

2020 Annual Report to The School Community



School Name: Manifold Heights Primary School (4224)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 15 March 2021 at 04:24 PM by Barry Rowland (Principal)

The 2020 Annual Report to the school community:

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

Attested on 11 May 2021 at 10:35 PM by Madhu Subramaniam (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Manifold Heights Primary School is located in the suburb of Manifold Heights, within the City Of Greater Geelong. Our School vision which evolved from our most recent School Review (late 2017), highlights a proactive and strategic encouragement of students to become more motivated and independent learners.

To do this:

- 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.

School values: I show respect, I act with safety, I take responsibility. School values are embraced via an embedded School Wide Positive Behaviour Support (SWPBS) approach.

The School motto is: Unleashing potential.

The 2020 school year commenced with an enrolment of 438 students, which has continued a positive growth trend over recent years (student enrolment in 2012 was 345). Our student population has a low percentage of both students with English as an additional language and of Aboriginal or Torres Strait Islander background. The demographic profile of the school in 2020 placed our school in the 'Low to Medium' socio-economic band.

The Student Family Occupation and Education index (SFOE) is 0.3002; this has lowered slightly over recent years. Quite a proportion of current students reside outside our designated neighbourhood catchment area, suggesting the school to be one of choice for many families. An enrolment policy is now in place to ensure that enrolments do not exceed our accommodation capacity. Each year the school can accommodate three new Prep classes, which was again achieved in 2020. There are a number of other government primary schools within close proximity and our adjusted designated neighbourhood catchment area caters for the expansion of the Fyansford Estate (old Cement Works).

In 2020 we had 19 classes – three at each of Prep, Grade 1 and Grade 2 levels; five composite Grade 3/4s and five composite Grade 5/6s. Each of these 19 classes accessed four Specialist subjects per week: Prep-Grade2 Art/LOTE, Music, PE and Library and Grades 3-6 Art/LOTE, Music, PE and Science.

Our School Council maintains a focus on strategic planning and policy development, together with support for fundraising (not quite as successfully in this 'COVID year' compared to other years) and have an agreed process and criteria to ascertain the relevance and merit of targeted funding to projects.

2020 Workforce composition: the school employed 30.64 equivalent full time staff, made up of two Principal class officers, 24.6 teachers and 4.04 Education Support.

Framework for Improving Student Outcomes (FISO)

Manifold Heights Primary School's Annual Implementation Plan (AIP) for 2020 outlined four Key Improvement Strategies (KIS) in alignment with the Department's Framework for Improving Student Outcomes (FISO). Addressing goals within the current Strategic Plan, work was undertaken to improve Student Achievement, Engagement and Wellbeing through Excellence in Teaching and Learning, and a Positive Climate for Learning. 'Curriculum Planning and Assessment', along with 'Building Practice Excellence' were addressed through the embedding of an agreed Whole-School Instructional Model across all curriculum areas and classrooms - with a particular emphasis in Literacy and Numeracy lessons. Significant areas of work centered on the enhancement of our whole school approach to encoding and decoding, and embedding of the proficiencies within Numeracy planners and lessons. The continuation of PLC's, PLT's and other collaborative professional learning approaches to support teachers in building their capacity to consistently implement the school's Instructional Model also played an important role in this work across the school. 'Empowering Students and Building School Pride' was addressed through our work to activate student voice, agency and leadership in own their learning. Teachers explored strategies that actively engaged students and provided opportunities for student Voice and Agency in their learning choices, while work was undertaken in developing

students' ability to give feedback (peer to peer and student to teacher) and to build teachers' capacity to collect and respond to feedback. 'Setting Expectations and Promoting Inclusion' was addressed through the refinement of a whole-school approach to health, wellbeing and inclusion. School wide positive behaviour was supported through consistent language and follow up from all staff, with explicit teaching allowing students to discuss and demonstrate the expected behaviours outlined in the school behaviour matrix (SWPBS).

