

2021 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 2021 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 28 April 2022 at 09:17 AM by Christian Smith (Principal)

- This 2021 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 28 April 2022 at 03:03 PM by Madhu Subramaniam (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

At Manifold Heights Primary School, we are committed to a whole child approach to education by ensuring all students feel safe, valued and included, so that they can learn effectively and reach their full potential.

Manifold Heights Primary School is located in the suburb of Manifold Heights, within the City Of Greater Geelong.

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

The School motto is: Unleashing potential.

The school curriculum is based on the Victorian Curriculum, delivering strong academic achievement with a strong focus on Literacy and Numeracy. We use an integrated inquiry approach to curriculum planning that links curriculum content across different subjects in meaningful ways for our students. The school offers specialist programs in the Performing Arts, Visual Arts/LOTE (Indonesian), Science and PE. All students in Year 5 and 6 are involved in the Inter School Sports program.

Our school revolves around creating opportunities for excellence for each student. Our Year 6 graduates are effective learners, innovators and critical thinkers who are prepared for the challenges of secondary schooling. Our professional and caring staff continually strive to improve student outcomes by using evidenced-based teaching strategies to inform their practice. They provide individualised approaches to foster each student's academic and social development.

The 2021 school year commenced with an enrolment of 439 students, which has continued a positive growth trend over recent years (student enrolment in 2012 was 345).

A significant proportion of our 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 2021. 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 2021 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.

Our staffing profile is made up of 1 Principal, 1 Assistant Principal, 6 Team Leaders, 3 Learning Specialists, 28 teachers and 7 Education Support staff members. As the school is sought after as a place of employment, the school is in a fortunate position of having a well balanced staffing profile with a good mix of age, experience and gender.

Our School Council maintains a focus on strategic planning and policy development, together with support for fundraising and have an agreed process and criteria to ascertain the relevance and merit of targeted funding to projects.

Framework for Improving Student Outcomes (FISO)

Manifold Heights Primary School's Annual Implementation Plan (AIP) for 2021 outlined four Key Improvement Strategies (KIS) in alignment with the Department's Framework for Improving Student Outcomes (FISO). Addressing goals within our 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.

The four Key Improvement Strategies were:

- Implementation of a consistent approach to Structured Literacy approach across the school
- 6+1 Writing Traits to be further investigated and trialled
- Embedding of the four proficiencies in Numeracy: understanding, fluency, problem-solving and reasoning
- Further develop Student Voice, Agency and Leadership

Some of the associated AIP actions and professional development plans were modified due the transition into a Remote Learning program.

Achievement

Our Strategic Plan goal was for all students to make at least one year's growth for one year's learning in English and Mathematics, and to increase the percentage of students in the top two bands indicated through NAPLAN in Literacy and Numeracy.

In 2021, the school continued to work on its identified goal of maximising the learning growth for all students with a focus on Writing and Number and Algebra.

During the periods of remote learning, staff were able to utilise online resources for content delivery and assessment and consequently develop new ways of differentiating for our students. Students were provided with weekly check ins, supportive learning videos and structured lessons in Literacy and Numeracy. Students engaged in a Specialist Program each Friday where activities and evidence of completion of tasks were uploaded to SeeSaw.

Based on teacher judgement of student achievement, our percentage of students working at or above expected standards in English and Mathematics was comparable to similar schools and above the State average. Our Year 3 students performed above the 'State' mean in Numeracy. Students supported through the Program for Students with a Disability Program all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

The Tutor Learning Initiative was successfully implemented with all students demonstrating growth and achievement. Both tutors worked with students across the school.

Engagement

In 2021, there was a strong focus on student engagement and connection to school during the Remote and Flexible Learning periods. This included a focus on increasing communication to both students and parents and providing engaging learning programs and processes for students. This impacted positively on parent survey data with Parent Participation and Involvement at 71% and School Communication at 80%. Student data was also positive in response to Cognitive Engagement with 'effective teaching' 83% endorsement and 'attitudes to attendance' 83% endorsement. The school consolidated the total number of absence days for students and had a similar average to other network schools. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the weekly newsletter, reminders via Compass and at parent events and assemblies.

A range of opportunities for student voice and development of student agency continued to be nurtured along with the development of student leadership across the school. Students were also authentically engaged as stakeholders in the school review process via online forums and surveys. A high proportion of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. In future, our PLTs will focus on opportunities to continue building student agency in the classroom.

