

# 2022 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](http://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 17 March 2023 at 12:48 PM by Robyn James (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 21 March 2023 at 11:25 AM by Sarah Meachem (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
- 

## 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

Malvern Primary School has a proud history of providing quality education for students since 1884. Current enrolment is 555 students, including 5 International students. Staffing remains stable with 2 Principal class personnel, 3 Learning Specialists, 34.6 EFT Teaching staff, and 8 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 0.0770.

There is a clear focus on achieving high standards in literacy and numeracy. This is complemented by the provision of specialist programs that include Mandarin, Physical Education and The Arts and a strong extra-curricular program, including camps, incursions, excursions, special events and interest clubs.

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 2022, due to the Covid-19 pandemic. We look forward to re-engaging with visitors to our school to share and learn. We have a reduced number of International Students due to the travel restrictions which have been in place due to the COVID-19 pandemic, again we look forward to re-engaging with the International Student Program.

Our school Vision and Mission provide a strong basis for ensuring a supportive, safe and positive learning environment for all students.

### Vision

Together we foster a passionate and creative learning community that thrives

### Mission

We strive to inspire our community:

- through a learning environment that provides support, challenge and high expectations
- to be creative, passionate, problem solving citizens
- through a clear focus on social and emotional wellbeing
- to be aware of and respect diversity

**We have four values** – Respect Yourself, Respect Others, Value Learning and Value the Environment.

#### 1. Respect Ourselves

Valuing your uniqueness

- recognising and using your strengths
- accepting and embracing your differences

Feeling worthwhile

- I can contribute meaningfully
- I am important

Self-care

- looking after yourself physically, mentally and emotionally

#### 2. Respect Others

Golden Rule

- treat people how you would like to be treated
- kind | caring | polite | listen | inclusive | co-operative

#### Acknowledgement

- giving and receiving positive feedback
- encouraging others

### 3. Value Learning

#### Instilling a Growth Mindset

- “I can ...” learn, change, adapt, improve, grow etc
- giving positive process praise (valuing effort)

#### Engagement

- creating curiosity and a sense of wonder
- challenging others to think creatively and problem solve

#### Feedback

- open to giving and receiving performance feedback
- sharing best practice

#### High expectations

- believing in a person's unexpressed potential

### 4. Value the Environment

#### Recycling

- minimising waste (eg. paper, food, water etc)

#### Cleanliness

- clean yard (eg. no littering)
- clean learning environment (eg. tidying up)

#### Nature

- looking after our flora and fauna

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. In 2023 we plan on updating the Senior Adventure Playground.

In 2022 we redeveloped our Library, thanks to the fundraising efforts of the Parent's Association.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our students have continued to achieve strong results in all areas of the curriculum both in Teacher Judgement and NAPLAN, particularly in Reading where over 70% of our students in both Year 3 and Year 5 achieved results in the top two bands. 27% of our students achieved above benchmark growth in Reading and in Numeracy 34% of students achieved above benchmark growth.

### Literacy

All staff participated in Professional Learning with the 6+1 Writing traits with Narrissa Leung. Two whole days were allocated and the English PLT ensured momentum throughout the year. The traits were introduced in planning and used in moderation sessions.

All classroom teachers implemented Fountas and Pinnell as an assessment tool for Reading Comprehension. The data from this assessment was entered into Compass to track student achievement in the coming years and to provide our 3 - 6 staff with a starting point for assessment.

The English PLT led the introduction of the Soundwaves program across the school. Levels used the Interactive Resources and student work books in classrooms. Ongoing assessment data was collected at each Year level and used to evaluate the success of the program. In the future, this data will be inserted into Compass to track the growth of students.

### Mathematics

The Mathematics PLT have continued to provide professional learning to staff on the Instructional Model (Gradual Release) and the relevance of the High Impact Teaching Strategies (HITS) to each aspect of the Model. The staff use an agreed Mathematics planner to support the implementation of the Model and differentiation. This will be further developed in 2023 where the focus will be on 'building curious mathematicians'.

### Data

The Professional Learning Communities (PLC) model was strengthened in 2022 with a particular focus on the use of data to inform planning. All Level Leaders completed the Data Wise course in 2022, providing a stronger set of protocols when looking at student data to improve student learning.

In 2022 some of our Levels shared the learning data with the students and more directly involved students in the development of their Learning Goals.

Our Speech Therapist supported staff in the development of Individual Education Plans for students who require low to moderate support with their learning.

### Assessment and Reporting

The Assessment and Reporting PLT continued the updating of our Assessment Schedule, use of COMPASS to include Analytics and have provided professional learning to staff in the inputting and use of data. The development of 'I Can ...' statements has further supported staff understanding of curriculum expectations and assessment.

