

2021 Annual Report to The School Community



School Name: Mornington Primary School (2033)



- 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 05 April 2022 at 12:33 PM by Susan Mattingley (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 06 April 2022 at 04:06 PM by Mick Russell (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

The Morningson Primary School vision; 'Inspiring a passion for learning and personal excellence, whilst preparing students to be globally responsible citizens' reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our children will be well-placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential, through their actions, to make the world a better place.

As an International Baccalaureate World School, authorised to teach the Primary Years Program (PYP), we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills. The 'learner profile' of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a 'class vision' and an 'essential agreement' that reflect a positive learning culture for our school. Our students are encouraged to be reflective individuals and personal development is an important aspect of our curriculum. This is particularly evident in our 'programme of inquiry' that encourages a guided inquiry approach to learning through a 'concept-driven' curriculum and challenges students to understand how the world works, consider the important issues we face and 'take action' to make a positive impact.

Our teaching philosophy continues to reflect a more guided inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. By teaching through an inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning. Giving them a better understanding of their own learning, emotional capacities, social development and meta-cognition is essential to developing well-rounded individuals. These are reflected in the approaches to learning in the PYP: thinking skills, social skills, communication skills, self-management skills and research skills.

Students have opportunities in the areas of physical education, STEAM (Science, Technology, Engineering, Art and Mathematics), performing arts, ICT and French language & culture. Involvement in choir, instrumental music, Energy Breakthrough, school production and clubs further broadens opportunities for our students to connect with the school community and build relationships with like-minded peers. Unfortunately in 2021, some of these activities were unable to be held due to COVID-19 restrictions and the transition to remote home learning at various times throughout the year. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship. These opportunities will help students develop a broad range of interests, some of which may become life-long passions.

Building partnerships with parents and caregivers is a vital aspect of developing positive home-school partnerships. It is with this in mind that we encourage parents and caregivers to be involved in a wide variety of school contexts. These range from assisting with learning in the classroom, listening to students read, joining in on incursions and excursions, attending school camps, working as part of our Energy Breakthrough or Production teams, being a part of Parents and Friends or joining School Council. During the COVID-19 remote home learning periods in 2021, relationships and connections between staff and families was further extended and it is something on which the school is keen to further build.

In 2021 Morningson Primary School had 507 students in 21 classes. Our Preps were in single year level classes, however from Year 1 onward, students are in multi-age classes: Year 1 and 2 are together, Years 3 and 4 are together, as are Years 5 and 6. Morningson Primary School has an extremely dedicated staff which in 2021 comprised of 26 classroom teachers, five specialist teachers, three part-time tutors and eight classroom based education support staff, three administration staff, three out of hours school care staff and two Principal class staff members. In 2021 the school had a full time equivalent of 36.16 teachers, 1.35 tutors and 9.21 education support staff, none of which were Aboriginal or Torres Strait Islander. All students at Morningson Primary School work towards the learning outcomes in the Victorian Curriculum at their own level and participate in the International Baccalaureate Primary Years program, including any students from overseas.

As for so many schools around Victoria, 2021 was a challenging year, where parts of each term, and the majority of term 3 were remote home learning. During these time, our school was able to provide onsite schooling for the children of essential workers, some children with disabilities and children at risk. On most days we had between 50 - 100 students attending onsite, with all other students learning from home. Staff were required to quickly transition the curriculum online, which although challenging, saw creativity, ICT skills, staff collaboration, individual feedback and personalised learning flourish. In 2021 we were able to move quickly to online teaching through Webex each time a lockdown was announced. We continued to offer a device free day each week in order to assist with student and family wellbeing.

Once again our school is proud of the way in which remote home learning was managed and believe we did everything possible to support students and their families throughout this time. It was wonderful to have all of the students progressively return in term four.

Throughout the year we employed three tutors who assisted a large number of students in different ways throughout the year. Literacy and Mathematics support was provided to students who had not made the expected gains the previous year, students working below the expected level and to students who required extension.

Mornington Primary School is able to accept enrolments from overseas students who have a visa, or whose parents have a visa, which allows them to study in Australia. Any international students participate in the same curriculum program as other students, including the specialist program and the International Baccalaureate Primary Years Program.

With a clear purpose, a culture of continuous improvement and a desire to build positive home-school partnerships, our school will continue to provide a comprehensive education for all our students and support our school families wherever possible.

Framework for Improving Student Outcomes (FISO)

The key improvement strategies and goals which the school was working towards were;

- 1 Learning, catch-up and extension priority - To improve student learning outcomes in Numeracy across the school
- 2 Happy, active and healthy kids priority - To improve student voice, agency and leadership across the school
- 3 Connected schools priority - To continue improving home-school partnerships

Mornington Primary School was able to deliver on some of the Key Improvement strategies for 2021 despite statewide lockdowns throughout the year.

