

2022 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 of the previous calendar year 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 April 2023 at 03:42 PM by Andrea Lowe (Principal)

- This 2022 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 26 April 2023 at 09:43 PM by Lucy Stanhope (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Manchester Primary School is committed to providing high quality education in a learning environment where each child is valued and encouraged to reach their full potential intellectually, socially and personally. The Manchester vision is to provide a safe, supportive and inclusive learning environment where every student can reach their full potential. This vision is supported by our motto: Inspire, Engage, Achieve. This vision is embedded in the school's culture and focuses on developing positive, supportive relationships between all members of the school community.

Manchester Primary School is in the suburb of Mooroolbark, within the North-Eastern Victoria Region, Outer Eastern Melbourne Area. The school shares close links with neighbouring primary and secondary schools within the Lilydale District Network. In 2022, the school had an enrolment of 252.4 students (96.4 female and 125 male) with 24.5% of students classified as EAL (English as an Additional Language), 36% of students identified as socially disadvantaged, 5% of students funded under the Program for Students with Disabilities, and 1% of students classified as Aboriginal and Torres Strait Islander. The school's overall socio-economic profile reflects a Student Family Occupation and Education (SFOE) index of 0.4745, which places the school in the 'medium' range for overall socio-economic profile.

Manchester values respect, responsibility and resilience. The over-arching value that Manchester adheres to is Respect: for self, for others, for the environment and for learning and achievement. If we show respect we will take responsibility for ourselves and our actions. Despite the trials we might face we will be resilient in our resolve to work through every situation. These core values are supported by the School Wide Positive Behaviour Support Framework and the Respectful Relationships program. We encourage and enjoy family participation in all aspects of school life to foster a positive partnership in learning.

In 2022, our school staffing profile comprised of 18.8 FTE teachers, including part-time and full-time classroom and specialist teachers, 1.2 Leading Teachers (one full time and one part time), one Learning Specialist, and a Principal. We have 14 Educational Support Staff members including a Business Manager, an administration staff, and 12 integration aides providing supporting to our students with additional needs.

The school facilities include 19 permanent classrooms in three main buildings including a STEAM (Science Technology Engineering Art and Maths) room, Languages room, Performing Arts room, and an indoor hall. The school's hall is used during school hours for assemblies, incursions and specialist physical education classes, and outside hours for associations through established School Council hire agreements. 2022 saw the commencement of a \$4.7m building project which will be completed in March 2024, relocating the school's office and upgrading several classrooms and the STEAM room. An accredited out of school hours care program operates from a large additional portable building. The school grounds include multiple surfaced playing areas, one of which is covered with an extensive shade structure. We also enjoy a soccer pitch, a large oval, two basketball/netball courts, and three separate playgrounds.

Our Instructional Model is based on the Gradual Release of Responsibility approach to teaching and learning. Our school provides safe, orderly and structured learning environments for our students where we cater for the different learning styles and needs of each child. The school curriculum reflects the Victorian Curriculum framework, with specialist programs offered in Performing Arts, Physical Education, STEAM and Languages (Chin Hakha).

Progress towards strategic goals, student outcomes and student engagement

Learning

At Manchester we have high expectations for all learners. Through our focus on literacy, numeracy and student wellbeing, we promote educational excellence, thinking skills, creativity and an inquiring mind in all students.

Our School Strategic Goals are to improve student outcomes in literacy and numeracy, and to develop healthy, happy and resilient students. In 2022 NAPLAN achievements, showing student achievement in the top three bands, were below Similar Schools in Years 3 and 5 Reading and Numeracy. The 4 year average for Year 3 Numeracy is above Similar Schools. Despite an increase in Year 5 top 2 bands for Reading, % outcomes are low in the top 2 bands and high in the bottom two bands. Across the school our students performing at or above the expected level according to Teacher Judgments in Literacy were 77.9% for English and 74.7% in Mathematics which are below similar schools. These outcomes do not yet demonstrate the expected progress towards our 2025 SSP goals indicating that Manchester will continue to carefully gather quality assessment data that will better align our judgements with the Victorian Curriculum standards.