Achievement

Manifold Heights aims to improve student learning outcomes for all students in Literacy and Numeracy in particular, by providing all students with the opportunity to reach their learning potential through a comprehensive and sequential curriculum. The delivery of this curriculum in 2020 saw the implementation of a Remote Learning program, incorporating differentiations, child centered approaches, self-directed learning and project based learning. Together these elements were delivered through various online platforms that enhanced, encouraged and supported communication between various stakeholders, including parents, students, classroom teachers and specialist subject teachers. Teacher instructional videos assisted students in gaining a sense of attachment and connectedness with their community. The delivery of a child centered approach to Remote Learning generated a sense of student independence and choice. Staff were able to utilise online resources for the delivery of their planned program and assessment. The use of SeeSaw, Google Classroom and video editing Apps, enhanced the digital skills set of teachers, students and our parent community.

The staff continued to use data effectively to inform student goal setting and the subsequent evaluation of student capabilities and their submitted work. Teacher Judgements against the Victorian Curriculum in the areas of English and Mathematics across Prep – 6, indicate that Teacher Judgements of our student achievement is higher than the median of Victorian Government Schools, in English and similarly in Mathematics. In 2020 teacher judgements in English (92.7%*) was above that of the State (86.3%*) and Similar Schools (89.3%*). In Mathematics the school result (89%*) was equal to that of Similar Schools (89%) and above that of the State Schools (85.2%*). 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. Online assessment platforms of Essential Assessment and On-demand Assessment were utilized to target the learning needs of all students. While the academic results are quite pleasing, the school as a whole continued to work with families and students to develop the social, emotional and wellbeing aspects of the students, particularly important in such a challenging year (COVID-19). The delivery of a supportive, caring and nourishing 'Chaplaincy Program', combined with our SWPBS program, has ensured our school is working towards achieving positive mental health and relationships amongst our community. This is supported by the results of our school staff survey - in the area of 'School Climate' our school result of 81.2% compared favorably to the state average of 77.8%.

The school strategically works to enhance the capabilities of teachers through agreed whole school professional development activities and other options including Professional Learning Teams - these PLTs focus upon developing and embedding best practice in teaching high quality, research based Literacy and Numeracy pedagogy in particular, in and across all of our classrooms. As a school we reflect upon how we can improve and collectively achieve the best learning outcomes for all of our students. We are working purposefully and in teams to improve student outcomes and build teacher capabilities within all of our learning communities (Prep-Grade 6). Mathematics will be on ongoing focus into 2021 around embedding further the four proficiencies into our classroom teaching practices. Within Literacy the focus will be to further investigate best practices in writing.

*the percentage shows students at or above the expected level.

Engagement

Our students continue to be highly engaged, well behaved students who enjoy coming to school. A very positive learning environment exists across the school which is due to our caring, dedicated team of staff. The student attendance data at school is positive. We are pleased that the attendance rate per year level is above 90% for each cohort. All daily rolls continue to be marked by 9.15am and with the introduction of global messaging to parents occurring each day when a student is absent, parents more regularly log onto COMPASS to indicate the reason for the absence. Daily phone class are made to determine the nature of any unexplained student absences. This has collectively had a very positive impact on the number of unexplained absences. We constantly communicate with parents the importance of being at school and not arriving late, due to the impact it has on their child's learning.

However, some parents continue to take holidays during non-school holiday periods, which impacts on our overall absence data. Student non-attendance has been addressed through many avenues and teachers are aware of expectations and processes involved in non-attendance. In 2020 we continued to prioritise the use of the Instructional Model along with Learning Intentions and Success Criteria to enable teachers to assist students to more fully understand the purpose for their learning and how they can monitor their own progress towards their learning goals. Students are active participants in their own learning and our teachers offer a comprehensive and meaningful curriculum where students are encouraged to be competent learners, problem solvers and respectful global citizens. Our teachers continue to create a range of opportunities for their students to engage in classroom activities, they understand the importance of catering for the diverse learning needs of students. This was reflected during Remote Learning periods as well as within the on-site learning. Protected weekly PLT time fosters cohort ownership among teams and allows teaching teams to plan collaboratively based on student learning data. Teachers have had opportunities to develop their teaching practice through a range of professional learning opportunities by strategically using Professional Practice Days each school term. Our Student Voice continues to be amplified particularly through our whole school assemblies as these are significantly led by students. Opportunities for extra-curricular activities, although limited somewhat due to periods of lockdown, were still available for our students who enjoyed sporting events particularly within our school environment, Bike Education, Incursions and Excursions, Camps and a final Graduation Ceremony; all were highlights for our students in a challenging year.