Improving Mathematics outcomes across the school was our main curriculum goal in 2021. Providing extra planning time for staff year level teams to look at Mathematics data and plan differentiated, point-of-need learning began in term two, however this was severely impacted in term three and beyond due to COVID-19 related lockdowns. Each fortnight, staff planned in year level teams. All staff were in the same area when undertaking this work to enable assistance to be given by the Maths learning specialist and mod leaders, which was particularly useful for staff planning learning for students or cohorts who were working above or below their expected level.

The Maths learning specialist created a place on the school OneDrive that contains planning documents for each mod. There is an overall scope and sequence detailing a central idea, lines of inquiry, PYP conceptual understandings and student understandings required and these are linked to the growth points for Mathematics. Also included are the Victorian Curriculum outcomes for each level of Mathematics. Planners have been created for P-3, 2-5 and 4-7, enabling teachers to be aware of student needs above and below the expected curriculum level. Documentation on the OneDrive includes specific learning tasks to teach for understanding, problem solving and reasoning tasks and professional readings. Staff pre and post survey results indicated they believed the limited work they had done throughout the year improved their confidence to teach maths to some extent and supported their planning for

differentiation.

Morningson Primary School implemented a small group tutoring program in 2021 using the funding allocated by the Department of Education and Training (DET). Tutoring was designed to target students who had not made 12 months growth last year and had been expected to make 12 months growth. In February the school appointed three experienced teachers as tutors. PAT data and teacher judgement data was used to select students to be in the tutoring program. In term 1, 96 students started on the program. The program was designed to run in five week blocks, with assessments being carried out at the end of each block. Out tutors undertook training through the DET tutor portal and ARC (Access. Resource. Collaborate.) and the tutor co-ordinator also spent time with a DET data coach to seek advice as to the best timing of assessments and the most suitable assessments. Assessments which were being used at the end of each cycle include teacher checklists, assessments from DET Digital Assessment Library and short cycle assessments from DET as well as short student rubrics which measure confidence and enjoyment. Many students moved off the program (approximately 60 by the end of term 1) and others moved onto the program throughout the year. In total, 205 different MPS students received direct support via the tutoring initiative program in 2021.

One of the very pleasing early results in our tutoring initiative was the number of students who only needed a short cycle of tutoring to 'catch-up' to where they were expected to be at the end of 2020. In the first tutoring cycle in Mod 2, eight students out of twenty nine did not need to continue with the program as they were working at the level at which we had expected them to be. In Mod 3, twenty six students out of thirty two did not need to continue with the program as they were working at the level at which we had expected them to be. In Mod 4, twenty four students out of thirty two did not need to continue with the program as they were working at the level at which we had expected them to be. A vast number of these students were not working below the expected level, but just required some targeted support over six weeks to 'catch them up". The fact that fifty eight students were able to be supported in this way is a credit to the tutoring program team and classroom teachers. Similar results can be seen at the end of the next cycle as some students stayed on the program and new students joined. In Mod 2, thirteen out of twenty three exited the program after the second cycle, in Mod 3 twenty six out of thirty and in Mod 4 twenty five out of thirty to exited the program.

Every student in the tutoring program showed progress, some more than others. It is not possible to summarise all outcomes as each individual child had their own Individual Learning Plan (IEP) with their own personal goals on them.

Goals 2 and 3 will be discussed in greater detail in the following sections.

Achievement

One of the school aims for 2021, under the Learning, catch-up and extension priority was to improve student learning outcomes in Numeracy across the school.

The results we received from NAPLAN 2021 show that although our school is performing relatively well, when looking at the percentage of students achieving in the top two bands compared to similar schools, we are still not achieving the growth we would like to see. In 2021 47% of our Grade 3 students were in the top 2 NAPLAN bands compared to 41% for similar schools, and 28% of Grade 5 students were in the top 2 bands compared to 29% in similar schools. However when looking at growth, we are 7% behind similar schools when comparing Grade 3 to Grade 5 growth from 2019 to 2021. Pleasingly, for our 2019 Grade 5 students who moved to a government secondary college in 2021 and sat NAPLAN, 17% more of them recorder high growth compared to the state; 40% compared to 23%.

A further Mathematics goal in 2021 was for at least 20% of students in Years 1-6 to be achieving a stanine of 7-9 by the end of the year using Maths PAT testing.

