

2022 Annual Report to the School Community

School Name: Mill Park Heights Primary School (5325)



- 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 14 March 2023 at 03:30 PM by Chris Beare (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 15 March 2023 at 11:44 AM by Peter Tanevski (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 Heights Primary School was established in 1992 and is located in Melbourne's northern suburbs. The school comprised of total of 58.5 staff. This included 2.0 EFT Principal Class, 42.3 EFT Teaching staff and 14.2 ES staff. A total of 752 students were enrolled at the school in 2022; 383 female and 374 male. 29 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). Mill Park Height's SFOE band value is: Medium.

The main permanent building houses administration and staff facilities, staff lounge, senior art room, ICT Lab library and fourteen general-purpose classrooms. Additional permanent buildings, include the Foundation building attached to the main gymnasium, canteen and Community Hub and the Year 1 and Year 2 Learning Centres. The Community Hub caters for our Out of School Care Program run by CAMP Australia. MPHPS works in partnership with Camp Australia to provide families with before/afterschool, Curriculum Day care and vocational care. Two brand new permanent buildings built in 2017 now accommodate the Year 1 & 2 cohort. These buildings also house our school Chaplain, Tutoring and Intervention teams and the Language Support program. The Year 3 & 4 cohorts are accommodated in modern new and refurbished relocatables that include six classrooms in each building, collaboration galleries, wet areas and kitchen facilities. The Year 5 and 6 cohorts are located in the main building with two Year 5 classes located in two permanent classrooms built in 2017. The Language room is in a modern relocatable next to our Very Important Person (VIP) classroom that provides respite and space for students who feel overwhelmed in the yard. This important program is run by our Student Support Staff and provides students with the opportunity to collaborate with others in a supported space. We have an Arts precinct that accommodates Junior and Senior Performing Arts. These buildings are of the relocatable type. The Senior Visual Arts room is located in the main building with the Junior Arts space being housed in the Foundation building.

There are a number of play spaces for students including three adventure playgrounds, 2 basketball/netball courts and an oval. The school has established a strong commitment to developing a sustainability culture with an urban forest, vegetable, sensory garden and a collaborative space known as a Yarning Circle. This has had an impact of how we manage our waste at MPHPS both within classrooms and in the playground.

The learning environment at MPHPS is defined as respectful, supportive, calm and safe. Student leadership and voice is a priority and students are given the opportunity to share and celebrate their learning at year level and whole school assemblies. Students are given the opportunity to participate in student-leadership initiatives/partnership involving attendance at the GRIP Leadership Conference, Lalor North SC Music Night, Belgravia Whittlesea and the local council. Specialist programs include The Arts, Language (Auslan) and Physical Education/Sport and some Extension Programs as part of the Victorian High Ability Program, including Science with Dr Don, when onsite.

Our MPHPS values underpin our learning, teaching and social interactions. We strive to model our values in all areas of our school life and the values are the cornerstone of each Class Code of Co-operation whether onsite or via remote learning. The MPHPS Values are - Honesty and Trust - Respect - Responsibility - Care and Compassion - Team Work - Personal Best. Our MPHPS mission is to ensure high quality Instruction that maximises the individual potential and growth of all students. Our vision is for our students will be critical and creative thinkers who are resilient and valuable contributors to a global society graduate students to be lifelong learners who are resilient problem solvers and valuable contributors to a global society.

At MPHPS, our core beliefs about how students learn drive everything we do in all aspects of school life and are the determining factor in decision-making. Our beliefs are:

- Children bring with them their own beliefs, knowledge and experiences that we value and build upon.
- Children learn best through interactions, active exploration using all of their senses and experimentation.
- Children learn best when the intention and expectations for learning are clearly articulated.
- Children learn best when they can articulate, reflect upon, review, and represent their learning in different ways.
- Children's positive dispositions to learning and to themselves as learners are essential for success in school and beyond. (Readiness to learn) They need to be given the time to develop their school readiness.
- Children learn best when there is a place for creativity, imagination and self-expression in learning.
- Children learn best when assessment is used to evaluate and inform teaching and learning.
- Children learn best when there are supportive relationships among all partners (including peers) in the learning community.
- Children learn best when their learning is structured to ensure continuity of learning as they children move to and through school ensuring foundations for their future success. Every minute counts.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Mill Park Heights Primary School focused on the Department of Education (DE) goal of Wellbeing and Learning with an increased focus on Numeracy. The key improvement strategies targeted support for students in Numeracy and also to mobilise resources for students wellbeing and mental health. These DET goals and strategies supported our school based goals and allowed for a rigorous and consistent professional learning focus.