NAPLAN was not administered in 2020, therefore NAPLAN growth data is not available this year. Our 2022 Goals included supporting students who required extra support, and this was delivered through tutoring, Individual Education Plans and regular professional learning for staff.

In 2022 the School Review report indicated the need to strengthen our focus on literacy, numeracy and wellbeing across the school. Major focus areas will include differentiating instruction to cater for all students, using data and evidence to support student growth, and embedding our instructional model. Our involvement in Professional Learning Communities and Communities of Practice focusing on wellbeing will enable us to work more closely with neighbouring schools and support each other to improve teaching. Increased reflective teaching practices through the inquiry cycle will improve consistency across the school.

Wellbeing

Manchester Primary School continued its work in embedding School-Wide Positive Behaviour Support (SWPBS) in 2022. Staff are building their skills in the SWPBS framework, and are changing their practice to embrace a whole school approach in responding to student wellbeing and behaviour. This includes building staff capacity to foster a calm and orderly environment. Students indicated on the Attitude to School survey Management of Bullying Years 4-6 is above similar schools and a 4 year average which is above State.

Through the Parent Opinion Survey, parents reported 75% positive endorsement for communication and 75% for student motivation. The Student Attitudes to School Survey showed that we continued to make positive progress towards our School Strategic Plan goals, with 68% of students reporting confidence in learning, 75% reporting effective teaching practice, and 78% reporting a stimulating learning environment. The School Climate showed 47.7% endorsement, which indicates a need to focus on improving work related stress, staff health and wellbeing. Significant regional support has been allocated to the school to manage this area. Wellbeing is created and nurtured across the school through Prep/Grade 6 buddies, a school counsellor three days per week, a Wellbeing Leader who is outside of class two days per week, and a consistent focus on our school values.

Engagement

Student attendance at Manchester Primary School is closely monitored. The school regularly raises the importance of school attendance in the newsletter, student reports and parent meetings. The post COVID-19 lockdown environment saw attendance trends dipping in 2022, with an average of 24.94 days absent per student. This is attributed to the recovery from lockdowns, allowing more family holidays which accounted for nearly 400 days of absence across the year.

Students indicated on the Attitudes to School survey their Sense of Connectedness Years 4-6 is above similar schools and a 4 year average is above State. Student voice and agency is promoted at the school. We have school captains and house captains who run weekly assemblies, along with house captains who champion and organise sports activities across the school. We also have a Junior School Council who ensure that all students have a say in how our school is run.

Financial performance

The school again is in a strong financial position supporting lower teacher to student ratios and additional support for students funded under the Program for Students with Disabilities. This has allowed us to support all students at their point of need. The school received Equity Funding of \$177K which was utilised in order to promote wellbeing and inclusion across the school. We were finished the year with a \$43K deficit as a result of a major expense in building a covered outdoor learning area, allowing students to utilise outdoor spaces in all weather. Another major expense was our casual relief teacher budget, due to unforeseen staff absence.

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

<https://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 2.0 (FISO 2.0).

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 236 students were enrolled at this school in 2022, 100 female and 136 male.

25 percent of students had English as an additional language and NDP 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).

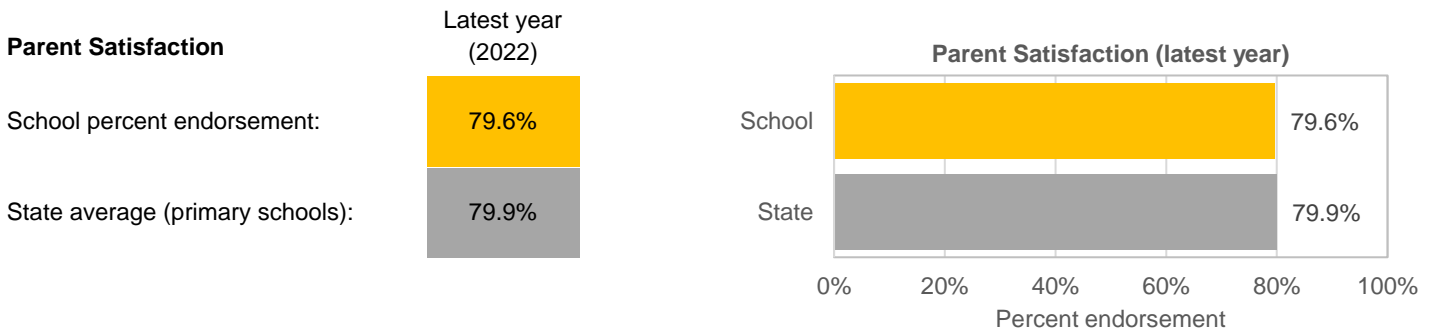
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