In 2021 the end of year PAT Maths testing our school showed the following for stanine 7-9; Prep - 26% , Grade 1 - 31%, Grade 2 17% , Grade 3 - 20%, Grade 4 15%, Grade 5 23% and Grade 6 15%. The 2021 whole school average for students achieving a stanine 7-9 was 24.5%.

Another of the key outcomes for the Mathematics priority for 2021 was to improve staff confidence in planning for and

teaching Maths, including becoming more confident and able to differentiate for students working below, above and at the expected levels. An initial staff survey was undertaken and then repeated at the end of the year. Despite COVID-19 related lockdowns throughout part of term 1, most of third term and part of term 4 the results in all areas improved; some areas showing a large improvement while others were less significant.

As part of the 2021 connected schools priority, our goal was to continue improving home-school partnerships. The School Improvement Team (SIT) planned to carry out a number of parent information sessions online in order to connect families with their child's education - in all areas of the curriculum. As we were unable to hold our planned Mod information sessions early in the year in person due to lock down number 3, each team created an online version which was made available to all families. Our Literacy Learning Specialist also filmed a very detailed information session based on how children learn to read, what we do at school and what parents can do to assist their child at home. This was sent to all families from our junior school and included information about Little Learners Love Literacy, decodable texts and The Science of Reading. Our International Baccalaureate Primary Years co-ordinator held an online session for all school families which included information about how we believe children best learn, our units of inquiry, the learner profile and approaches to learning and our 2021 IB PYP evaluation. Two further online sessions were held later in the year to support the Grade 6 IB PYP Exhibition. Our Maths learning specialist held an online session for all Foundation families based on how we teach Maths, why we teach like we do, and how parents/caregivers can assist their children at home. We also held and filmed two prospective parent information sessions which were attended by parents online and were sent out to any parents unable to attend at the time. Using Webex and Zoom throughout the year allowed us to make school information (and hence connection) more accessible to more families. Filming sessions, or holding them at night meant that working families were able to access school information and view it at a time which suited them. It also allowed parents who may not feel comfortable to come to an in person session, to attend online and access the information. Using the chat function in Webex and Zoom also allowed parents to ask questions which they may not have asked in person. Another positive in using the online forums was that parents throughout the school were able to see and meet staff who they may not otherwise come across on a day to day basis, giving them a greater connection to the school.

As new Prep parents were unable to undertake school tours the previous year and had far less access to school (physically) than previous parents, we made a concerted effort to ensure that there were ways for them to connect each term. In term one, a family picnic night was held where families could come along, enjoy some Harmony Day activities, enjoy free coffee and cake and meet teachers and other families in a casual atmosphere. In term 2 a Prep 'Kaboom Sports' activity was planned for families, however unfortunately, this had to be cancelled due to another lockdown and was not held until term 4.

Teams across the school continued to send out detailed newsletters with a focus on what was happening in the curriculum at the time and how parents and caregivers could assist.

In 2021 the junior school continued to use Seesaw for both further curriculum delivery during lockdown number 4 and for student portfolios. Using SeeSaw for portfolios meant that parents and caregivers were able to see in real time, the learning tasks, learning goals and feedback students receive, whilst also allowing for student voice as students selected what was uploaded. Senior and middle team classes continued their use of Microsoft OneDrive as a way to connect families to the curriculum. Staff were able to upload learning tasks and resources which students were able to access at home and which parents and caregivers were also able to access.

The results of the 2021 parent opinion survey show that 85% of respondents were positive about school communication, compared to 84% for similar schools. Respondents recorded 74% positive responses in relation to teacher communication compared to 71% for similar schools. Some parents did not have positive responses so the school will continue to challenge ourselves to keep improving in this area.

Engagement

A number of our students responded very well to the agency provided in their remote home learning learning, whilst other students and their families struggled. Some parents and caregivers found it particularly difficult to juggle remote home learning for students and the demands of their own employment whilst working from home.

Morningson Primary School records student attendance twice per day. Attendance is recorded by either the classroom teacher, or specialist teacher, at the start of the school day, and before students leave the classroom for lunchtime, using Compass.

When a student has three days of unexplained absences, the class teacher will contact the parent/caregiver to check the student's wellbeing and offer school support if appropriate. This process continued throughout 2021 during onsite and remote home learning.

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Morningson Primary School will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, which may include:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant student wellbeing staff

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required. There was a small number of students in 2021, who required additional, intensive support to remain connected to their learning, both while onsite and during remote home learning.

Once the school believes it has exhausted strategies for addressing a student's unsatisfactory attendance, in accordance with the School Attendance Guidelines, students are referred to the School Attendance Officer in the South East Regional Office for further action.

