

2020 Annual Report to The School Community



School Name: Manchester Primary School (5009)



- 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 18 March 2021 at 01:42 PM by Peter Jenkins (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 28 April 2021 at 10:30 AM by Nila Blennerhassett (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

Vision: Our school vision is to improve educational outcomes through the connectedness of relationships, engagement and support. It is based on the foundations of high expectations, inspired teaching in an inviting, stimulating and engaging setting, where students love coming to school.

Values: Manchester Primary is a school where we value diversity and target individual behavioural, social, emotional and academic needs. A large focus of the year was to embed the school values of Respect Responsibility and Resilience. Supported by our SWPBS and Respectful Relationships programs operating to support student wellbeing, the values were taken on by the whole school community.

Purpose: Improving student Literacy outcomes is our primary focus of the School Strategic Plan. Targeting individual progress along the developmental continuum is our primary aim. Using data driven teaching practice to identify and target every student's point of learning need, we aim to ensure all students achieve a minimum of one years learning growth.

A secondary target is to improve school/community relations. Our aim is to reengage the parent community to share a passion and ownership in everything the school is endeavoring to achieve.

Workforce composition: 2020 saw stability from the previous years new appointments. Maternity leave created opportunities for new staff to take on middle management responsibilities and up take opportunities offered. COVID implications also created opportunities to extend the leadership team. Holding leadership meetings remotely enabled time opportunities for teaching staff to join the SIT and play active roles in communication.

Size and structure, including details of programs offered for overseas students: 2020 we were staffed and financed on 288 students. The student population grew to 290 throughout the year. We are a very multi-cultural school with a large Chin Hakha student population. We have 6 ATSI students who are encouraged to celebrate their culture by doing the Welcome to Country at each assembly. COVID impacted our ability to take on any International students.

Framework for Improving Student Outcomes (FISO)

2020 was dominated by COVID interruptions. Data sets specifically NAPLAN can not be included. Despite disruptions many of our AIP goals and milestones were achieved.

KIS 1: Create a school culture of collective responsibility through accurate data collation

All staff are engaged in effective conferencing, including the use of formative assessment . All staff collecting data to guide target setting. All staff engaged the HITS effectively in their teaching program.

KIS 2 : Develop a whole school approach to behavior management (SWPBS) that is consistently implemented by all staff.

All staff - Set up classrooms to align with the teaching of the school values to support success.

Class routines and school values displayed in classrooms and also through online learning resources..

Engaged in PL including Challenging Behaviours online, RR and SWPBS and implemented the program as designed.

Liaised and meet with coaches aligned with RR and SWPBS.T

Recorded and collated behaviour data in Sentral

Discuss School values with the students.

Document behaviours that are not aligned with the school values.

KIS 3 and 4 were impacted by COVID and will be continued in 2021. Areas identified were addressed during online learning and some targets reached. However, as a collective we will continue this work in 2021.

KIS 3:

Develop teachers as instructional leaders across the school.

Develop consistency of practice

Target the structuring of lessons as a key driver for instructional success

Areas achieved included:

Consistency of Practice

Accurate and dynamic planning responsive to learning outcomes

Translating data sets to target student growth
 Identify % of students below at or above level to set data growth targets.

KIS 4: Engage the School Council in the communication process.
 Actively target parents in the communication process to ensure positive home school relations.
 Engage parents as active participants in their child’s educational development The online environment certainly provided parents access to the teaching and learning process as active participants in many cases. Communication increased substantially due to parents active involvement.
 Parent Survey results still remain low compared to State and similar schools. Response rates were extremely low with 30 responses form nearly 200 sought. However, our online Google survey during lockdown 1 was far more positive and well responded. 140 responses were received. 86.3% were satisfied with the connection with the classroom teacher. 93.1% of students engaged with the online program. 76.5% were happy with the work provided.
 During lockdown 2. 74 responses were received. 90% of students were engaged with the online program. 84.9% were happy with the work provided.