### Collegiate Observations

The Learning Specialists have planned for the implementation of an agreed collegiate observation process in 2023, informed by Professional Learning examples from other schools. This is a focus for 2023 with staff contributing to the design of the final process.

## **Wellbeing**

### Prep Transition

The Prep Transition Program commenced early in Term Four to ensure new Prep families are connected with the school early and firmly. We engaged families and students with online story reading sessions, presented by our school leaders, and information sessions. Four transition sessions were conducted onsite with a final Meet my Teacher session. A Parent Information Session was also presented supporting the transition to school process. All new Prep families were connected with the school through COMPASS. This enabled them to connect to the above mentioned school activities and information and for us to easily pass on information relevant to them during Term Four.

Our Prep teachers visit local kindergartens and childcare centres to observe students. One of our Prep teachers 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.

Our parents were offered online sessions with Carley McGauran to support their child's social / emotional development and transition to school.

### Whole School Transition

We have comprehensive Transition Programs for all students entering and moving through the school, with a focus on minimising the anxiety related to the transition process by providing relevant information, positive experiences and familiarity with our environment.

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 Semester Two and participate in a range of activities designed to create a positive experience of their new year level and a familiarity with other teachers.

### Disability Inclusion Program (DIP)

We received funding to implement the DIP. We appointed a DIP Coordinator who regularly met with the Assistant Principal and SSSO Key Contact. Our Speech Therapist and Psychologist were integral to the success of the implementation of our program, professional learning for staff and funding applications. Our Speech Therapist and Psychologist assisted with the development of strategies to support the social and emotional needs of our students.

### Respectful Relationships

Our staff Respectful Relationships Key Group organised whole staff professional learning, developed an Action Plan and supported the development of curriculum. All Year Levels implemented the Resilience Rights and Respectful Relationships curriculum throughout 2022.

### School Wide Positive Behaviour School (SWPBS)

We underwent our investigation of participating as a SWPBS in 2022. Staff support was strong and as such we applied to be included in the next round of training. We were successful to begin in 2023. The framework will support us to identify and successfully implement evidence-based whole-school practices to enhance the social, emotional, behavioural and academic outcomes for our students; an area of particular focus since the pandemic.

### Online Sessions

We provided parents with access to online presentations by Carley McGauran to assist them in supporting the wellbeing of their children.

## **Engagement**

As always our school community has high expectations of the school and their commitment to student attendance is strong. Our students were well supported by their parents to engage fully in schooling with the return to full time onsite learning in 2022.

Student absences in 2022 were affected by COVID infections, close contact isolation requirements and students with cold and flu symptoms.

Our students are encouraged to identify their passions and develop the opportunity for others to work with them. This was demonstrated in 2022 in particular by the Environmental Club, Traffic Ambassadors, Prime News team and the Wurundjeri Voice Committee (WVC). The WVC in particular had a positive impact on the promotion of the indigenous culture within the school community with the selection of native animals as House names (with indigenous language used - Warin, Bunjil, Marram and Gurraborra), the installation of an indigenous mural, working with an indigenous person to better understand the indigenous culture and create an Action Plan and designing the schools Yarning Circle (which will be installed in 2023).

In 2022 our Year 6 students held their first Market Place as part of their economics unit of work. The students ran a business, complete with a Business Plan and application for funding. The school community enthusiastically supported the student on the day, with parents and students across the school as their customer base.

---

### Other highlights from the school year

In 2022 our Year 4 students were offered involvement in a Music Instrument Program. Students were provided with a musical instrument: clarinet, flute, trombone, trumpet or the violin, they then attended a group lesson each week. At the conclusion of the program the students performed as a band at the school assembly. It was amazing to see what they had learnt and achieved in the three terms they were learning the instruments. The program has proved to be very popular this year.

---

### Financial performance

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.

We receive funds to support the Disability Inclusion Program (DIP). We have appointed a Speech Therapist and Psychologist, purchased resources to support the Speech Therapist work and appointed a DIP Coordinator. Money not spent in 2021 was carried forward to be included in the 2022 budget and has now been spent.

We had 1.2 teachers employed as tutors through the Tutor Learning Initiative (TLI) and 0.4 teachers to support the DIP.

Major spending in 2022 included furniture for the Year 5 and Year 6 students, Library refurbishment and replacement of electronic whiteboards (with smart TVs and Promethean Boards)



Our focus for 2023 will include the installation of solar panels and fencing to improve the security around the school, especially after hours.