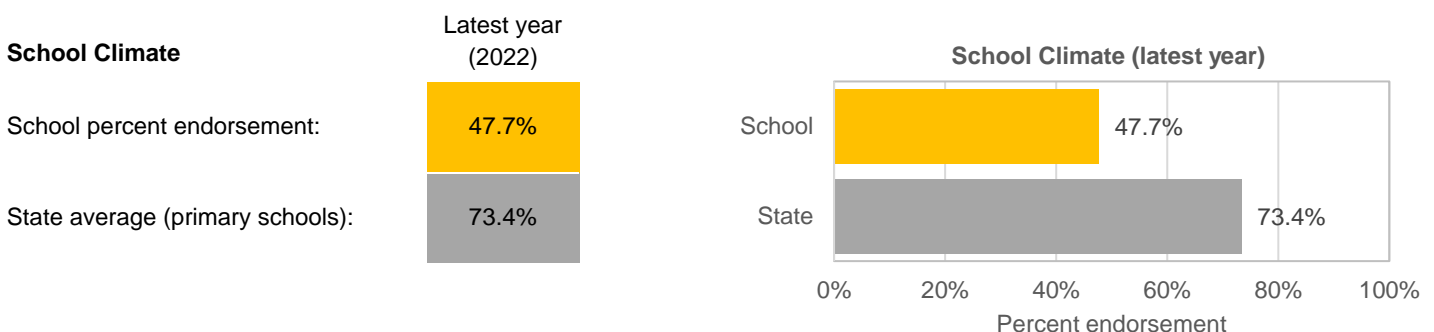


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

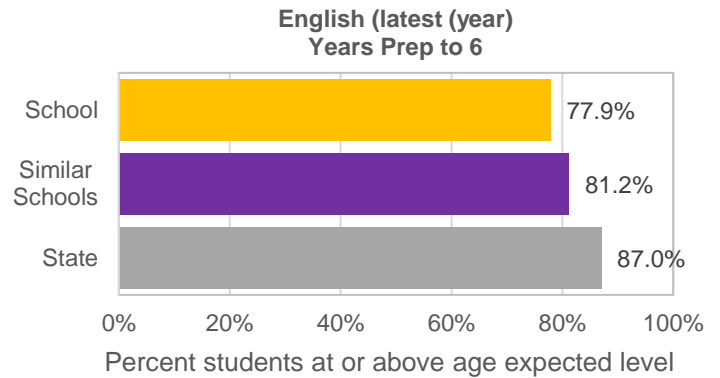
77.9%

Similar Schools average:

81.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

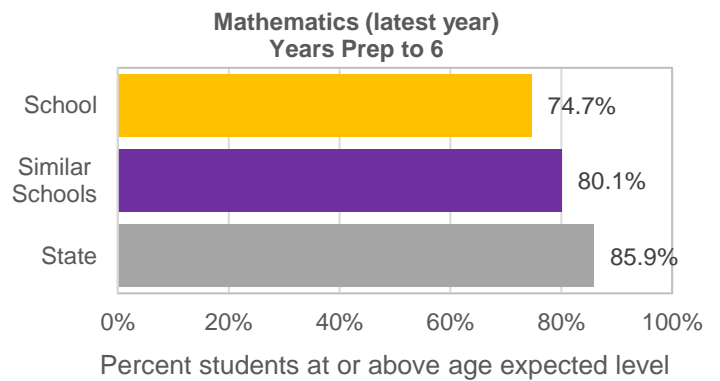
74.7%

Similar Schools average:

80.1%

State average:

85.9%



LEARNING (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.