Wellbeing

The wellbeing of all of our students continues to be of the highest priority in our school and the results (DET community surveying) indicate that we perform at or above the State school average and Similar school results, in all areas over a four year period. School Connectedness and Management of Bullying is at the same percentage of endorsement as the State level. This reflects that our students feel connected to their school and that bullying within the school is listened to, responded to and managed well. A proactive approach is taken in regard to welfare and behaviour. The SWPBS matrix for students, parents and staff is embedded in our daily routines. The school employs a Chaplain two days per week to support students and families in need. In relation to supporting student learning, selected students have individual education and behavioural plans which ensure that students are both supported and extended in their academic, social and behavioural goals. A differentiated curriculum is provided for all of our students, focusing on the relative growth in their learning. Throughout the year, we ran a number of successful workshops for our different cohorts of students, including the friendship program by the School Chaplain for our Grade 3 and 4 cohort, Milo Mindfulness sessions, Senior Café, and a Batforce facilitated program. Programs such as these help students to better understand different behaviours, how we can act towards one another, explored the themes of being a good friend, the power of body language and the effects of negative comments on others, along with how to stay safe on line through Cyber Safety sessions. Within the framework of SWPBS students build specific skills to effectively reflect the matrix expectations. Some of these skills and strategies encompass how to problem solve, develop solutions to challenging situations with friends and peers, and being more mindful of how actions can affect peers. Daily Mindfulness activities implemented across all classrooms also support the wellbeing of everyone. All grade levels have successfully implemented the 'Starting Right at Mano' term 1 program, which builds connections between students, teachers and the school, whilst setting the tone for a positive and collaborative start to the school year. Behavioural expectations are set and our school values of Respect, Safety and Responsibility are revisited as to what these behaviours and traits would look like and sound like in our classroom and also in the playground. We delivered a revised Kinder to Prep transition program due to the lockdown restrictions, as well as a Grade 6 - Year 7 program, using our strong links between our local kindergartens and secondary colleges. The Prep and Grade 5 Buddy program supports transition into and through the school. We work in partnership with our families to build strong, supportive relationships and this creates a sense of belonging and engagement. The provision of many interactive activities although slightly limited throughout this particular year, was maintained through online assemblies, regular communications using See Saw and Google classroom, along with onsite assemblies and performances such as the end of year concert – all collectively assisted to strengthen connections within and across our school community.

Financial performance and position

Manifold Heights Primary School received a total operating revenue of \$4,115,466 in 2020. There was a number of variations in revenue compared to 2019. The collection for Locally Raised Funds was decreased due to the impacts of COVID 19 and subsequent extended periods of remote learning. An increase in student numbers and additional

Government grants were provided for COVID19 cleaning, resulted in an overall increase in revenue of \$148,213. The school received \$4,680 from the Flagpole fund to install new flagpoles. Overall the school finished 2020 with a Net Operating Surplus was \$190,184. Due to periods of remote learning and the restrictions that were implemented, there were a number of budgets that were not expended by the end of 2020. Those funds have been carried forward into 2021. Equity funding was utilised to support enhanced online parent communications for remote learning, staff professional development around the Instructional Model and High Impact Teaching strategies in particular, driving our Professional Learning Teams and Teacher observation and coaching arrangements, contributing to SWPBS whole school implementation, Mindfulness program delivery and ICT whole school plan support.

For more detailed information regarding our school please visit our website at

<http://www.manifold.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 438 students were enrolled at this school in 2020, 228 female and 210 male.

5 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

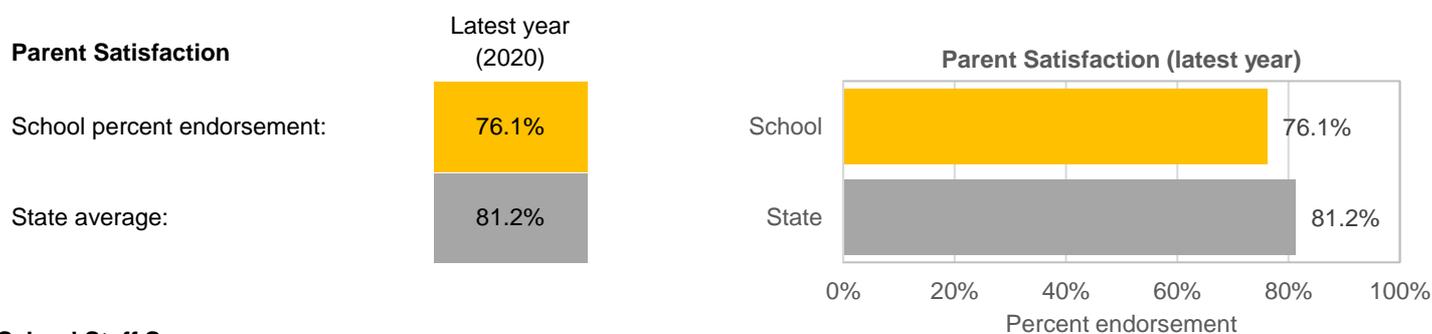
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