Wellbeing

In 2021, the school continued its strong culture of wellbeing and connectedness, as well as continuing its commitment to School Wide Positive Behavior Support (SWPBS) framework. We are proud of our programs that are in place to support students in building their kindness, excellence and respect despite the challenging circumstance. The Attitudes to School Survey, completed by all Year 4, 5 and 6 students, shows that students at Manifold Heights Primary School have similar perceptions of their 'connectedness' to school as their other similar state school counterparts. Transition within, into and out of the school is also prioritised to ensure all students are engaged and comfortable within their learning environment. The SWPBS approach is embedded throughout the school and is highly valued by our community. Students are also part of the 'Starting Right' program at the beginning of each year, which incorporates our school values and agreements to set a healthy learning environment with a focus on Personal and Social Capability. Care and attention was provided to students who required additional support during Remote and Flexible learning and during the transition back to onsite attendance. Although a high percentage of students gave positive responses in all areas when compared to similar schools, we will continue to focus on 'Student Voice and Agency' and 'Respect for Diversity'.

The parent survey is positive in regard to student safety, which demonstrates children feel safe at school.

Finance performance and position

Manifold Heights Primary School received a total operating revenue of \$3,937,696 in 2021. Budgets were carefully developed in consultation with the staff and the school council.

There was a number of variations in revenue compared to 2020. 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. Overall the school finished 2021 with a Net Operating Surplus was \$90,802. 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 2021. Those funds have been carried forward into 2022. Equity funding was utilised to support enhanced online parent communications for remote learning.

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 440 students were enrolled at this school in 2021, 221 female and 219 male.

4 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).

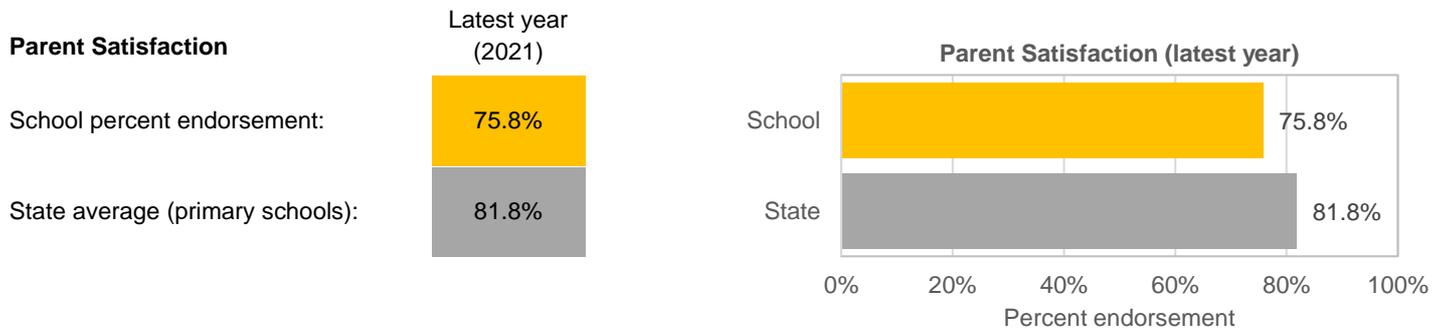
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

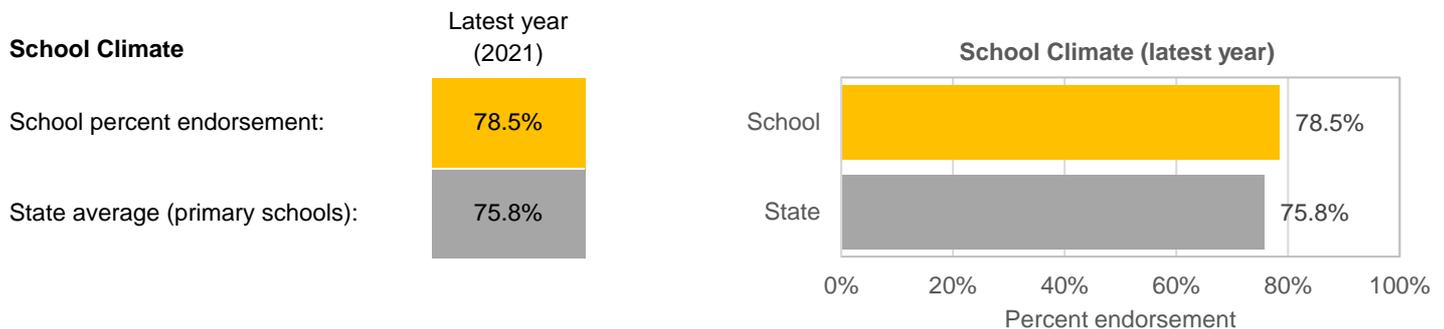


School Staff Survey

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

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

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



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
(2021)