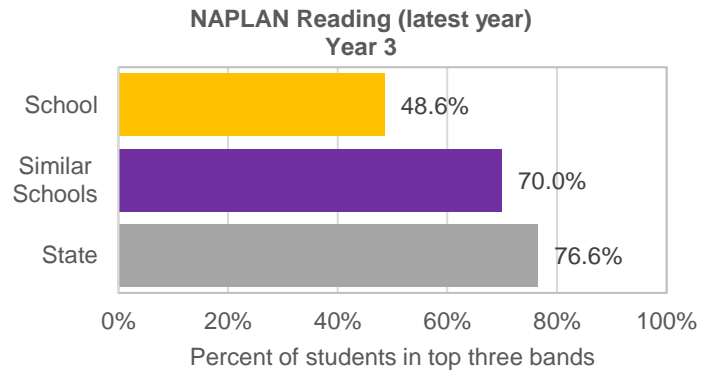
NAPLAN

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 2019, 2021 and 2022 data.

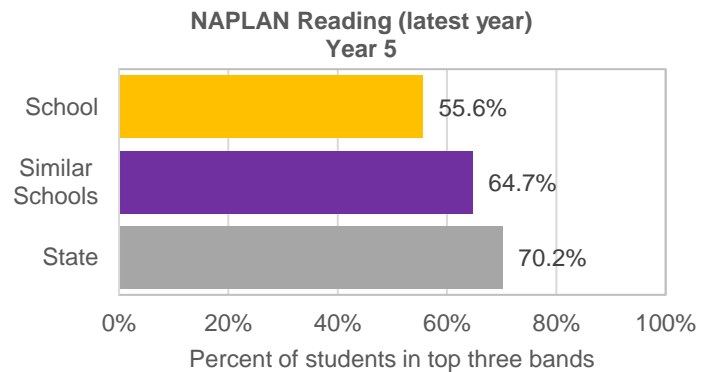
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.6%	68.6%
Similar Schools average:	70.0%	71.0%
State average:	76.6%	76.6%



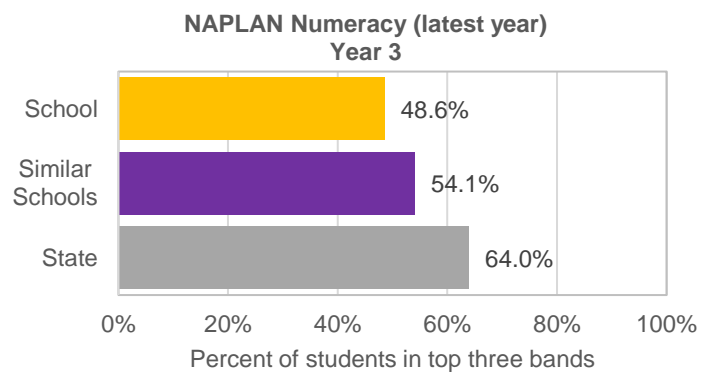
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	58.1%
Similar Schools average:	64.7%	63.2%
State average:	70.2%	69.5%



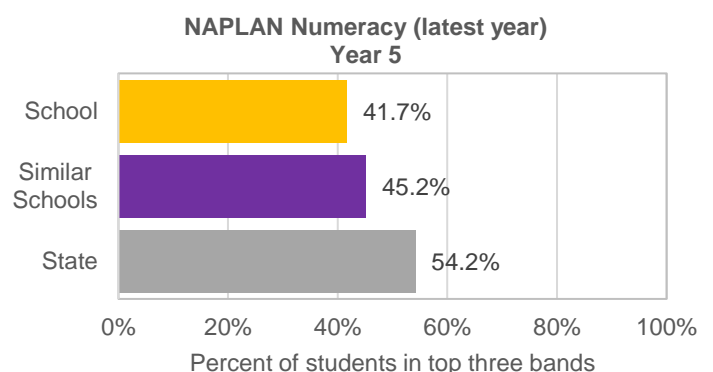
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.6%	60.6%
Similar Schools average:	54.1%	57.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	44.8%
Similar Schools average:	45.2%	49.9%
State average:	54.2%	58.8%



