

2022 Annual Report to the School Community

School Name: Mill Park Primary School (5160)



- 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 09 March 2023 at 10:14 AM by Carol Vidmar (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 March 2023 at 05:25 PM by Jessica Green (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

Mill Park Primary School is committed to providing the highest quality education through the recognition of individual learning styles, effective communication, teamwork, continuous improvement, and the development of a sense of connection to the school and its community. The core purpose of Mill Park Primary School is student learning, and it is the shared vision of all associated with the school that students will learn to the best of their abilities to develop skills which will equip them for life.

Our vision is to inspire lifelong learning by working together to empower all through quality education. We provide our students with experiences to excel in their learning, develop their leadership qualities, increase their resilience, as well as developing a strong sense of values, in line with the school's Inclusion and Diversity Policy. Our values of Respect, Integrity, Compassion and Excellence underpin all that we do.

Mill Park Primary School opened in 1980 and is located in the northern suburbs of Melbourne. A total of 510 students were enrolled at this school in 2022, 244 female and 266 males. 33% of students had English as an additional language and 3% were Aboriginal or Torres Strait Islander. The school's socio-economic band value is: Low – Medium. The school comprises of 21 classrooms - four classes of Preps, three classes of Year 1, three classes of Year 2, three classes of Year 3, three classes of Year 4, three classes of Year 5 and two classes of Year 6. There are four specialist areas including Italian, Visual Arts, Performing Arts and Physical Education, which all students attend one session per week. An EAL program supports students with their language needs, and we provide a number of programs to students that require additional support or extension.

The staffing profile is made up of 1 Principal, 1 Assistant Principal, 2 Learning Specialists, 30 teachers, 8 Education Support staff, 1 Psychologist, 1 Business Manager, 1 and 2 Admin Assistant.

English and Mathematics continue to be the highest priorities for resourcing and professional development. Digital Technology continues to be embedded throughout the curriculum. The Wellbeing program from Prep to Year 6, encompasses Respectful Relationships, Values, and the School Wide Positive Behaviour Support Program.

Students' progression through the school is supported through various transition programs. Whole school events are conducted annually to embrace and enrich home-school relationships and enhance the development of a learning community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school continued working on its strategic plan goal of improving learning outcomes in Literacy and Numeracy for all students.

Students in all year levels continued to improve and demonstrate steady growth in both literacy and numeracy, although the progress has been somewhat slower for some students in Year 5.

In 2022, NAPLAN assessment of Year 3 data in Reading and Numeracy was above state and similar schools' averages by over 13%. Year 5 data in Reading and Numeracy was below state and similar schools' averages by 5-9%.

In English, the percentage of students working at, or above age expected standards from Prep to Year 6 was 88.7% which was higher than both similar schools and state-wide averages.

In Mathematics, the percentage of students working at, or above age expected standards from Prep to Year 6 was 89.6% which was higher than both similar schools and state-wide averages.

The school continues to regularly track student performance and address any concerns with expected learning growth (12 months) in English and Mathematics. The school uses numerous assessment tools and moderation sessions to validate teacher assessment. This is a powerful tool to improve instructional practice across all year levels.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Overall, the achievement standards were pleasing for 2022.

Wellbeing

Student wellbeing continues to be a focus. If students are not feeling safe, learning can often be difficult. In 2022, the school continued to promote a positive learning environment for all students through School Wide Positive Behaviour Support (SWPBS) and weekly Wellbeing sessions with their classroom teacher. Respectful Relationships and Values are unpacked in these sessions.

The 2022 Parent Opinion Survey indicated pleasing results, with parent satisfaction endorsement rate at 84.3% which is higher than the state average of 79.9%.

Google Form Surveys were sent to parents throughout the year to collect data on their children's learning and information was used to improve communications and provide extra parent information sessions.

The 2022 Staff Opinion Survey results were also very pleasing with 87.2% positive School Climate rating, which was above the state average by 13.8%.