School percent of students at or above age expected standards:

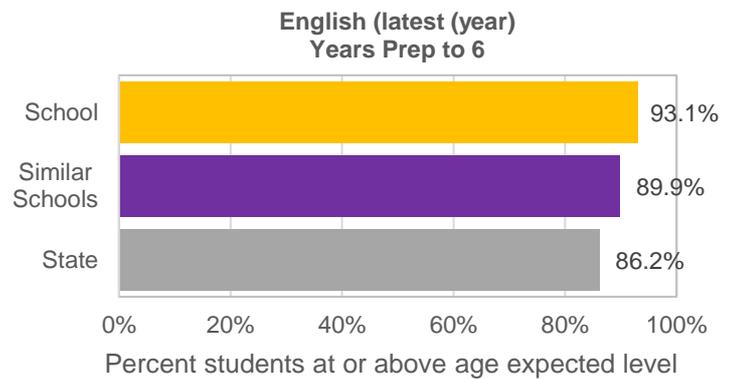
93.1%

Similar Schools average:

89.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

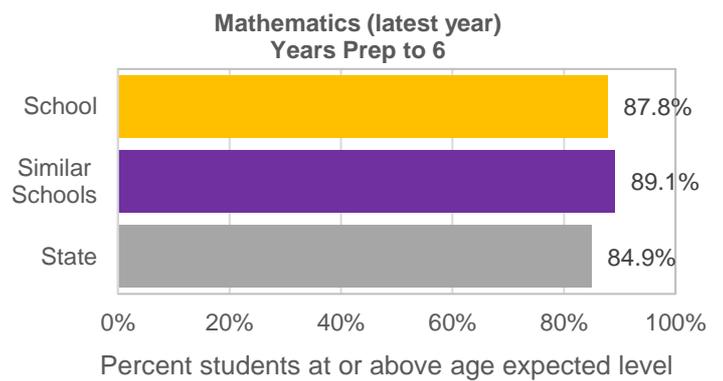
87.8%

Similar Schools average:

89.1%

State average:

84.9%



ACHIEVEMENT (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.

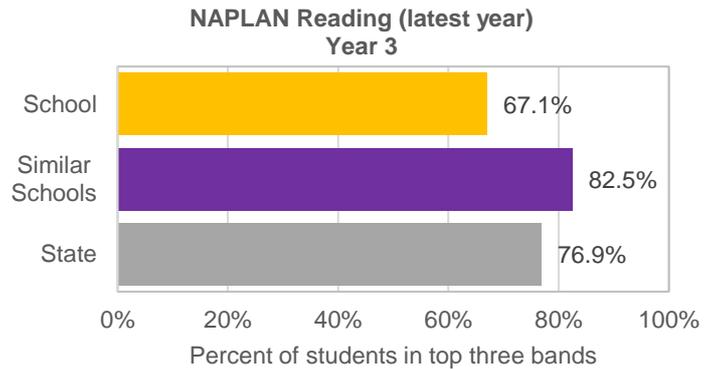
NAPLAN

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 2018, 2019 and 2021 data.

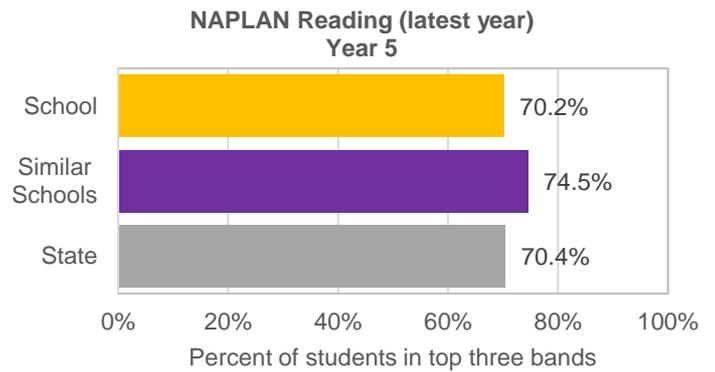
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.1%	70.9%
Similar Schools average:	82.5%	81.9%
State average:	76.9%	76.5%



