

# 2017 Annual Report to the School Community



School Name: Manifold Heights Primary School

School Number: 4224

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*



## About Our School

### School Context

Manifold Heights Primary School is located in the suburb of Manifold Heights, within the City Of Greater Geelong. The 2017 school year commenced with an enrolment of 396 students, continuing a slight positive growth trend over the past few years (345 students back in 2012). Many students currently live outside our designated neighbourhood catchment area, suggesting the school to be one of choice for many families. There are a number of other government primary schools within close proximity and our designated neighbourhood catchment area has recently been adjusted to cater for the potential enrolment impact of the new Fyansford Estate. The School Council is significantly involved in strategic planning and policy development, together with a determined approach to fundraising and using this to target school improvement initiatives eg: playground renovations, 'take home books' replacement program and specialist subject resourcing.

The SFO index is currently (in 2017) 0.4051 and SFOE is 0.3594; these have remained relatively stable in recent times. Workforce composition: the school employed 28.04 equivalent full time staff: 2 Principal class, 21.2 teachers and 4.84 Education Support.

Manifold Heights Primary School encourages students to become more motivated and independent learners.

- We provide a wide range of learning choices for students to demonstrate their understandings and to reach their full potential.
- We consistently encourage students to become lifelong learners who value themselves, others and learning.
- We promote social responsibility, resilience, perseverance and independence, preparing our students for an ever changing world.

Key school values: I show respect, I act with safety, I take responsibility.



Our school values are embraced via a School Wide Positive Behaviour Support (SWPBS) approach.

### Framework for Improving Student Outcomes (FISO)

In 2017 the school Annual Implementation Plan (AIP) focused specifically upon two FISO improvement priorities – Excellence in teaching and learning, and Positive climate for learning. The respective improvement initiatives were Building practice excellence, and Setting expectations and promoting inclusion.

The School undertook a Self-evaluation / School Review during the second half of 2017, with a number of aspects emerging for inclusion into this new Strategic Plan:

- Growth in student learning in English and Mathematics was seen as an essential goal.
- Continuing the work on the FISO curriculum planning and assessment initiative. Curriculum and assessment for learning have been shown to have a significant impact on student outcomes over time. Thus, a rationale is **IF** an evidence-based differentiated teaching and learning model is embedded in every classroom **THEN** consistently high quality teaching focused on each student's point of need will occur **AND** every student will demonstrate at least targeted learning progress.
- Enhanced student engagement in learning will be an essential goal for the school moving forward.
- If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve. Promoting increased opportunities by building the social capital of the school community through fair and inclusive practices involving students, educators, families, and other stakeholders will result in success for every student. The rationale concurs with the FISO empowering students and building school pride initiative evidence base that shows 'schools that build a culture where teachers and students work together, and where student voice is heard and respected, contribute to students building their confidence (a sense of self-worth and mastery) and having a sense of self-efficacy (belief in one's capacity to succeed).' The FISO also suggests 'students feel more positive and connected to their school, see themselves as a learner, better understand their learning and growth and feel confident in expressing this to teachers and parents/carers who value their views and opinions. Giving students the ability to influence their learning through collaborative decision-making engages them as educational decision-makers.
- Continue building Resilience in our students. Children and young people with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes.



## Achievement

Improving student learning outcomes for all students from Foundation (Prep) to Year 6 by providing all students with the opportunity to reach their learning potential through a comprehensive and sequential curriculum has been the focus throughout 2017. An agreed whole school Assessment Schedule has driven data collection and been subsequently followed up with teaching team analysis and feedback to students as future learning goals are collaboratively developed. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them. The school works actively to build the capacity of teachers through agreed whole school professional development activities and options – in 2017 two pupil free days were allocated to whole school Professional Development on VCOP ( Vocabulary, Connectives, Openers, Punctuation) as a way to enhance improved writing outcomes from P-6.

### Victorian Curriculum:

Teacher judgment of student outcomes for English and Mathematics indicates our results are comparable to state benchmarks – higher in English and similar in Mathematics.

### NAPLAN:

In 2017 generally Grade 3 and 5 students performed at a comparable level to similar schools across NAPLAN areas. The percentage of students achieving in the high gain category for Grammar and Punctuation was well above expected levels, but this was not the case in other NAPLAN areas. Students achieving low growth from Grade 3 to 5 in Reading has increased (compared to 2016) but pleasingly decreased in Numeracy, compared to other schools. The percentage of students achieving Reading 'low gain' in 2017 compared to that in 2016, increased from 14% to 36%. Additional support and teaching strategies have been provided for targeted students and a reading intervention program for identified Year 1 and Year 2 provided additional support and subsequent learning growth which should assist to address this trend. Percentages in Spelling and Numeracy 'high gain' decreased 2017 compared to 2016, whilst the percentages in the 'low gain' remained stable and pleasingly decreased respectively.