The 2022 Attitudes to School data was very pleasing with Sense of Connectedness in Years 4-6 indicates the percent of positive responses were 83.3% with similar schools 76.0% and state average of 78.1%. Management of Bullying in Years 4-6 indicates the percent of positive responses were 83.8% with similar schools 73.2% and state average of 75.8%.

Engagement

Our goal was to improve student engagement through enhanced student agency in their learning, we aimed to provide a positive school experience for all students and develop a strong connection to the school.

In 2022, the school focused on FISO 2.0 dimension Engagement and Support and Resources. The work in this area is ongoing, intentional, and included programs such as the Student Leadership Program, Student Council from Years 1-6, Student Learning Leaders as tutors and Prep-Year 6 Buddy Program. A range of opportunities for student voice and the development of student agency continued to be a focus during the year.

In 2022, Mill Park Primary School continued to work with families to ensure students were at school. Teachers were communicating regularly with parents and carers via Compass, addressing any disengagement and learning concerns. The school continued to send SMS messages to parents, requesting them to notify the school of any absences. We sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The school worked closely with external agencies to support chronic absences and return to school processes. Parents choosing to take family holidays, longer than five days, were provided with schoolwork.

Student absences from Prep – Year 6 averaged 22.6 days which is below averages of similar schools and state average. Our 4-year absence average was 15.6 days, this is also lower than similar schools and state averages.

Financial performance

Mill Park Primary School maintained a very sound financial position throughout 2022, with careful management of funds. The 2022-2026 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$571,613. This surplus occurred through additional Commonwealth and DET Government Grants and Locally Raised Funds. These funds have been committed for major projects in 2023.

The school received Equity Funding, which contributed towards the funding of Professional Learning conducted by our two Learning Specialists for our teaching staff to build teacher capacity.

For more detailed information regarding our school please visit our website at
<https://www.millparkps.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 508 students were enrolled at this school in 2022, 242 female and 266 male.

32 percent of students had English as an additional language and 3 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).

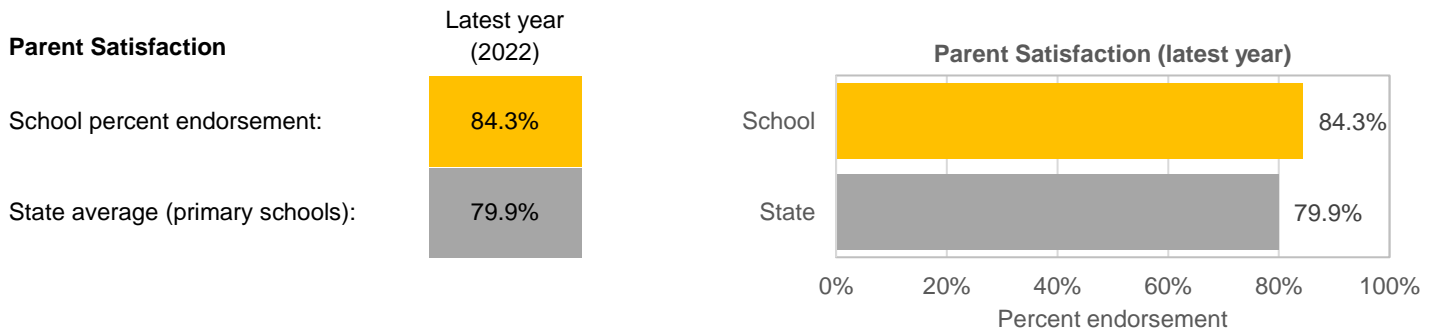
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