Our school based goals focused on the implementation of the agreed Literacy workshop model consistently across all classrooms in reading and on developing our collaborative Professional Learning Communities (PLCs). All teams were provided with ongoing professional learning around the workshop model and this instructional model became well embedded by the end of the year. This was supported by our work in using Fountas & Pinnell to ensure consistency or practice and teaching to point of need. Our NAPLAN Reading data in Year 3 had 70.5 % of students in the top three bands with 65.7 % of Year 5 students in the top three bands. The four year average Year 3 data had MPHPS students (78.7%) higher than both state (76.6 %) and similar schools (73.2%). The Year 5 four year average had MPHPS students (66.5%) lower than state (69.5%) and higher than similar schools (64.4%).

A priority focus around building a collaborative PLC culture was heavily supported by staff, and was implemented by a strong Learning Specialist team in liaison with the DE PLC team and local best practise schools. The rich conversation and use of data to drive an Inquiry cycle has ensured targeted planning and learning within teaching teams. During this year, our Leadership Team attended the Academy Leading Numeracy Program. This professional development has supported conversation in building a Numeracy culture and through using best practice, has prepared the team for the Professional Learning focus on 2023.

Wellbeing

The DE non-negotiable Wellbeing goal was the core focus of MPHPS in 2022. Support for students who struggled post remote learning was developed along with extension for students who thrived with this learning format. Year levels focused on re-engaging students who struggled to rebuild their learning stamina and used positive strategies to reconnect to their learning. Targeted planning within teams was supported by the Wellbeing, Welfare and Agency representatives, and this was guided by the Leadership Team and DE Allied Health professionals.

Respectful Relationships was introduced and work across the school began as a focus on "respect for all" became a core message. While there was a struggle to access available allied health support for at risk students, the development of internal support plans allowed for continuous care and guidance within safe learning environments. Connections with the regional Koorie Education Support Officer (KESO) developed as plans for support of our Koorie students around building cultural identity began to grow. Continuous work with DFFH allowed for support of a range of students and families with a focus on building an accessible network at point of need.

Our onsite Tutor Learning Initiative provided support for some students, however due to continuous staff shortages, we needed to redeploy tutors to cover classes. We continued our Art Therapy program as a school based initiative and this allowed for a number of students to develop their personal growth and wellbeing within a supported and caring environment. While we had a range of challenges in 2022, 77.8% of staff positively endorsed the school climate in comparison to 73.4% endorsement across the state. Our parent satisfaction endorsement was 74.6% and was slightly under the state average of 79.9%.

Engagement

Our second school based goal focused on empowering students as engaged and independent learners. The key work in this area was to embed a stimulating learning environment where students are active learners, who can collaborate, explore and connect learning to real life. This goal was supported by the Attitude to School Survey data, where student sense of connectedness was endorsed at 78.9%, with a four year average of 84%. This was higher than both the state 78.1% and similar schools at 77%.

Opportunities for student leadership grew with Year 4 students taking on the Foundation buddy role and with year 6 students taking on the Respectful Relationships captaincy. Meet & Greet, Three Way Conferences and individual parent student meetings, allowed

for greater communication and supported the rebuilding of connections after remote learning. Student programs were carefully planned and the PLC Inquiry structure ensured sessions were developed based on data and team conversations.