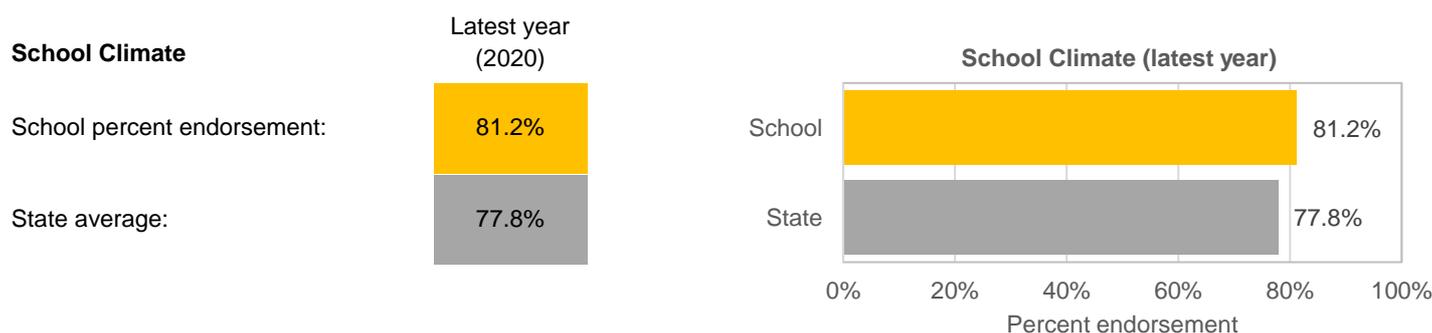


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

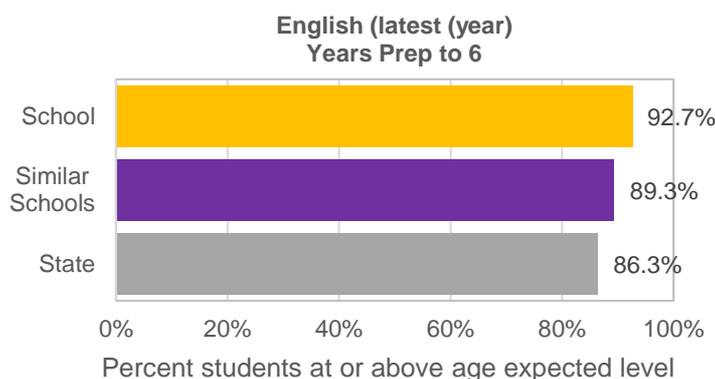
92.7%

Similar Schools average:

89.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

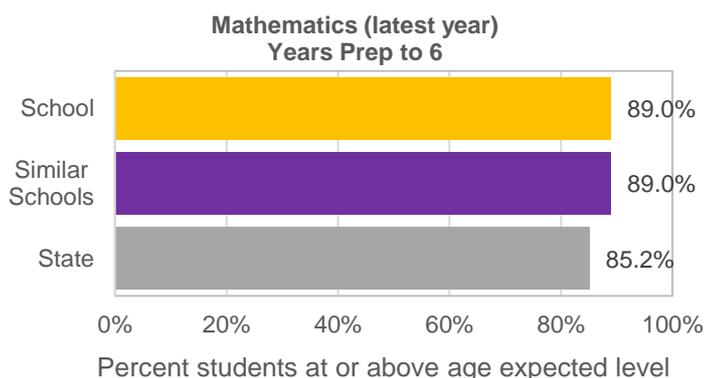
89.0%

Similar Schools average:

89.0%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

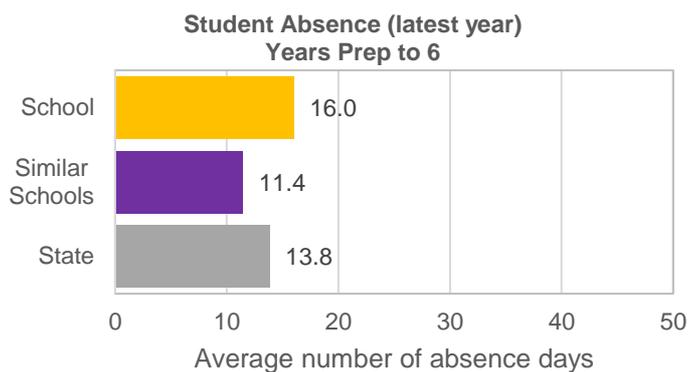
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.0	15.9
Similar Schools average:	11.4	14.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	92%	94%	91%	91%	90%	90%

WELLBEING

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

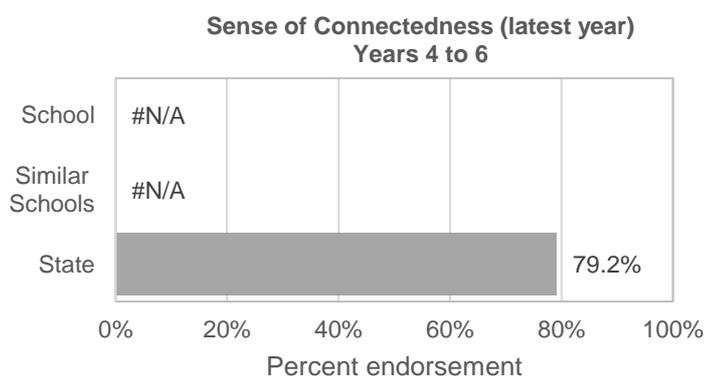
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	79.0%
Similar Schools average:	NDP	80.7%
State average:	79.2%	81.0%



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

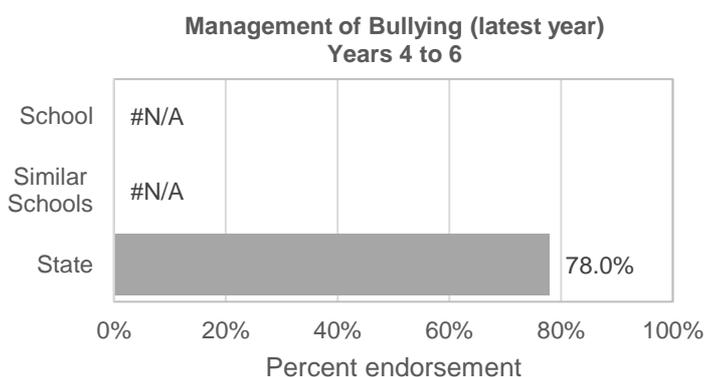
Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.0%
Similar Schools average:	NDP	81.6%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,415,651
Government Provided DET Grants	\$571,333
Government Grants Commonwealth	\$16,504
Government Grants State	NDA
Revenue Other	\$8,243
Locally Raised Funds	\$103,735
Capital Grants	NDA
Total Operating Revenue	\$4,115,466

Equity ¹	Actual
Equity (Social Disadvantage)	\$38,537
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$38,537

Expenditure	Actual
Student Resource Package ²	\$3,381,083
Adjustments	NDA
Books & Publications	\$8,669
Camps/Excursions/Activities	\$37,748
Communication Costs	\$7,547
Consumables	\$69,399
Miscellaneous Expense ³	\$15,552
Professional Development	\$7,234
Equipment/Maintenance/Hire	\$64,059
Property Services	\$98,333
Salaries & Allowances ⁴	\$144,070
Support Services	\$47,650
Trading & Fundraising	\$6,846
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$36
Utilities	\$37,057
Total Operating Expenditure	\$3,925,283
Net Operating Surplus/-Deficit	\$190,184
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$212,491
Official Account	\$16,680
Other Accounts	\$8,945
Total Funds Available	\$238,116

Financial Commitments	Actual
Operating Reserve	\$87,975
Other Recurrent Expenditure	\$14,584
Provision Accounts	NDA
Funds Received in Advance	\$21,708
School Based Programs	\$23,089
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$20,883
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$9,600
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$57,391
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$9,045
Total Financial Commitments	\$244,276

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.