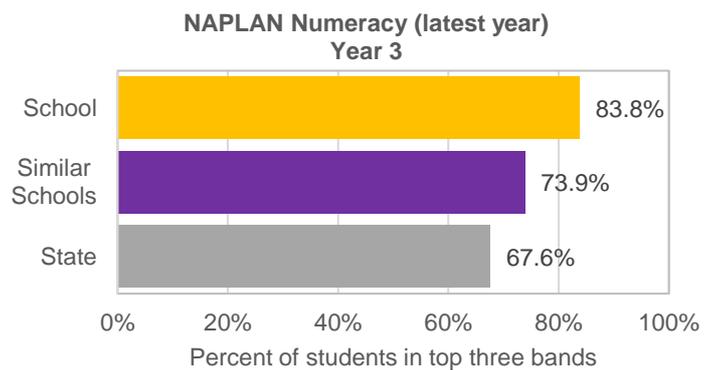
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.2%	71.8%
Similar Schools average:	74.5%	72.1%
State average:	70.4%	67.7%



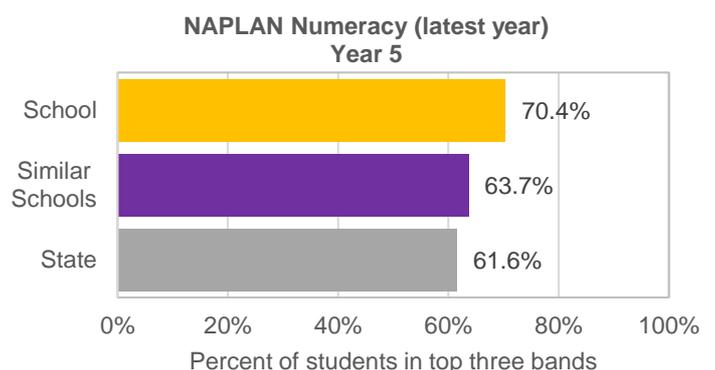
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.8%	74.3%
Similar Schools average:	73.9%	75.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.4%	58.7%
Similar Schools average:	63.7%	62.1%
State average:	61.6%	60.0%



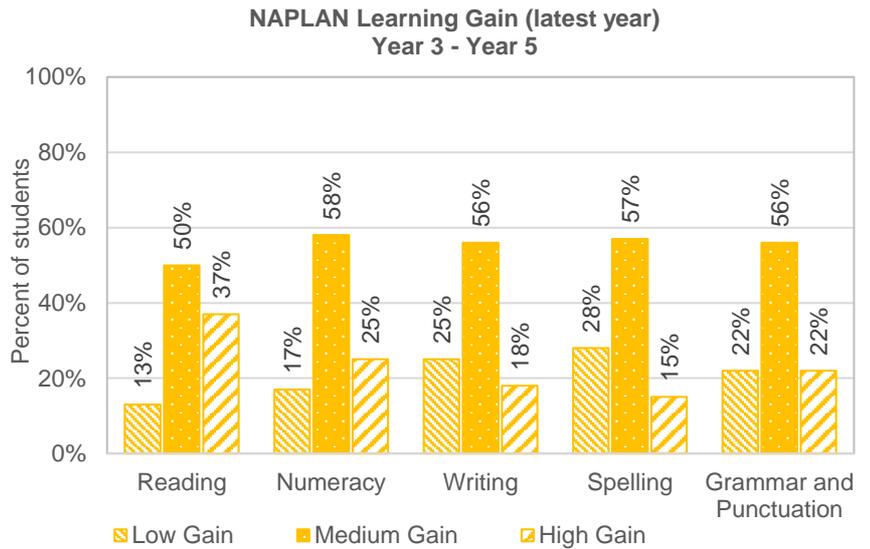
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	13%	50%	37%	22%
Numeracy:	17%	58%	25%	18%
Writing:	25%	56%	18%	21%
Spelling:	28%	57%	15%	21%
Grammar and Punctuation:	22%	56%	22%	21%