In 2021, 15% of our students had more than 20 days absence, compared to 18% for similar schools and 22% for the state. In 2021 the average number of absences per student was 12.2, which was slightly higher than in 2020, but significantly lower than 2019 when it was 15.5 days.

To support student engagement during the transition back to onsite learning, our school had a significant focus on student wellbeing in term 4 2021. This consisted of re-visiting our Respectful Relationships, Positive Classroom Culture program in each classroom. This allowed students to have a voice in their classroom vision, code of co-operation and consequences. Staff were also conscious that they needed to allow time for students to re-develop their stamina in things as concentrating, listening, sharing and taking turns. Although staff were keen to formally assess students as they returned to school, the school made a deliberate decision to delay this as long as possible in order to welcome students back to school without immediately putting them through formal testing routines. Many fun events were planned and implemented in term 4 such as Kaboom sports days, at school camp activities, swimming programs, water safety programs, graduation and transition activities.

The student attitudes to school survey showed that in general our students reported very similar responses to similar schools in areas of connectedness and concern. Our students, like similar schools showed a 79% positive response to feeling a sense of connectedness and an 89% positive response to feeling a sense of inclusion. Our students had a 69% positive response to student voice and agency compared to 68% for similar schools and a 77% positive response to teacher concern compared to 75% for similar schools. 84% of our students reported a positive response to feeling like their learning was stimulating, compared to 79% for similar schools.

Student Leadership has been identified by our school review and our International Baccalaureate Primary Years Programme evaluation as being an area for growth. Due to our 2021 International Baccalaureate Primary Years Programme self-evaluation which took place in the first half of this year, it was planned to begin the work around student leadership in the second half of this year. Unfortunately, due to the term three lockdown, we only began the process in term 4, however the enthusiastic team of interested staff have used the SPOT initial evaluation and Amplify online tools to evaluate student leadership at MPS using a continuum. The team has used the Amplify tools to build a shared understanding of student leadership and develop key questions. This included watching videos of student leadership models at other schools

Wellbeing

The health and wellbeing of our students continued to be prioritised in 2021. A number of families and their children struggled with continued lockdowns, particularly families where parents were trying to work from home and assist their child/ren with remote home learning.

The school had a Welfare and Wellbeing team coordinated by the Assistant Principal and included a Student Support Services (SSS) key contact person and the school wellbeing support person. The Assistant Principal met fortnightly with the SSS key contact person, and a number of times throughout the school week with the wellbeing support staff member to review and discuss strategies to support specific needs of individual students and their families.

Members of this team conduct a range of student assessments and assist in the creation of Safety Plans and Behaviour Management Plans to support students with very specific needs and to meet with and provide support to parents/caregivers.

The Welfare and Wellbeing team often link individual students and their parents to a range of community services and organisations such as Peninsula Health Paediatric Outreach Service, Orange Door, Good Shepherd, Anglicare, Changing Futures, the Salvation Army and OutLook.

Through liaising with the Salvation Army and local church groups, the school has developed an extensive mentoring program where students from grades 1 - 6 are partnered with a caring adult who meets with them for one hour every week of the school year. During 2021 this program, along with many other school programs needed to be cancelled due to COVID-19 restrictions.

Positive thinking and behaviour is promoted through infusion of the PYP learner profiles and attitudes throughout the curriculum, daily classroom interactions and is formally celebrated with weekly playground and Shooting Star awards and termly citizenship awards across all age groups. Again, during COVID-19 related remote home learning, the playground awards and Citizen of the Term awards were postponed, although the Shooting Star awards continued to be presented each week.

Whilst we began the year with our welfare and wellbeing teams and processes in place, functioning as outlined above, the delivery of our health and wellbeing supports were extensively modified during the periods of remote learning. Throughout the year changes were made according to the COVID restrictions in place at the time and it is anticipated that this will continue to happen into 2022.

Students were given choice of a wide range of wellbeing sessions and activities that were included daily in the remote learning tasks of every grade level. Teaching staff were provided with weekly wellbeing, meditation and mindful resources from the Institute of Positive Education and were able to access DET resources such as wellbeing webinars and online fitness activities.

Throughout the year, our school worked hard to continue to connect with our school families, help them engage with their children's learning, maintain their wellbeing and that of their children and enable them to continue to assist their children both at school and throughout remote home learning. All staff are now sending and receiving more emails from parents than in the past in relation to student learning and support.

In the first part of the year we held a number of online forums and information sessions to inform and support families. There were sessions on how to assist children with their reading, and how we are now using Little Learners Love Literacy as our approach to systematic synthetic phonics. As part of our International Baccalaureate Primary Years Programme Evaluation, a number of parent and School Council information sessions and forums were held throughout the year, both to provide information and to seek feedback. Parent feedback to the external IB evaluators said they felt connected to the school and children's education.