Achievement

The effects of COVID had the most profound impacts in this area. Despite many children thriving during the two periods of remote learning, a number also disengaged. Teachers continued with the Assessment Schedule as closely as possible despite the online environment. Student growth was tracked on the Focus Child Tracker and monitored by Essential, F&P, PAT and ColdWrite summative tools. Teachers were able to streamline the online program so that students supported by parents could access and work through the program at their own pace. Teachers developed timetables that maximised conferencing times and small group times ensuring contact was made with every student or their families each week.
 Our 14 PSD funded students were supported as well as possible during online learning. ES made regular daily online or telephone contact with identified students and were active participants with group discussion and learning times. The school also supported PSD students with weekly access to the onsite program where required. 9 of the 14 PSD students accessed the onsite learning program to offer support and respite for the families involved. The onsite program was supported by our ES who worked on rotational shifts to support the daily program whilst still supporting and managing their expected roles.

Engagement

Again this area was influenced by the disruptions of COVID. Levels of engagement with the online program varied considerably, depending on parent availability to support the access to the program, and the house hold dynamics impacting access. Teacher and ES played a significant role supporting students and their families during the periods of online learning. Many parents were appreciative of the additional regular contact and access they had with their teachers. Some families struggled to negotiate the program initially and provided some constructive suggestions on the Google Forms survey that teachers were able to action and create more user friendly programs that continued through lockdown 2. Once parents understood the expectations of teachers and utilised the levels of support on offer lead to better student engagement. A number of students really struggled with the demands of online learning and the need for a regular routine. Level 6 students as a cohort were the most affected by the online environment. Despite daily contact with parents and ES many chose not to engage with group sessions and were quite dislocated. However, the engagement and growth on return to face to face program were clearly evident.

Wellbeing

Wellbeing was the area of greatest impact from the disruptions of COVID and an area of focus from the leadership team. Regular connection and support was offered and I would like to commend the Middle Level Leaders who stepped up and took on significant level and whole school roles. The ability to hold webex leadership and SIT meetings weekly ensured the two way communication process to be very effective. Including additional staff to these meetings enabled us to have cross level contact and support regularly which enabled us to roll areas of support to where it was needed, when it was needed. Staff and ES made regular contact with students and provided additional support where

required. The Leadership team supported by the administration team were able to provide timely support to all staff and were on hand to provide immediate support where required to touch base and support families and students when needed. I believe the timing of returning to the onsite was well received by teachers, students and parents alike. The need to have face to face contact was imperative. Students resumed the face to face incredibly quickly and settled into class routines within a day of return on both occasions. This is a testament to the structures the teachers had in place and the continuance and connections with the teaching program during the online phases.

Financial performance and position

The school again is in a strong financial position where we have very strong teacher student ratios and additional support for PSD and Equity funded students. We were fortunate to finish the year in surplus as a positive result in the ability to deliver the teaching and learning program and have minimal constraints on staff absence. Our budgeted Casual Relief Teacher support was significantly under spent as was the need to provide cover for professional learning and professional practice for staff. Similarly our ability to deliver professional learning with expert coaches was also a saving yet still delivered.

Staffing impacts also assisted the budget with experienced staff taking maternity leave and being replaced by graduate salary staff added to the surplus to the budget. Additional financial and leadership support provided by the PMSS program supported leadership opportunities and development. This program will be continued in 2021 without additional funding and staffing that accompanies the program.

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

<https://www.manchesterps.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 288 students were enrolled at this school in 2020, 135 female and 153 male.

17 percent of students had English as an additional language and 2 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.

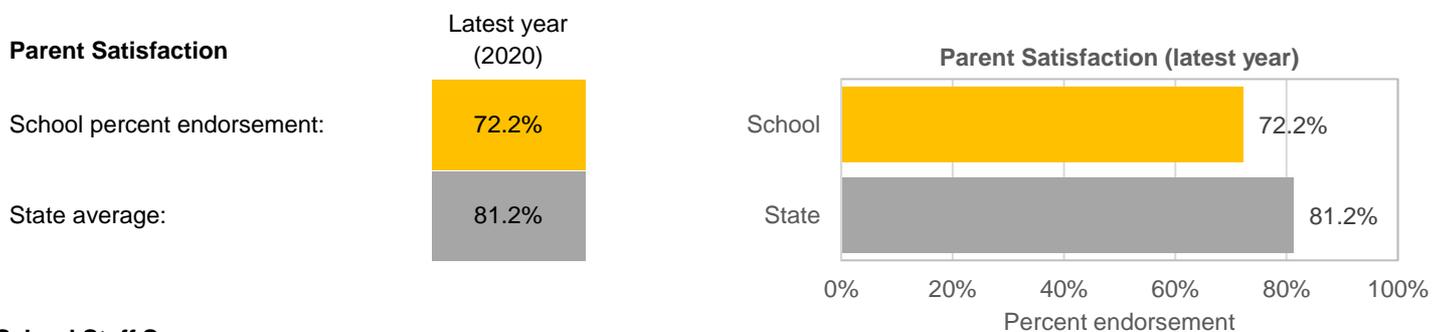
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