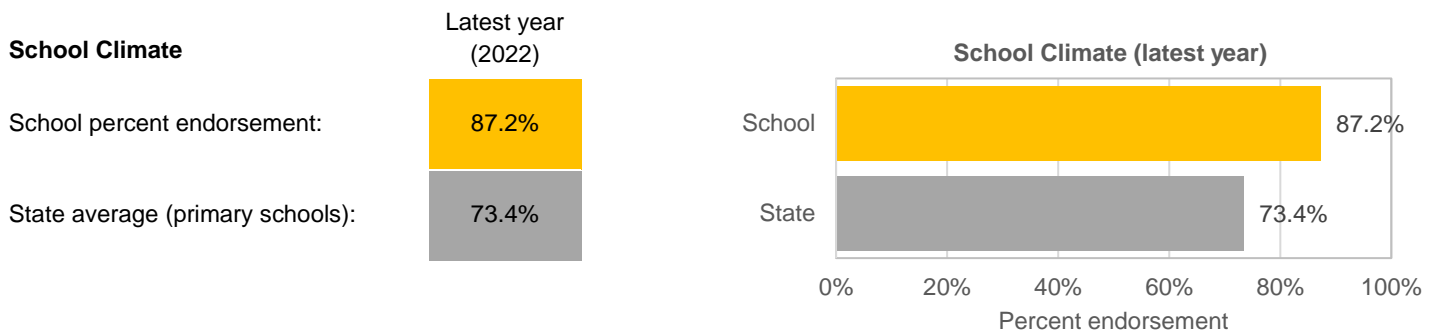


School Staff Survey

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:

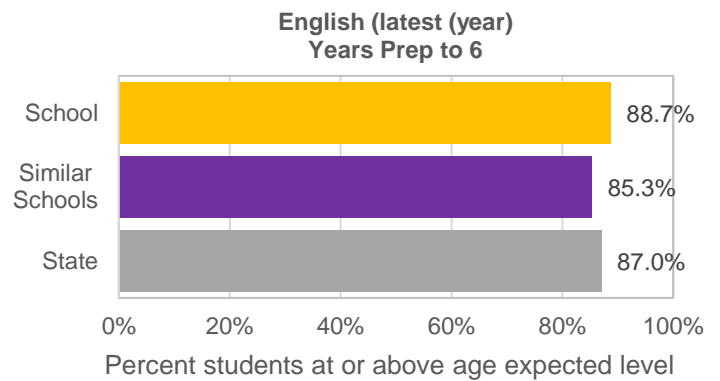
88.7%

Similar Schools average:

85.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

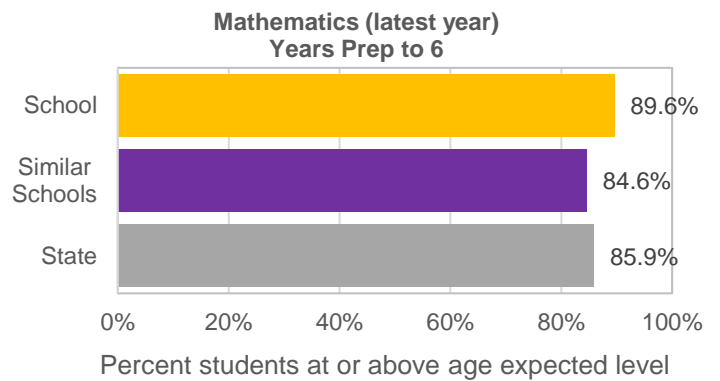
89.6%

Similar Schools average:

84.6%

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.

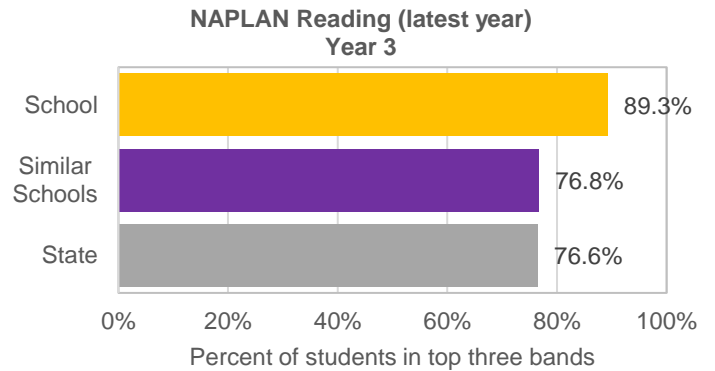
NAPLAN

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.