Mods across the school continue to use Seesaw and Trello as platforms to create student portfolios, additional learning opportunities and tasks for students who are not able to attend school for a period of time.

We believe we were pro-active in setting up an online platform of activities to support families who may have had

children who had to isolate - this meant that families were supported as soon as they were staying away from school rather than waiting.

In 2021 year we received 34 parent survey responses from over 80 which were sent out - 30% of responses were from Foundation and Grade 1 families - both of whom have had very little opportunity to come into our school over the past two years. On the survey, positive response to parent participation and involvement was 68% this year, down from 81% in 2020 - we assume this is because parents have not been able to come into classrooms to help, listen to read, help with learning activities, go on excursions or camps, even though most were probably much more involved with their child's day to day learning.

The parent opinion survey showed that the parents who responded were generally happy with the schools communication channels, showing a 94% positive response to the question "I am able to get the information I need through the school's regular communication channels" and an 82% positive response to the question "There is effective communication between the teachers and parents at this school". It is anticipated that the communication strategies we have implemented such as regular Compass posts, regular curriculum related Mod newsletters, teacher emails, SeeSaw and Trello boards will all continue to be used into the future at Morningson Primary School.

This year our transition for new students next year has been a mix of online and in person sessions. We conducted multiple online parent information sessions with new parents, which were very well attended. Students also had an online session, before being able to attend three on site transition sessions. Grade 6 students were able to attend face-to-face transition sessions at their secondary schools in term 4.

Finance performance and position

In 2021, the school budget recorded a slight deficit of \$14,739. The main reason for this was that we had anticipated being able to raise \$21,000 through local fundraising. Due to COVID restrictions and lockdowns a number of our planned fundraising events were not able to be held and the school was only able to raise just over \$9,000 in fundraising through a Mother's Day stall and end of year raffle. The shade sails over the junior playground which all of the fundraising was targeted at, was still installed as it was seen as essential item for student safety. Slightly more money was unexpectedly spent in the areas of gas (mains) and refuse and garbage - indicating that these areas may need to have their budgets increased in the future.

In 2021, School Council entered into a new canteen contract which was awarded through a public tender, merit based process - this is a three year contract with the option for School Council to increase it for a further two years.

Equity funding was received in 2021 in the amount of \$58,612. This money was used to run our literacy and numeracy support programs and to employ our student wellbeing officer, who is able to support students and families across the school.

As our school runs our own Out of Hours School Care Program, we were able to receive some additional Commonwealth Government Grants to supplement our Out of School Hours Care program, as COVID-19 restrictions had an effect on the number of OHSC enrolments and payments, particularly during term 3 and part of term 4. The extra Commonwealth payments which were based on 'normal' OHSC enrolments, ensured the program was able to cover its costs in 2021.

For more detailed information regarding our school please visit our website at
<https://morningsonps.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 509 students were enrolled at this school in 2021, 263 female and 246 male.

1 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).

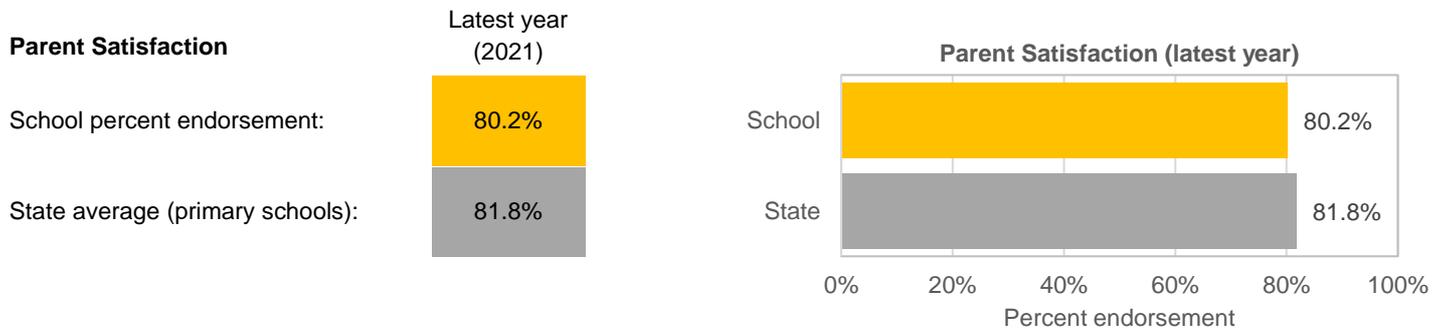
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