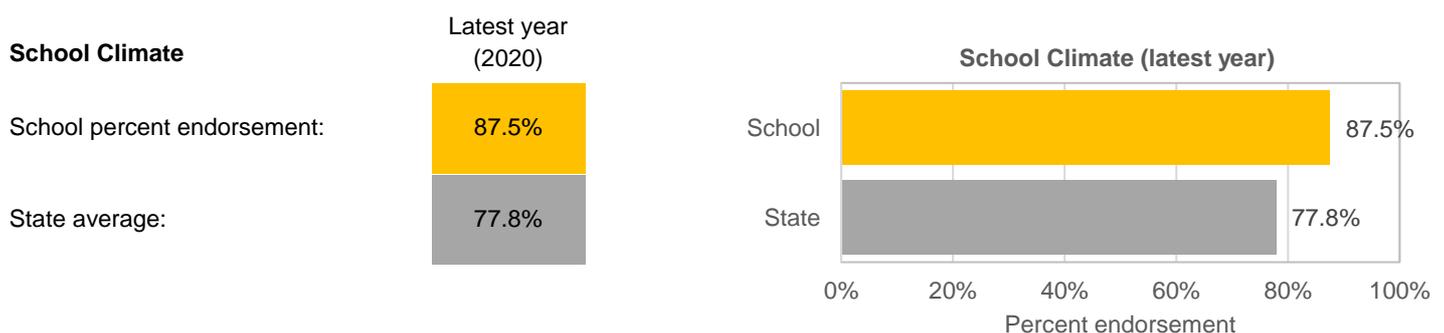


School Staff Survey

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:

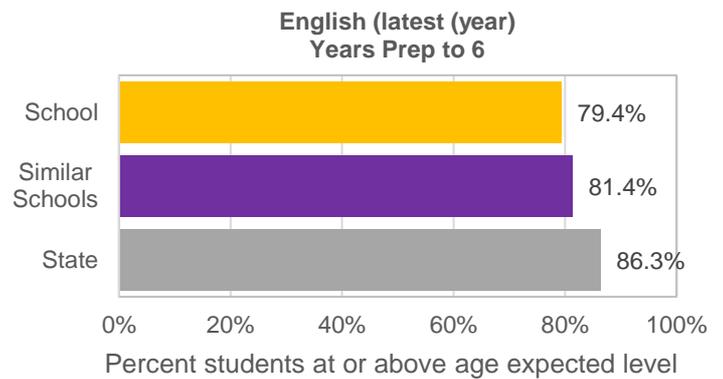
79.4%

Similar Schools average:

81.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

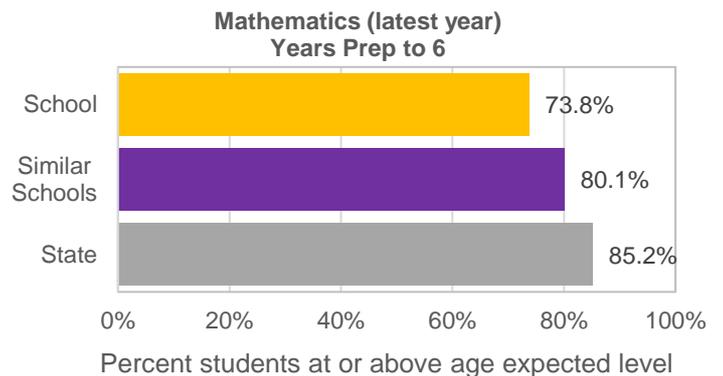
73.8%

Similar Schools average:

80.1%

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

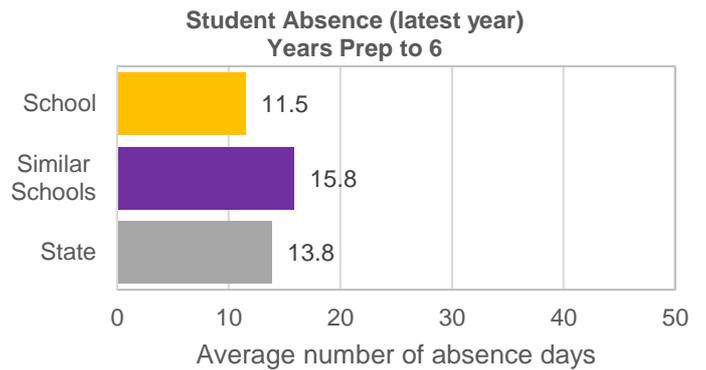
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.5	14.9
Similar Schools average:	15.8	16.3
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%	94%	95%	92%	96%	96%	92%

WELLBEING

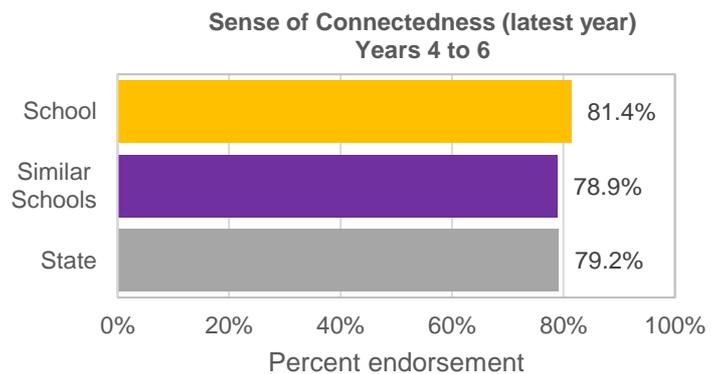
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

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:	81.4%	81.4%
Similar Schools average:	78.9%	78.9%
State average:	79.2%	81.0%



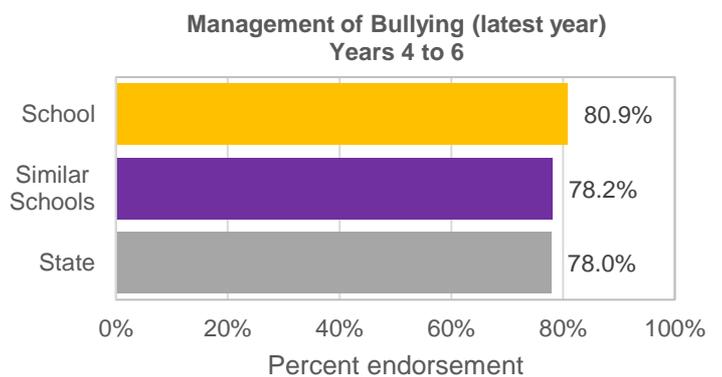
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	80.9%	79.8%
Similar Schools average:	78.2%	78.7%
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	\$2,750,927
Government Provided DET Grants	\$430,899
Government Grants Commonwealth	\$118,352
Government Grants State	NDA
Revenue Other	\$20,054
Locally Raised Funds	\$129,856
Capital Grants	NDA
Total Operating Revenue	\$3,450,087

Equity ¹	Actual
Equity (Social Disadvantage)	\$170,712
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$170,712

Expenditure	Actual
Student Resource Package ²	\$2,576,544
Adjustments	NDA
Books & Publications	\$5,074
Camps/Excursions/Activities	\$27,397
Communication Costs	\$4,873
Consumables	\$38,516
Miscellaneous Expense ³	\$11,918
Professional Development	\$14,971
Equipment/Maintenance/Hire	\$46,729
Property Services	\$96,466
Salaries & Allowances ⁴	\$123,867
Support Services	\$18,259
Trading & Fundraising	\$30,887
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$24,690
Total Operating Expenditure	\$3,020,189
Net Operating Surplus/-Deficit	\$429,897
Asset Acquisitions	\$114,764

- (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	\$1,060,517
Official Account	\$21,765
Other Accounts	\$24,965
Total Funds Available	\$1,107,247

Financial Commitments	Actual
Operating Reserve	\$69,410
Other Recurrent Expenditure	\$2,212
Provision Accounts	NDA
Funds Received in Advance	\$47,381
School Based Programs	\$8,429
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$86,715
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$132,453
Capital - Buildings/Grounds < 12 months	\$609,520
Maintenance - Buildings/Grounds < 12 months	\$115,000
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,131,120

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.