**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 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 555 students were enrolled at this school in 2022, 229 female and 326 male.

12 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).

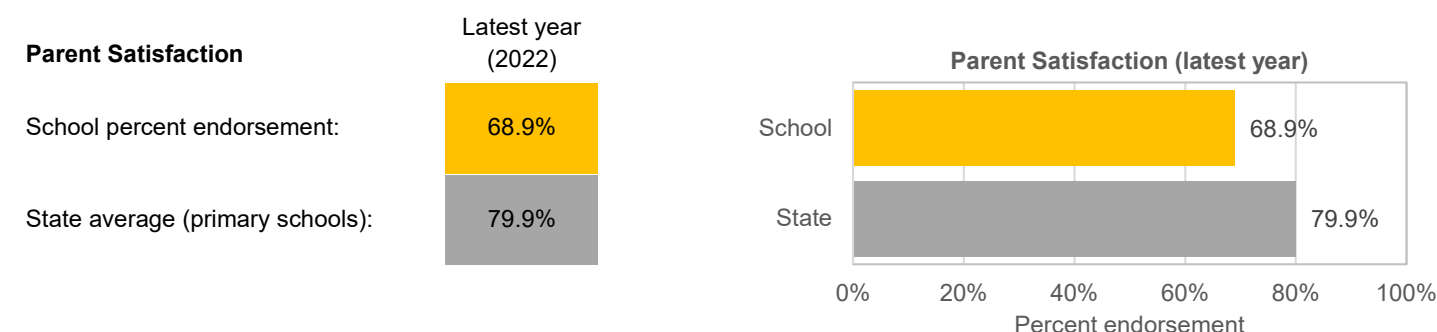
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

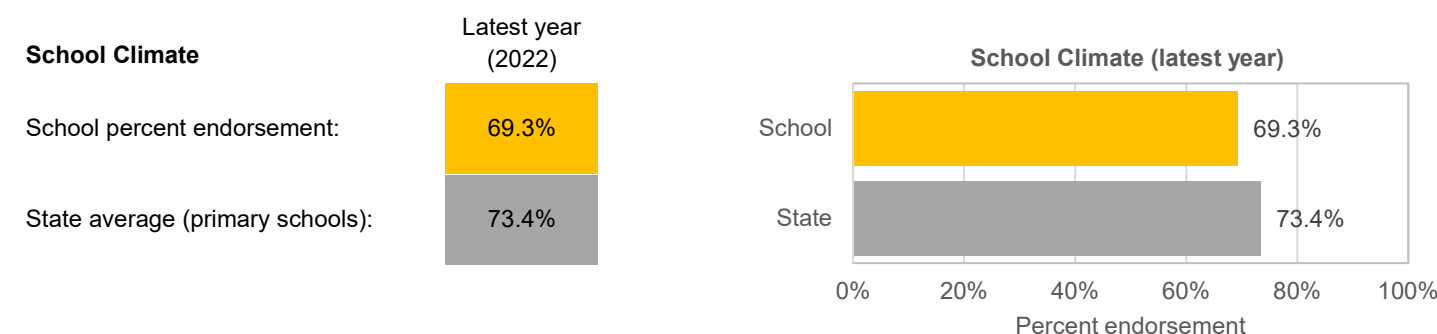


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

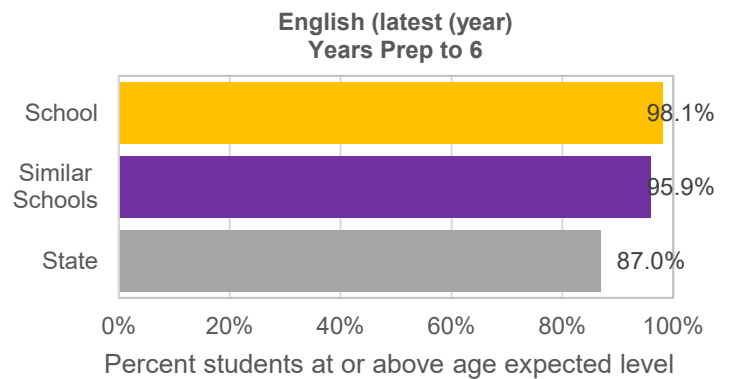
98.1%

Similar Schools average:

95.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

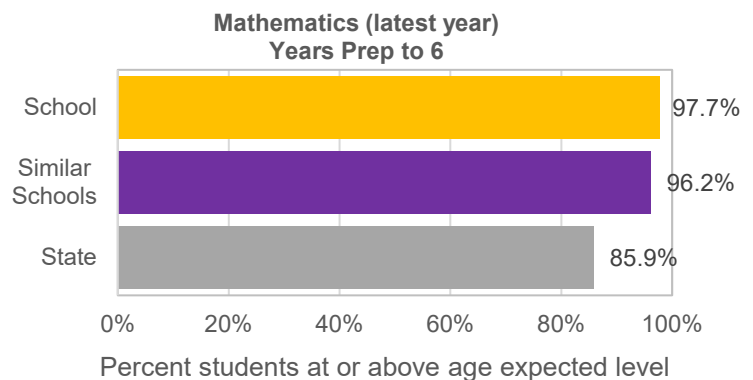
97.7%

Similar Schools average:

96.2%

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.