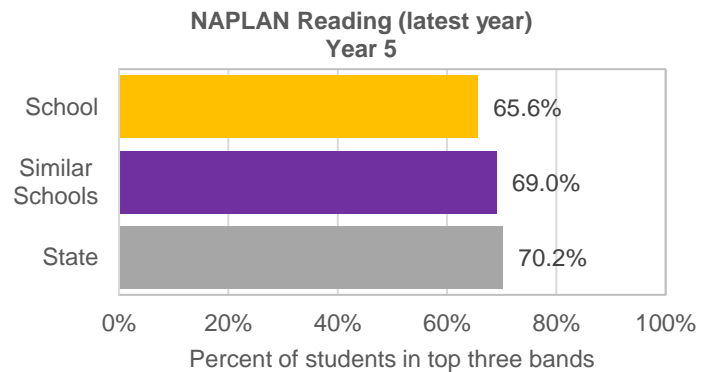
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.3%	87.4%
Similar Schools average:	76.8%	76.0%
State average:	76.6%	76.6%



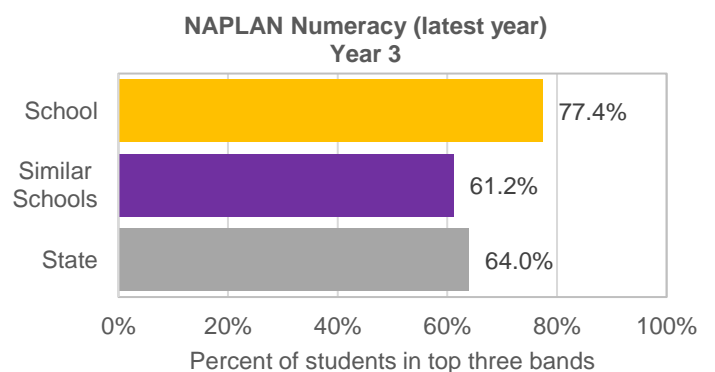
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.6%	70.9%
Similar Schools average:	69.0%	67.0%
State average:	70.2%	69.5%



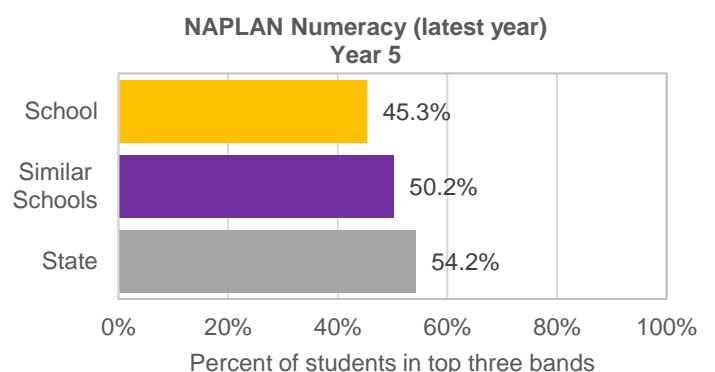
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.4%	78.0%
Similar Schools average:	61.2%	63.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.3%	56.9%
Similar Schools average:	50.2%	55.1%
State average:	54.2%	58.8%



WELLBEING

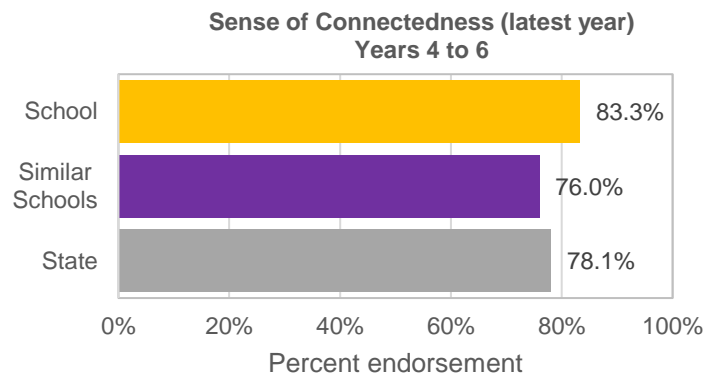
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	83.3%	77.5%
Similar Schools average:	76.0%	77.4%
State average:	78.1%	79.5%

