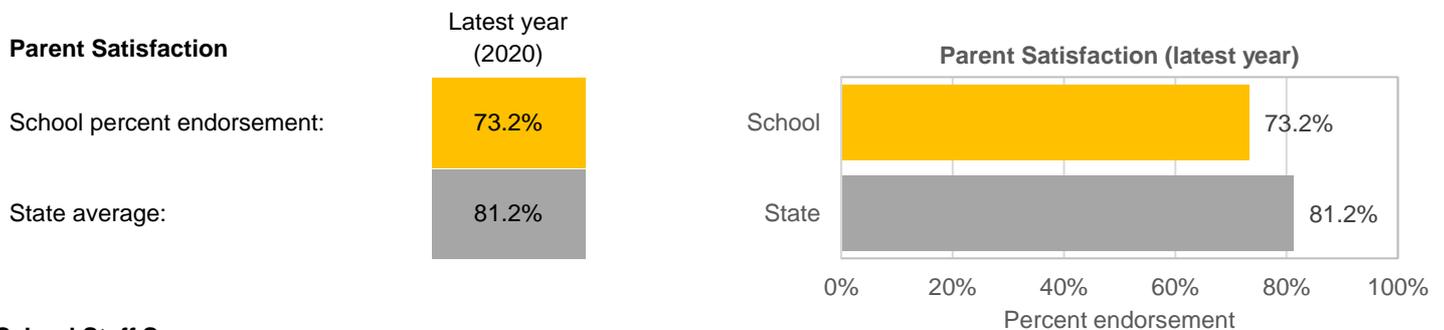
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

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

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

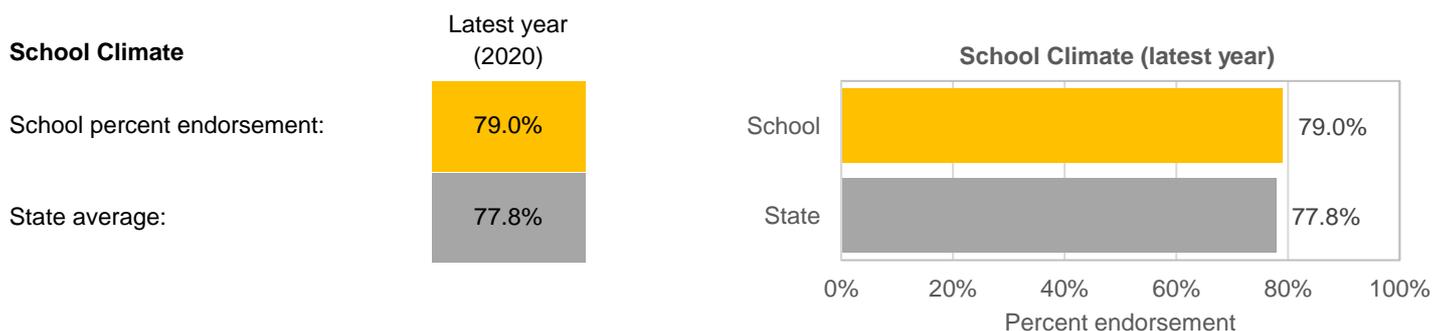


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

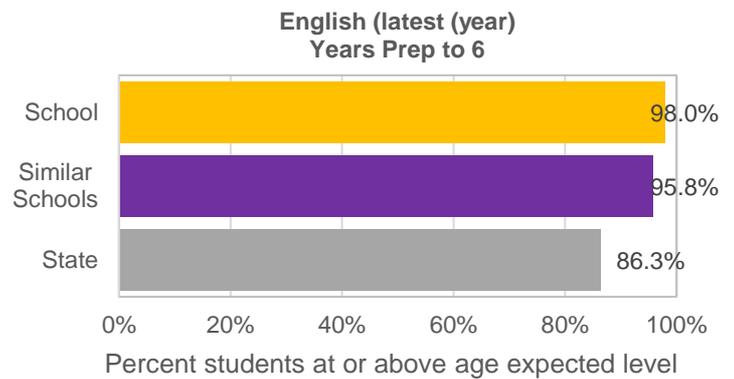
98.0%

Similar Schools average:

95.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

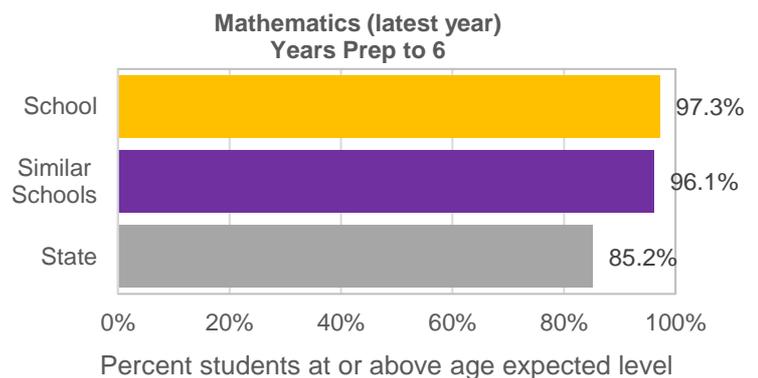
97.3%

Similar Schools average:

96.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

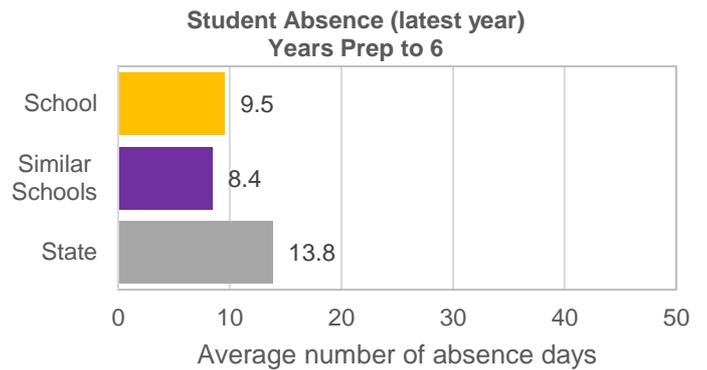
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.5	12.0
Similar Schools average:	8.4	12.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	95%	94%	96%	96%	96%

WELLBEING

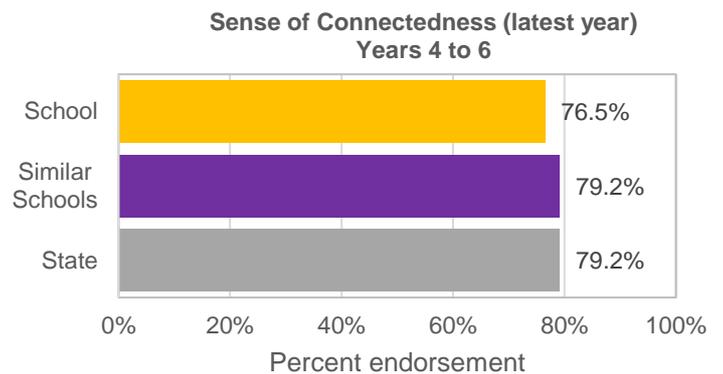
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.5%	80.9%
Similar Schools average:	79.2%	80.2%
State average:	79.2%	81.0%



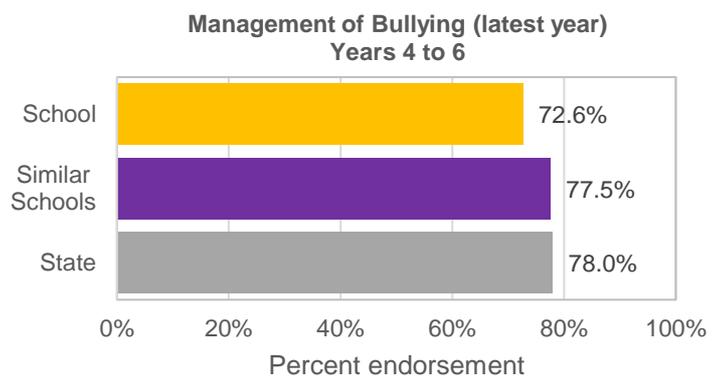
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	72.6%	79.6%
Similar Schools average:	77.5%	79.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,921,631
Government Provided DET Grants	\$547,409
Government Grants Commonwealth	\$36,400
Government Grants State	\$24,776
Revenue Other	\$29,304
Locally Raised Funds	\$537,295
Capital Grants	NDA
Total Operating Revenue	\$6,096,815

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$4,889,665
Adjustments	NDA
Books & Publications	\$7,639
Camps/Excursions/Activities	\$86,373
Communication Costs	\$9,159
Consumables	\$137,194
Miscellaneous Expense ³	\$36,172
Professional Development	\$17,282
Equipment/Maintenance/Hire	\$123,143
Property Services	\$229,092
Salaries & Allowances ⁴	\$50,426
Support Services	\$87,929
Trading & Fundraising	\$36,202
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$60,660
Total Operating Expenditure	\$5,770,938
Net Operating Surplus/-Deficit	\$325,877
Asset Acquisitions	\$10,500

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$898,378
Official Account	\$54,621
Other Accounts	\$61,596
Total Funds Available	\$1,014,595

Financial Commitments	Actual
Operating Reserve	\$124,404
Other Recurrent Expenditure	\$17,518
Provision Accounts	\$5,050
Funds Received in Advance	\$253,887
School Based Programs	\$232,392
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$92,750
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$44,327
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$138,962
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$909,290

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.