While a range of differentiated programs and clubs were held, our attendance data was concerning. With the average student absence from Foundation to 6 being 25.6 days per year. This was similar to like schools at 25.1 days but slightly higher than the state average at 23.3 days. The spread of attendance by year levels was consistent with no year level standing out with more or less absences. The challenge of rebuilding school stamina is something to be addressed across the whole school and broader community.

Other highlights from the school year

Bringing the community back into the school was a priority in 2022. The school hosted a Cross Country Fun Run, School Sports Athletics Carnival and reconnected with district sports and tournaments. A highlight was having our Hot Shots team represented in the top 8 teams within the State to play at Kooyong. We also celebrated individual students who made it to the State Athletics stage and reached the finals. School swimming was organised and well attended by our students. Parent support to walk students to and from the pool was extremely positive and ensured the process followed all OHS requirements. Camps were offered to students in Years 3, 4, 5 and 6. Staff willingly attended to ensure students were given the opportunity to participate in a positive outdoor ed experience. The Year 2 students enjoyed a full activity experience day and the Year 1 and Foundation students enjoyed a school breakfast and out of uniform celebration.

Education Week and Book Week were celebrated with open classrooms and a dress up day parade. A science and technology afternoon was one of many highlights for parents who visited classes, to celebrate their children's inquiry units of work. The High Ability students participated in a Masterclass and were able to join Dr Don as part of their extension learning. The implementation of the shade sail grant has allowed for the teaching of the Arts and Science in developing outdoor learning spaces. A large chess board was created with pavers as a donation to the school to allow for students to play outdoor chess during recess and lunch. The VIP room was used to host the return of Breakfast Club on a Wednesday morning with over 100 students attending each week. The provision of this space also allowed for students to have a respite space during lunchtimes if the yard became overwhelming.

Financial performance

MPHPS continued in a sound financial position in 2022 resulting in a net operating surplus of \$122,176. The school received \$312,596 in equity funding which was used towards staff, student support and external consultants' salaries. \$32,625 was received in CSEF for families and \$15,000 was raised through fundraising. The school focused on the 2nd year of the 5-year School Maintenance Program as identified by DET spending \$127,500 on repairs and maintenance of which \$55,000 was received from DET towards roof repairs. MPHPS was successful in obtaining a shade sail grant to the value of \$ 25,000 and two shade sails were installed at the front of the school. \$9,400 was received from Sporting Schools and both the canteen and Camp Australia continued to provide additional revenue through hiring of facilities.

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 756 students were enrolled at this school in 2022, 384 female and 372 male.

26 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).

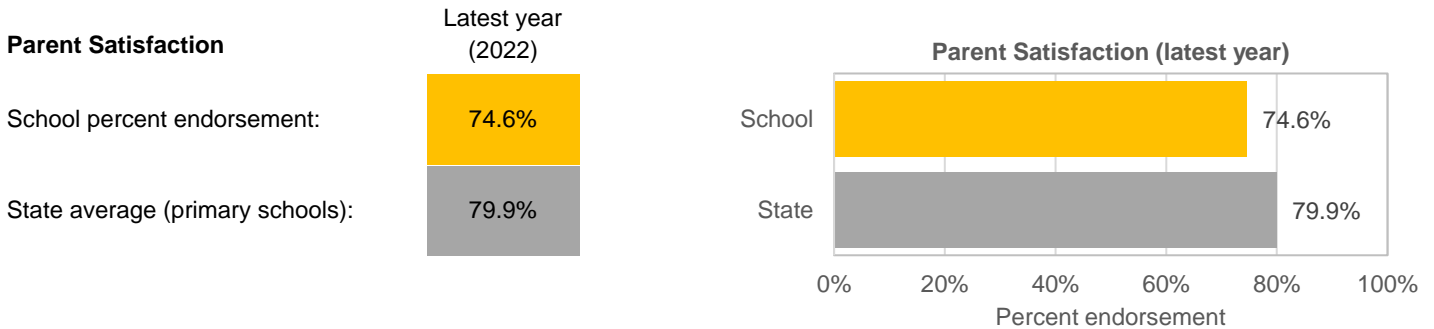
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