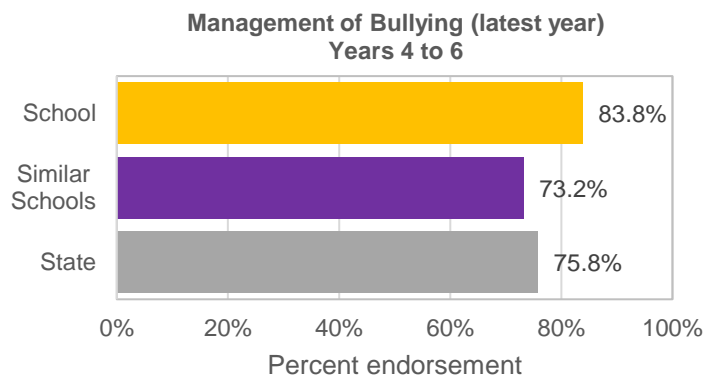


Student Attitudes to School – Management of Bullying

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:	83.8%	80.7%
Similar Schools average:	73.2%	76.0%
State average:	75.8%	78.3%



ENGAGEMENT

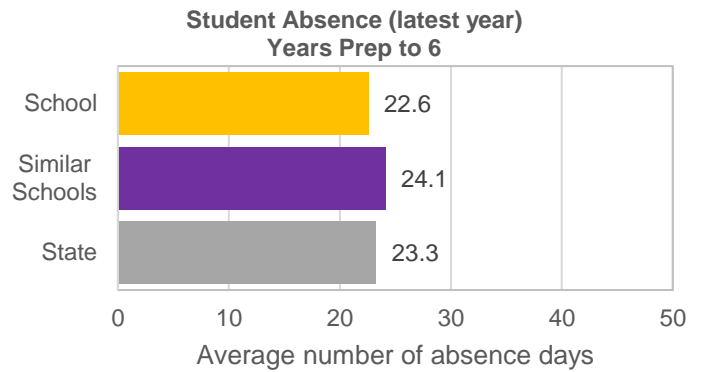
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.6	15.6
Similar Schools average:	24.1	17.3
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):	88%	87%	88%	90%	89%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,392,069
Government Provided DET Grants	\$740,011
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$65,125
Locally Raised Funds	\$422,520
Capital Grants	\$0
Total Operating Revenue	\$5,619,725

Equity ¹	Actual
Equity (Social Disadvantage)	\$67,478
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$67,478

Expenditure	Actual
Student Resource Package ²	\$4,140,868
Adjustments	\$0
Books & Publications	\$1,624
Camps/Excursions/Activities	\$127,710
Communication Costs	\$262
Consumables	\$156,443
Miscellaneous Expense ³	\$57,897
Professional Development	\$21,269
Equipment/Maintenance/Hire	\$147,754
Property Services	\$68,451
Salaries & Allowances ⁴	\$145,442
Support Services	\$213,566
Trading & Fundraising	\$16,133
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,334
Total Operating Expenditure	\$5,136,756
Net Operating Surplus/-Deficit	\$482,969
Asset Acquisitions	\$0

- (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	\$502,741
Official Account	\$68,873
Other Accounts	\$0
Total Funds Available	\$571,613

Financial Commitments	Actual
Operating Reserve	\$158,769
Other Recurrent Expenditure	\$6,842
Provision Accounts	\$495
Funds Received in Advance	\$151,303
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,432
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$20,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$524,841

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.