WELLBEING

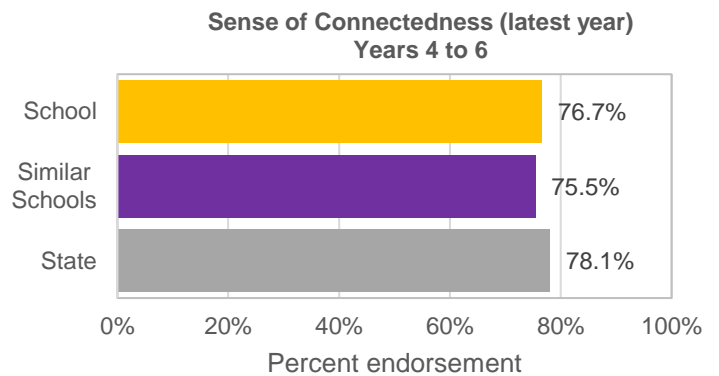
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	76.7%	81.9%
Similar Schools average:	75.5%	77.2%
State average:	78.1%	79.5%

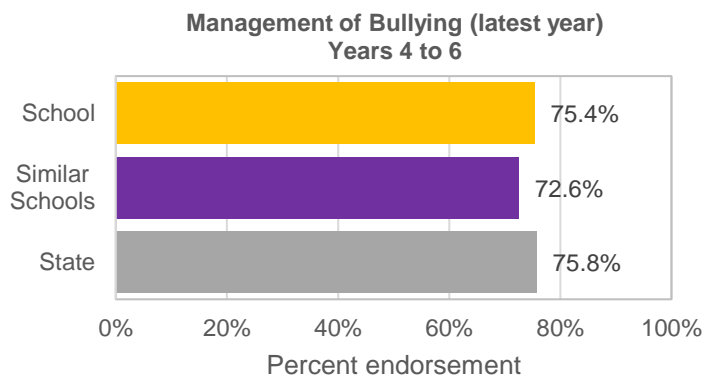


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	75.4%	81.9%
Similar Schools average:	72.6%	76.3%
State average:	75.8%	78.3%



ENGAGEMENT

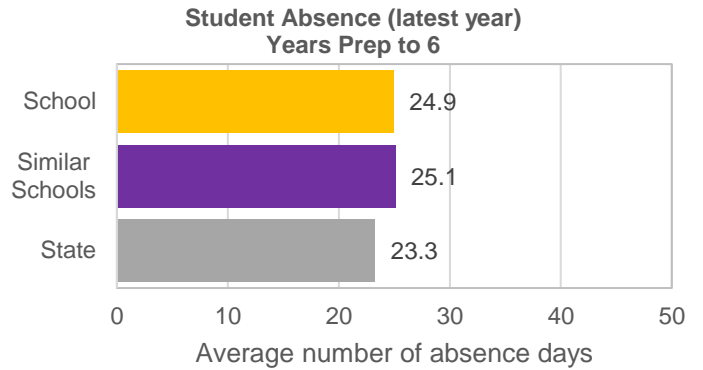
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.9	16.1
Similar Schools average:	25.1	19.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	89%	86%	90%	87%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,718,108
Government Provided DET Grants	\$381,384
Government Grants Commonwealth	\$34,021
Government Grants State	\$5,000
Revenue Other	\$24,336
Locally Raised Funds	\$165,290
Capital Grants	\$0
Total Operating Revenue	\$3,328,138

Equity ¹	Actual
Equity (Social Disadvantage)	\$177,831
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$177,831

Expenditure	Actual
Student Resource Package ²	\$2,577,759
Adjustments	\$0
Books & Publications	\$2,811
Camps/Excursions/Activities	\$85,010
Communication Costs	\$3,460
Consumables	\$49,618
Miscellaneous Expense ³	\$7,418
Professional Development	\$8,965
Equipment/Maintenance/Hire	\$42,930
Property Services	\$180,866
Salaries & Allowances ⁴	\$266,446
Support Services	\$93,229
Trading & Fundraising	\$27,073
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,564
Total Operating Expenditure	\$3,371,151
Net Operating Surplus/-Deficit	(\$43,012)
Asset Acquisitions	\$229,179

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$616,948
Official Account	\$48,638
Other Accounts	\$34,019
Total Funds Available	\$699,605

Financial Commitments	Actual
Operating Reserve	\$104,117
Other Recurrent Expenditure	\$2,014
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$106,130

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.