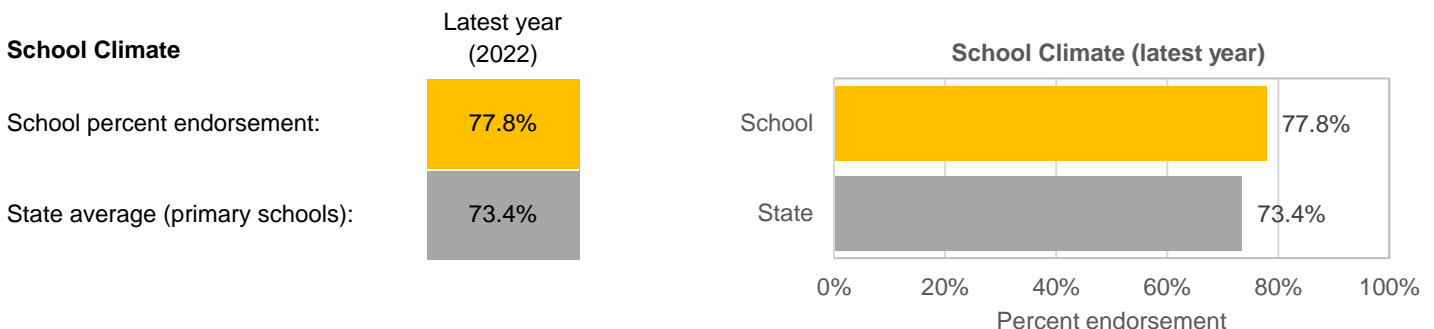


School Staff Survey

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:

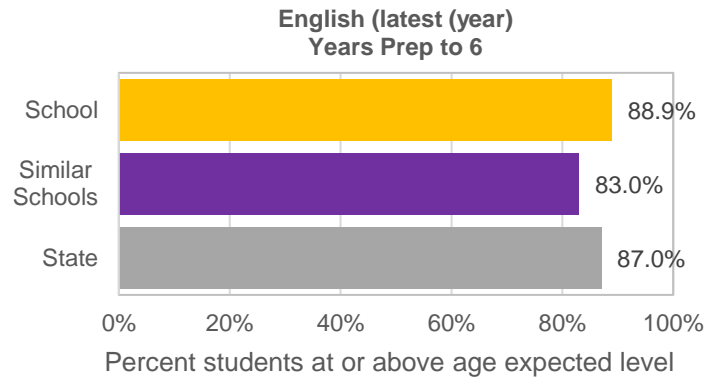
88.9%

Similar Schools average:

83.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

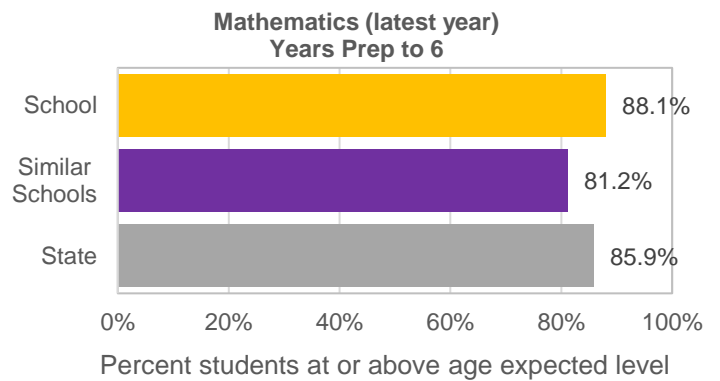
88.1%

Similar Schools average:

81.2%

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.

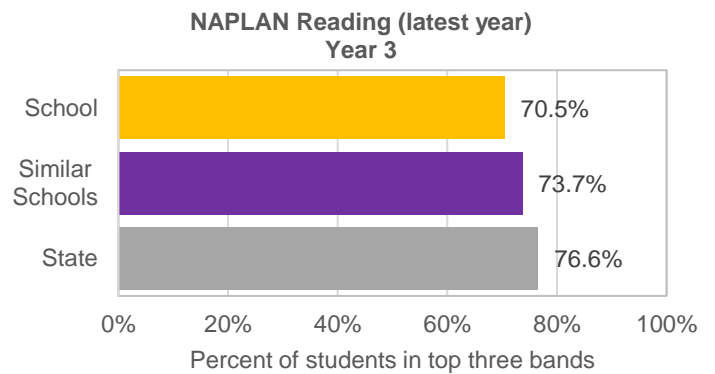
NAPLAN

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.