In Numeracy, Writing, Grammar and Punctuation, students generally achieved at the expected levels, however data indicates these students have further potential to extend their learning.

The school continues to regularly identify and track students learning progression, in English and Mathematics in particular (as an agreed Assessment schedule ensures). This helps to support improving instructional practice and related curriculum developments across all year levels.

In 2017 there was a planned whole school focus to improve Writing outcomes for students through Professional Development and implementation of the VCOP writing approach. (Vocabulary, Connectives, Openers, Punctuation). This is becoming an embedded aspect of the school weekly Writing program with the strategic timing of Big and Cold Writes (supported via Talk Homework session with parents). Ongoing embedded use of online programs Reading Eggs and Mathletics (funded by parents as a component of School fees) continues to be well received and contributing positively to student learning growth and home-school links.

The school continues to use numerous assessment tools and this has been important as staff have strived to validate teacher assessments according to the new Victorian Curriculum. Moderation, pre and post testing and PAT data form part of our triangulation process. The Assessment Schedule was reviewed as a key component of our School Review.

Professional Learning Teams (PLTs) and the foci of professional conversations about learning were modified with teams selecting the term length foci based on needs and professional assessments against the Professional Learning Communities (PLC) Maturity Matrix and High Impact Teaching Strategies. A full year of implementation in the DET pilot program for Professional Learning Communities, saw teacher observation and purposeful feedback become part of the culture within the teaching staff team. An Inquiry Change Challenge approach was used by teams throughout PLTs and PLC coaching. The 2017 Mano PLC Theory of Action was: 'If we build a stronger culture of collegiate observation and feedback, Then teacher capacity and effectiveness will be enhanced, so student learning outcomes will improve across our classrooms.'

There is very significant evidence of increased use of Information Communication Technology to support learning across the school and especially in the Senior (Grade 5 and 6) department. The school wide focus on Mathletics and Reading Eggs has continued throughout 2017. The pilot program for the use of 1:1 devices for our Year 5 and 6 students has now become an embedded component of our school.

## Engagement

Our goal continues to be to provide experiences for students that develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values, all in line with our School Wide Positive Behaviour Support focus.

In 2017 student attendance was positive with nearly all Year Levels achieving above 90% attendance rate (Grade 6 87%). Our attendance data for 2017 is matched as similar to that of other schools with background characteristics of our community. The school continues to promote improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrivals. Family holidays during the school term impact on the average number of days absent for our student cohort.



Teaching approaches focus upon individual student learning data reflections and the subsequent collaborative development of goals across the curriculum. At mid-year, Student Led Conferences with parents, created opportunities for students to showcase their learning and achievements. This was done particularly well in our Senior community with the use of electronic portfolios, via the Pilot 1:1 iPad program.

Engagement was enhanced through Student Leadership, Student Council and Prep Buddies programs. In 2017, whole school celebrations for Literacy and Numeracy week, Art Show and Education Week provided students and parents with an opportunity to participate in activities to build enhanced connectedness between home and school.

A range of extra-curricular activities are offered to support students develop social competencies. These include the Mano School Band, School and Junior Choirs, Dance Troupe, Art competitions, participation in the State Schools Spectacular, Bike Education program, Camps and Excursions. A most caring, capable and diligent Integration Aide team provide a highly supportive program to students in the Program for Students with Disabilities.

Transition programs for students moving on to the next grade level offered a valuable opportunity to prepare students for their promotion in the following year – especially important for Preps moving into the Junior building, Grade 2s into Middles and Grade 4s into Seniors. Formalised processes for teaching staff with regard to handing over of student learning information ensures greater continuity of learning for all from one school year into another. Four formal orientation sessions for the 2017 intake of Preps were undertaken late in 2016 to prepare these students for school. Our Grade 6 Graduation evening in December was again a memorable and successful one with many, many family and friends attending at the Clonard College Hall venue.

## Wellbeing

The 2017 Attitudes to School Survey (ATSS) data for Year 4/5/6 students was similar to other state schools. In 2017 this surveying included Grade 4s for the first time and was completed online. In general, younger students replied more favourably than older students and girls more favourably than boys.

All students (P-6) completed our own annual school developed survey (based on similar elements to the ATSS), allowing for an opportunity to offer feedback to teachers around learning and engagement. The 2017 results of this survey were very positive and many aspects reflected a positive trend from the previous two years – especially around School Connectedness and Student Motivation.