ENGAGEMENT

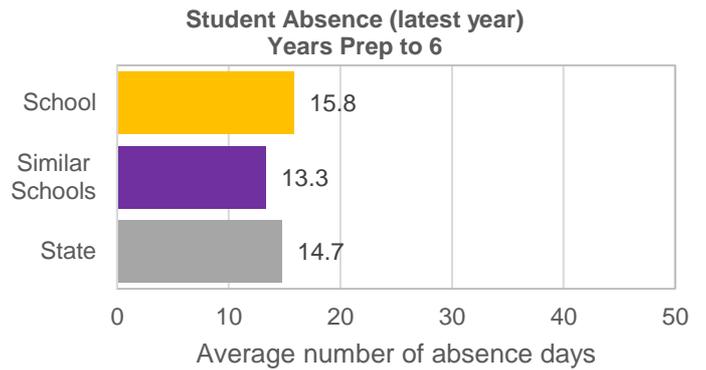
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.8	15.9
Similar Schools average:	13.3	13.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	94%	91%	93%	92%	90%	90%

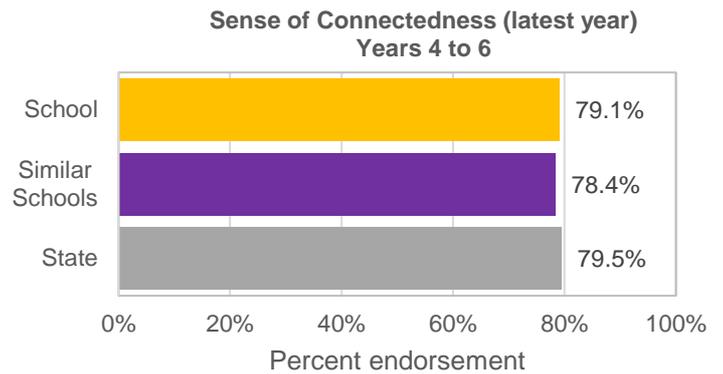
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.1%	79.4%
Similar Schools average:	78.4%	79.7%
State average:	79.5%	80.4%

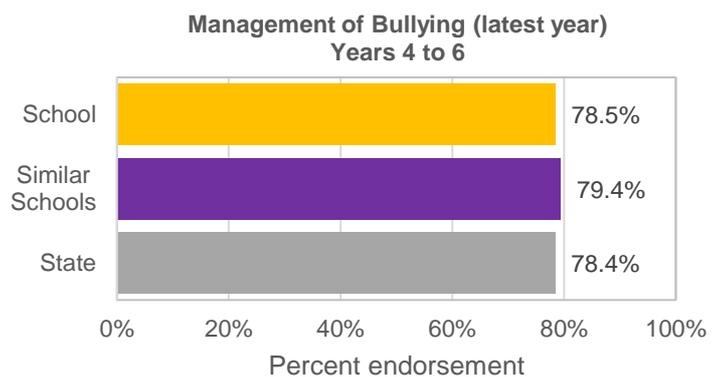


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.5%	77.4%
Similar Schools average:	79.4%	80.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,423,656
Government Provided DET Grants	\$549,272
Government Grants Commonwealth	\$9,799
Government Grants State	\$0
Revenue Other	\$15,801
Locally Raised Funds	\$165,938
Capital Grants	\$0
Total Operating Revenue	\$4,164,466

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,736
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$36,736

Expenditure	Actual
Student Resource Package ²	\$3,334,414
Adjustments	\$0
Books & Publications	\$5,552
Camps/Excursions/Activities	\$76,647
Communication Costs	\$7,095
Consumables	\$93,112
Miscellaneous Expense ³	\$7,139
Professional Development	\$11,141
Equipment/Maintenance/Hire	\$54,437
Property Services	\$134,850
Salaries & Allowances ⁴	\$236,053
Support Services	\$55,868
Trading & Fundraising	\$10,658
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,113
Total Operating Expenditure	\$4,066,078
Net Operating Surplus/-Deficit	\$98,388
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$208,422
Official Account	\$10,602
Other Accounts	\$12,270
Total Funds Available	\$231,294

Financial Commitments	Actual
Operating Reserve	\$116,001
Other Recurrent Expenditure	\$16,001
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$23,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,600
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$57,400
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$9,100
Total Financial Commitments	\$252,602

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.