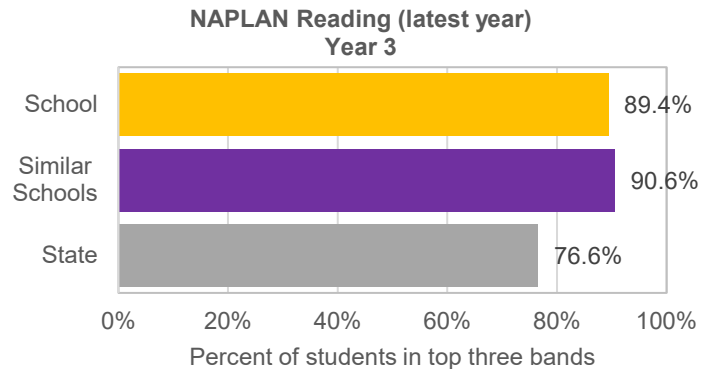
### NAPLAN

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.

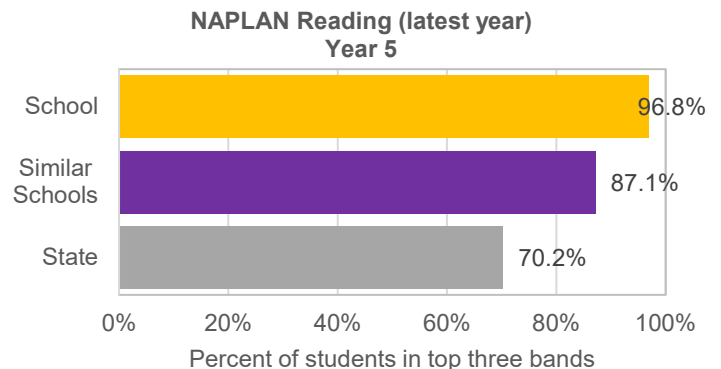
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.4%	91.1%
Similar Schools average:	90.6%	91.0%
State average:	76.6%	76.6%



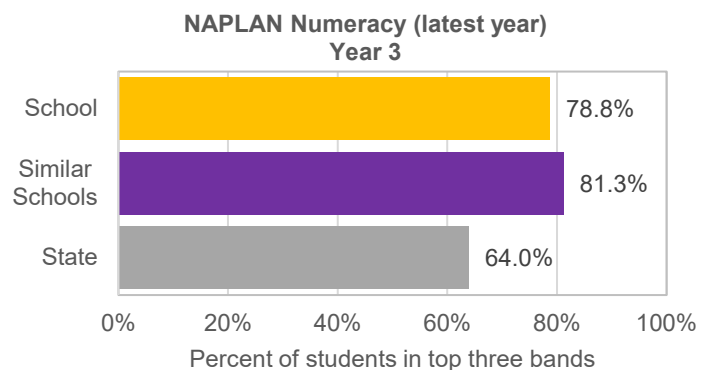
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.8%	90.8%
Similar Schools average:	87.1%	86.1%
State average:	70.2%	69.5%



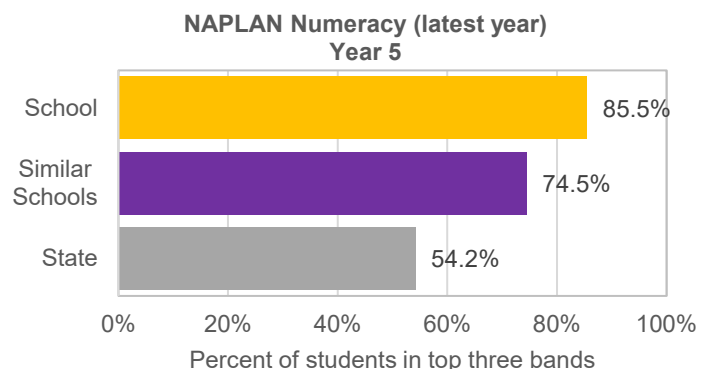
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.8%	87.3%
Similar Schools average:	81.3%	84.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.5%	88.4%
Similar Schools average:	74.5%	78.7%
State average:	54.2%	58.8%