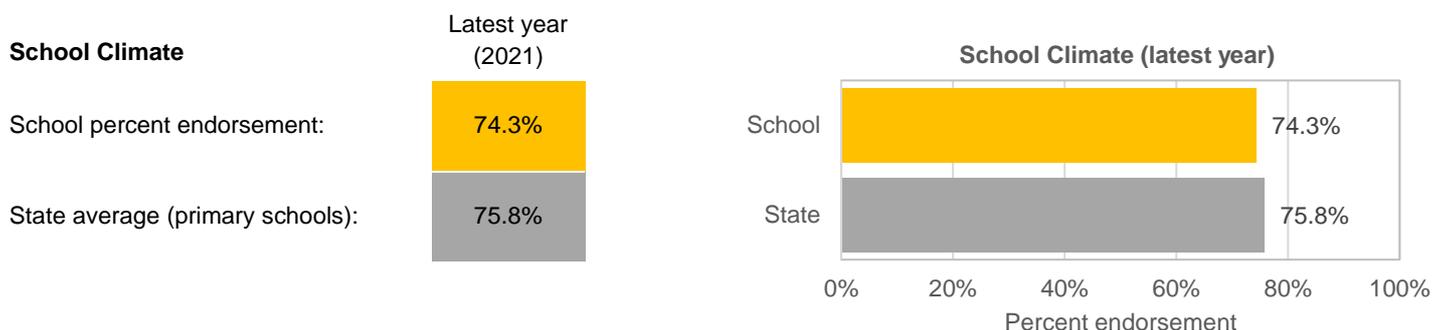


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

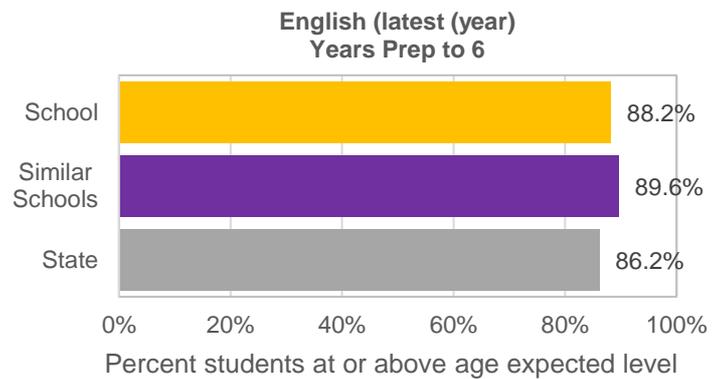
88.2%

Similar Schools average:

89.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

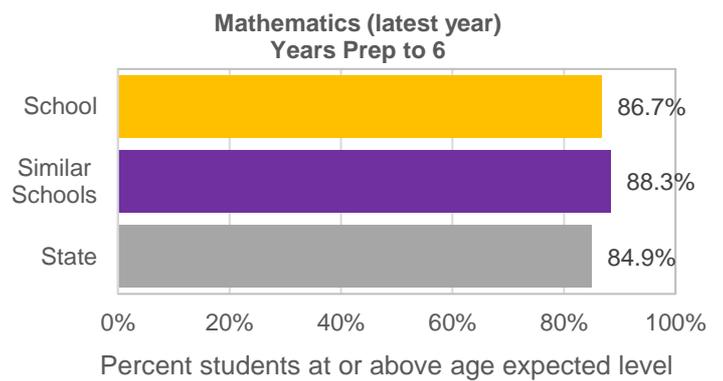
86.7%

Similar Schools average:

88.3%

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.

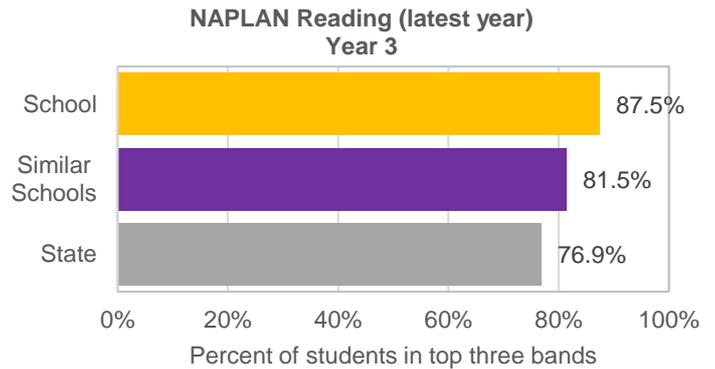
NAPLAN

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.