The school continues to build teacher capacity to implement a rigorous approach to teaching and classroom management that supports an engaging and challenging learning environment. The 'Starting Right' unit of work at the beginning of each school year continues to be a feature of developing a sense of belonging for all students, including the identification of class and school values, establishment of routines and teamwork in the classroom setting. The goal is to provide experiences for all students that enhances readiness and enthusiasm to continue the next step in their learning, including starting school, moving between grade levels or into secondary colleges, in a resilient, confident and enthusiastic way.

The school continues to have ongoing positive relationships with the local preschools. The Kindergarten children visit the school for a transition program during the September to November period (four transition sessions).

The Foundation (Prep) and Year 5 Buddy Program is a feature of welcoming and inducting the new students into our school. An intra-school transition program occurs in Term 4 where all year levels link with the following year's students and teachers. The focus of this program is establishing a sense of belonging, learning about expectations of the new grade level and developing a cooperative team approach to learning.

Mano students participated in relevant transition programs offered by our local secondary colleges, including participation in activities such as Science and Food Technology. Staff from secondary colleges also visited our Grade 6 students prior to the end of the year, in readiness for Transition day sessions. The school continues to review transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings.

Our School Chaplain worked to support the emotional and social needs of targeted students, with parental support. This included some group work at times and the offering of clubs prior to school and at lunchtimes.

School Wide Positive Behaviour Support (SWPBS) has been even further embedded throughout the school as an approach to model and reinforce positive social behaviour. With a common approach and a clearer understanding of expected community behaviour, we continue to see enhanced student perceptions and feelings about their school and its operations. The development of a parent and staff SWPBS matrix were seen as very welcomed additional to this whole school priority work.

For more detailed information regarding our school please visit our website at [www.manifold.vic.edu.au](http://www.manifold.vic.edu.au)



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 396 students were enrolled at this school in 2017, 204 female and 192 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>47%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>64%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>58%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>51%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>38%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	47%	18%	Numeracy	22%	64%	13%	Writing	27%	58%	16%	Spelling	33%	51%	16%	Grammar and Punctuation	22%	38%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	92 %	93 %	92 %	87 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	91 %	92 %	93 %	92 %	87 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

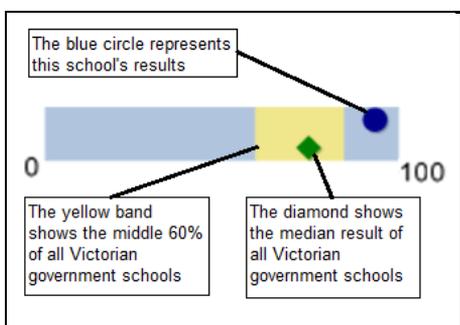
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

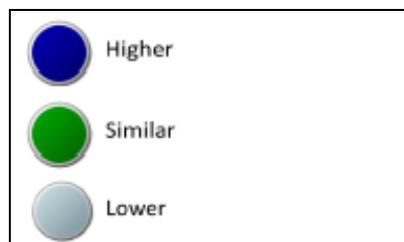


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

Manifold Heights Primary School received a total operating revenue of \$3,308,254.00 in 2017. This increased slightly in comparison to 2016 due partly to an increase in total student numbers. The combined bank balance at the end of 2017 totalled \$193,806.00 with \$150,000.00 invested in a Term Deposit. Overall the school completed 2017 with a Net Operating Deficit of \$37,545.00, which occurred partly as a result of employment of a staff member using the Professional Learning Communities Cash Budget received late the previous year.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,742,744	High Yield Investment Account	\$2
Government Provided DET Grants	\$325,447	Official Account	\$43,804
Government Grants Commonwealth	\$23,286	Other Accounts	\$150,000
Government Grants State	\$24,322	<b>Total Funds Available</b>	<b>\$193,806</b>
Revenue Other	\$20,078		
Locally Raised Funds	\$172,376		
<b>Total Operating Revenue</b>	<b>\$3,308,254</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$41,860		
<b>Equity Total</b>	<b>\$41,860</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,748,814	Operating Reserve	\$20,000
Books & Publications	\$21,599	Asset/Equipment Replacement < 12 months	\$27,000
Communication Costs	\$10,123	Maintenance - Buildings/Grounds incl SMS<12 months	\$45,149
Consumables	\$66,203	Revenue Received in Advance	\$26,752
Miscellaneous Expense <sup>3</sup>	\$127,040	School Based Programs	\$74,905
Professional Development	\$22,524	<b>Total Financial Commitments</b>	<b>\$193,806</b>
Property and Equipment Services	\$163,317		
Salaries & Allowances <sup>4</sup>	\$132,886		
Trading & Fundraising	\$22,946		
Utilities	\$30,347		
<b>Total Operating Expenditure</b>	<b>\$3,345,799</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$37,545)</b>		
<b>Asset Acquisitions</b>	<b>\$16,970</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

*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.*