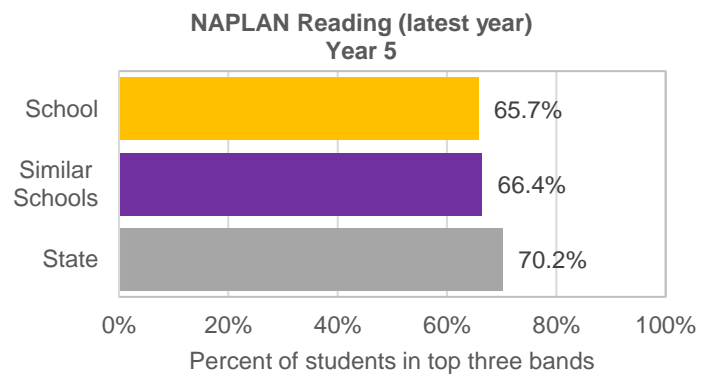
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.5%	78.7%
Similar Schools average:	73.7%	73.2%
State average:	76.6%	76.6%



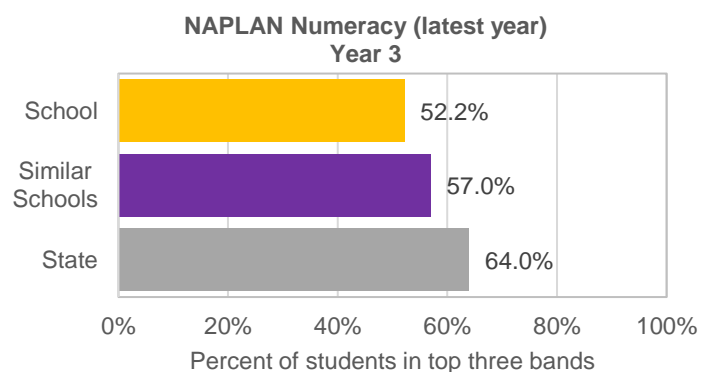
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.7%	66.5%
Similar Schools average:	66.4%	64.4%
State average:	70.2%	69.5%



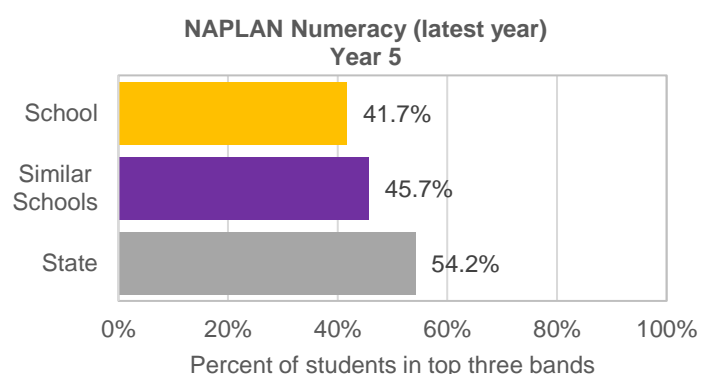
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.2%	59.6%
Similar Schools average:	57.0%	59.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	53.4%
Similar Schools average:	45.7%	51.2%
State average:	54.2%	58.8%