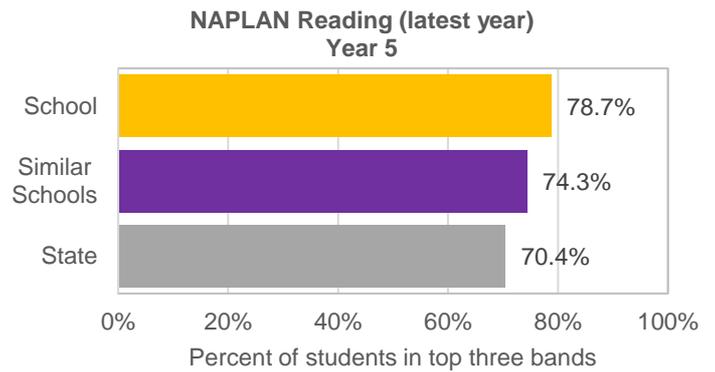
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	88.4%
Similar Schools average:	81.5%	80.9%
State average:	76.9%	76.5%



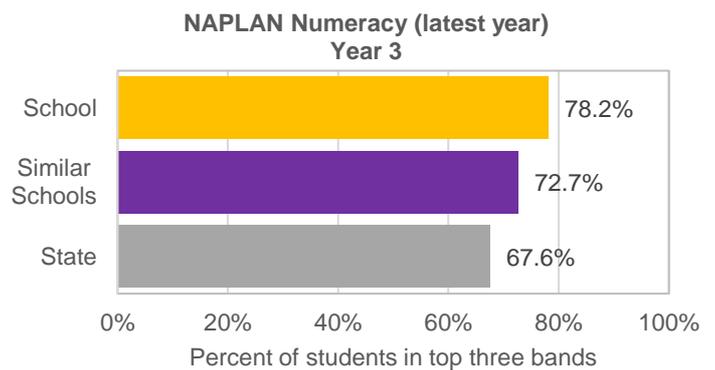
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.7%	78.2%
Similar Schools average:	74.3%	71.9%
State average:	70.4%	67.7%



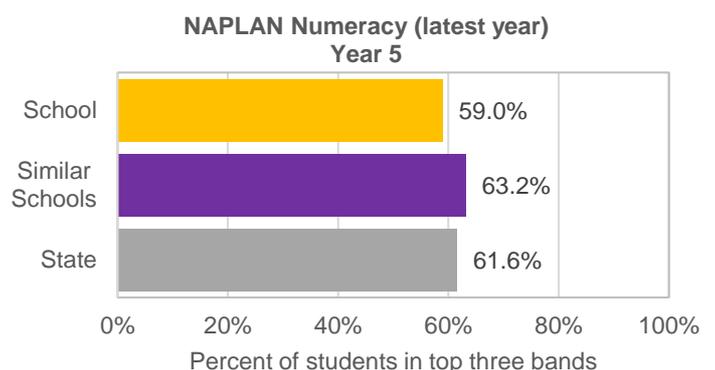
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.2%	77.0%
Similar Schools average:	72.7%	74.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.0%	56.3%
Similar Schools average:	63.2%	62.0%
State average:	61.6%	60.0%



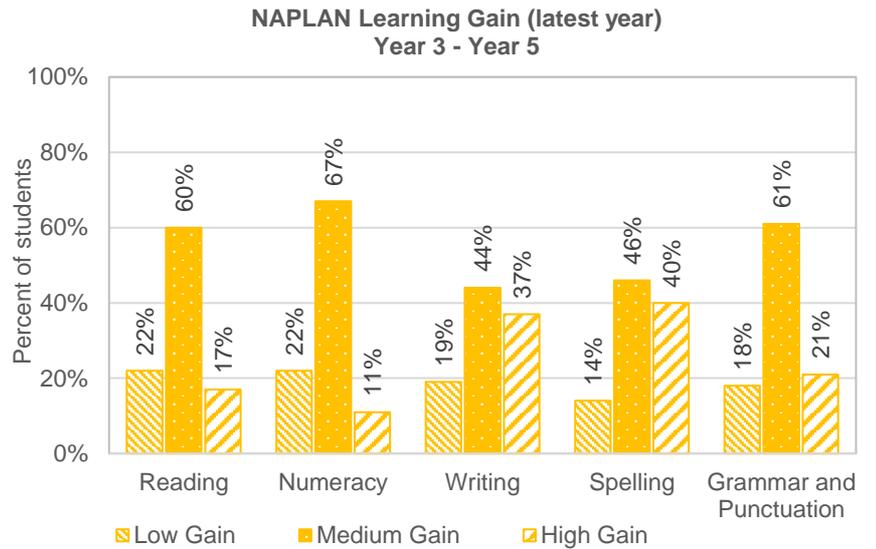
ACHIEVEMENT (continued)