## WELLBEING

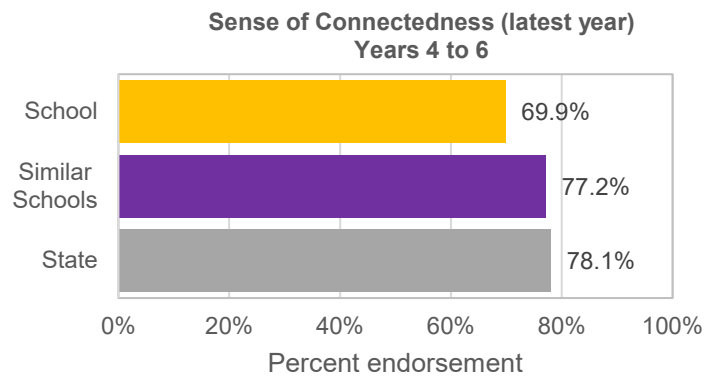
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	69.9%	77.9%
Similar Schools average:	77.2%	79.1%
State average:	78.1%	79.5%

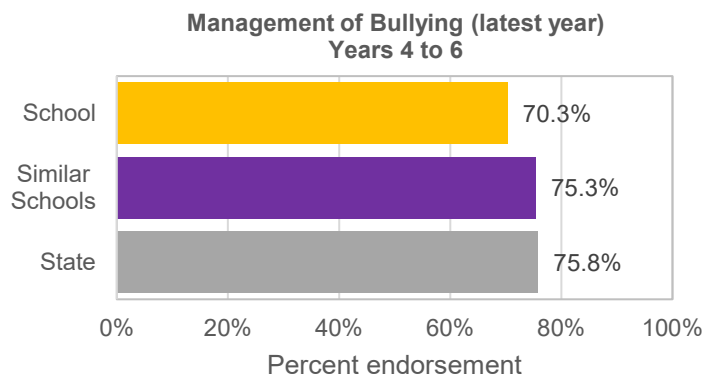


### Student Attitudes to School – Management of Bullying

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:	70.3%	75.8%
Similar Schools average:	75.3%	77.9%
State average:	75.8%	78.3%



## ENGAGEMENT

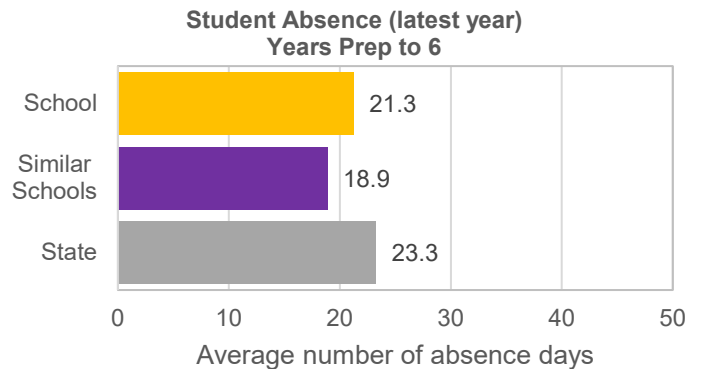
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.3	13.4
Similar Schools average:	18.9	12.7
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):	90%	89%	89%	89%	90%	88%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,704,537
Government Provided DET Grants	\$444,755
Government Grants Commonwealth	\$18,610
Government Grants State	\$20
Revenue Other	\$41,266
Locally Raised Funds	\$974,961
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,184,148</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,010,710
Adjustments	\$0
Books & Publications	\$7,893
Camps/Excursions/Activities	\$225,239
Communication Costs	\$7,706
Consumables	\$133,602
Miscellaneous Expense <sup>3</sup>	\$70,660
Professional Development	\$51,811
Equipment/Maintenance/Hire	\$144,320
Property Services	\$99,264
Salaries & Allowances <sup>4</sup>	\$75,426
Support Services	\$247,339
Trading & Fundraising	\$168,505
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,295
Utilities	\$60,078
<b>Total Operating Expenditure</b>	<b>\$6,304,846</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$120,698)</b>
<b>Asset Acquisitions</b>	<b>\$200,005</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,063,115
Official Account	\$58,440
Other Accounts	\$11,543
<b>Total Funds Available</b>	<b>\$1,133,099</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$204,018
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,191
Funds Received in Advance	\$51,813
School Based Programs	\$104,292
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$192,705
Repayable to the Department	\$306,174
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$472,250
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,336,442</b>

*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.*