WELLBEING

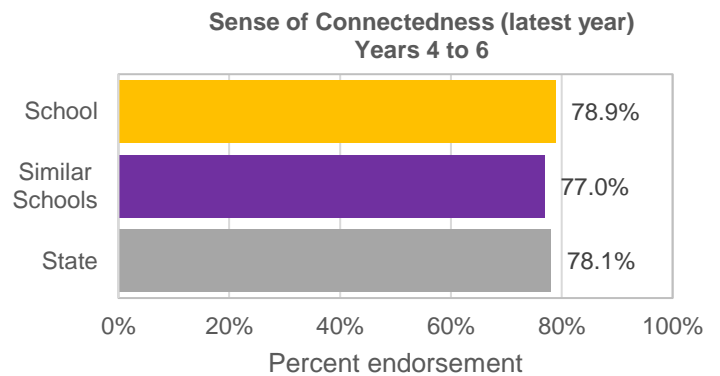
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.9%	84.0%
Similar Schools average:	77.0%	78.1%
State average:	78.1%	79.5%

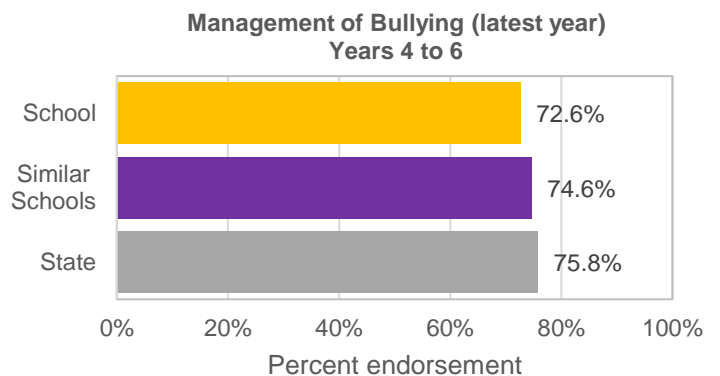


Student Attitudes to School – Management of Bullying

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:	72.6%	82.8%
Similar Schools average:	74.6%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

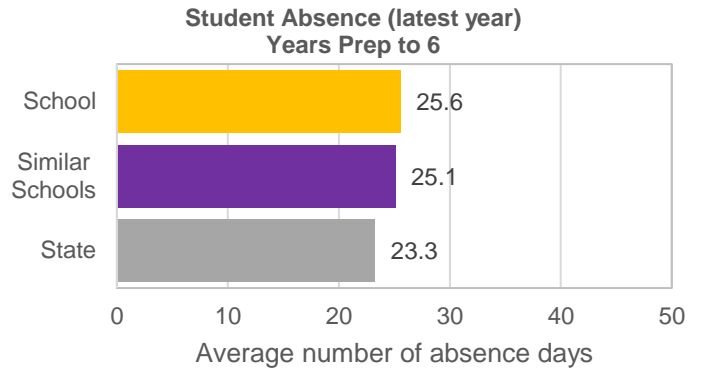
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.6	16.9
Similar Schools average:	25.1	18.4
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%	87%	88%	87%	86%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,786,184
Government Provided DET Grants	\$927,951
Government Grants Commonwealth	\$9,400
Government Grants State	\$0
Revenue Other	\$34,936
Locally Raised Funds	\$577,351
Capital Grants	\$0
Total Operating Revenue	\$8,335,822

Equity ¹	Actual
Equity (Social Disadvantage)	\$312,596
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$312,596

Expenditure	Actual
Student Resource Package ²	\$6,700,783
Adjustments	\$0
Books & Publications	\$710
Camps/Excursions/Activities	\$213,902
Communication Costs	\$5,176
Consumables	\$90,350
Miscellaneous Expense ³	\$30,424
Professional Development	\$20,223
Equipment/Maintenance/Hire	\$231,555
Property Services	\$255,711
Salaries & Allowances ⁴	\$447,844
Support Services	\$106,753
Trading & Fundraising	\$29,613
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$80,601
Total Operating Expenditure	\$8,213,645
Net Operating Surplus/-Deficit	\$122,176
Asset Acquisitions	\$31,330

- (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	\$931,428
Official Account	\$23,174
Other Accounts	\$12,133
Total Funds Available	\$966,735

Financial Commitments	Actual
Operating Reserve	\$214,901
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$4,033
Beneficiary/Memorial Accounts	\$1,026
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,573
Repayable to the Department	\$256,153
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$646,687

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.