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:	22%	60%	17%	22%
Numeracy:	22%	67%	11%	18%
Writing:	19%	44%	37%	20%
Spelling:	14%	46%	40%	19%
Grammar and Punctuation:	18%	61%	21%	20%



ENGAGEMENT

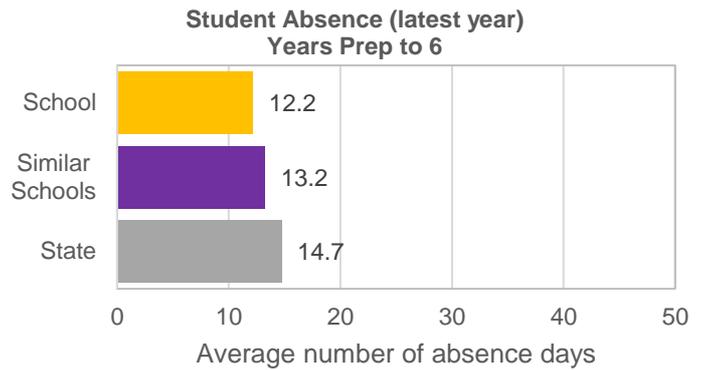
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.2	13.1
Similar Schools average:	13.2	13.7
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):	94%	94%	95%	95%	92%	94%	92%

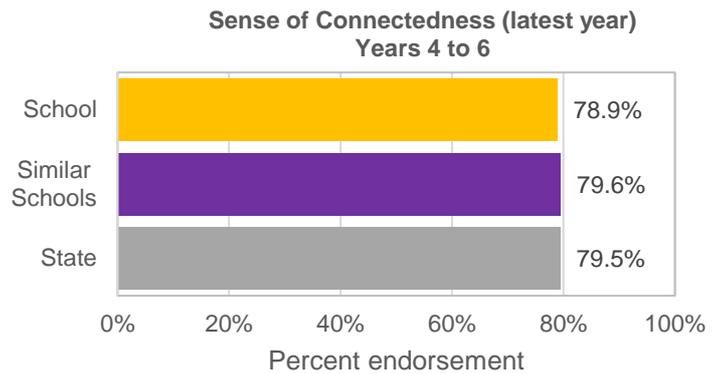
WELLBEING

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:	78.9%	80.7%
Similar Schools average:	79.6%	80.8%
State average:	79.5%	80.4%

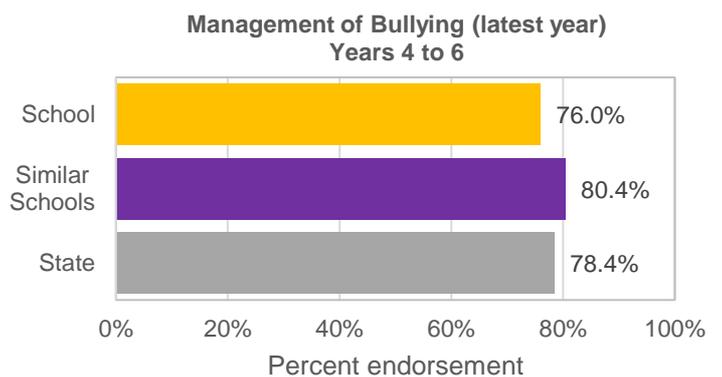


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	76.0%	77.4%
Similar Schools average:	80.4%	81.8%
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	\$4,233,951
Government Provided DET Grants	\$335,857
Government Grants Commonwealth	\$137,737
Government Grants State	\$0
Revenue Other	\$8,420
Locally Raised Funds	\$300,600
Capital Grants	\$0
Total Operating Revenue	\$5,016,566

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,612
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$58,612

Expenditure	Actual
Student Resource Package ²	\$4,253,820
Adjustments	\$225
Books & Publications	\$18,628
Camps/Excursions/Activities	\$66,444
Communication Costs	\$6,311
Consumables	\$126,993
Miscellaneous Expense ³	\$118,701
Professional Development	\$18,738
Equipment/Maintenance/Hire	\$38,516
Property Services	\$69,392
Salaries & Allowances ⁴	\$182,331
Support Services	\$75,331
Trading & Fundraising	\$13,389
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,486
Total Operating Expenditure	\$5,031,305
Net Operating Surplus/-Deficit	(\$14,739)
Asset Acquisitions	\$25,275

- (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	\$428,552
Official Account	\$30,420
Other Accounts	\$0
Total Funds Available	\$458,972

Financial Commitments	Actual
Operating Reserve	\$120,657
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$10,780
School Based Programs	\$50,381
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$251,818

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.