

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2024 at 11:25 AM by Megan Ganter (Principal)

- This 2023 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 25 March 2024 at 07:38 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 achieve their best. The Manchester Primary School 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. At Manchester Primary School we make learning and social development of every child our priority. We value relationships as the foundation on which student success is built. Our teaching and learning approach targets achievement by promoting active engagement in learning, based on the Victorian Curriculum.

Manchester Primary School is in the suburb of Mooroolbark, within the North-Eastern Victoria Region, Outer Eastern Melbourne Area. The school shares links with neighbouring primary and secondary schools within the Yarra Ranges Network. In 2023, the school had an enrolment of 218 students from a range of diverse backgrounds including EAL, First Nations and students with a disability. In 2023, the school's overall socio-economic profile reflects a Student Family Occupation and Education (SFOE) band in the 'medium' range. In 2024, the SFOE is 0.4967, which places the school in the 'high' range for overall socio-economic profile. In 2023, our school staffing profile comprised of 13.2 FTE teachers, including part-time and full-time classroom and specialist teachers, a Principal and Assistant Principal. We currently have 10 Educational Support Staff members including a Business Manager and administration staff member, and 8 Education Support staff providing support to our students with additional needs. The school facilities include 12 permanent classrooms in two main buildings including a STEAM (Science Technology Engineering Art and Maths) room, Performing Arts room, and an indoor hall. The school's hall is used during school hours for assemblies, incursions, sports and whole school events. Our school language is AUSLAN (Australian Sign Language) which was introduced in 2023. All students participate in specialist lessons in STEAM, Physical Education, Performing Arts and AUSLAN each week. 2023 saw the continued progress of a \$4.7m building project which will be completed in July 2024, relocating the school's office and providing new classrooms, library and STEAM (Science, Technology, Engineering, Arts and Mathematics) room. Further upgrades and maintenance projects have also been planned for 2024, including the replacement of a retaining wall and storm water drainage, and the resurfacing of basketball courts. Once all projects are completed, the school grounds will include multiple-surfaced playing areas, one of which is covered with an extensive shade structure, as well as a soccer pitch, a large oval, two basketball/netball courts, and three playgrounds. An accredited out of school hours care program operates from a large additional portable building.

Progress towards strategic goals, student outcomes and student engagement

Learning

A range of structures have been put in place to support the ongoing improvement in student learning outcomes. The School Improvement Team (SIT) meet on a regular basis to track the performance of the school against goals and targets outlined in the School Strategic Plan and subsequent Annual Implementation Plans. The SIT team use a range of data sets and assessment tools, including the FISO 2.0 continuum, to identify strengths and areas for improvement. Due to the changes in NAPLAN data, 2023 will serve as baseline data for future goal setting and tracking of growth. NAPLAN results for 2023 indicate that many of our Year 5 students have achieved strong results, particularly in the area of reading with 71.9% of students achieving at the Strong or Exceeding proficiency level. Results also indicate that numeracy is an area for whole school improvement, which will be a focus in 2024.

Further areas for focus identified for 2024 include:

- A documented curriculum plan
- Embedding data and assessment practices, including whole school moderation processes
- Developing tools to systematically track student growth
- Differentiation through the use of HITs and rich teaching and assessment tasks
- Building middle leadership capacity to lead PLCs

The Tutor Learning Initiative was implemented across a range of cohorts throughout 2023. Qualified classroom teachers worked with students 1-on-1 or in small groups to support their literacy and numeracy development. In Term 4, the TLI team met regularly, supported by Regional staff to formalise the TLI communication process with parents/carers and to refine data tracking tools for students. The Toe by Toe reading intervention program is also beginning to yield positive outcomes for students.

To improve the monitoring of reading outcomes, new Fountas and Pinnell benchmarking kits were purchased for each team and professional development sessions were provided to support their use. This work was further prioritised through the provision of CRT days so that all staff had time to complete the assessments.

A Professional Learning Community (PLC) cycle of inquiry approach was utilised in Term 4 with a focus on spelling. Through the PLC process a range of teaching resources, strategies and assessment tools were explored by staff, whilst developing a stronger understanding of the spelling elements within the Victorian Curriculum.

Wellbeing

Ensuring a safe and orderly environment was a key focus at Manchester Primary School in 2023. Strategies to support this included:

- An ongoing focus on the implementation of Department of Education policies and procedures, including excursion planning and risk management.
- The implementation of individual support plans, developed in conjunction with students, families and allied health professionals.
- The implementation of the SWPBS token system and achievement of whole class rewards. We have formally been accepted into the SWPBS Vic program for 2024.

In Semester 2, we engaged with an Inclusion Outreach Coach (IOC) to increase staff knowledge and capabilities to support all students to engage with learning. The IOC provided professional learning to all staff including the use of visual tools using Boardmaker such as daily planners, individual plans, first and then charts and social stories to support communication and behavioural expectations. The Zones of Regulation program combines with SWPBS, Respectful Relationships and Smiling Minds as part of our whole school approach to wellbeing.

Our newly appointed Assistant Principal has worked alongside all stakeholders to engage effectively with the Disability Inclusion initiative. This has included holding regular Student Support Group meetings with students, families and allied health professionals. 2023 Student Attitudes to School data shows that 'Sense of Connectedness' and 'Management of Bullying' are both areas for improvement as they are below similar schools and state results.

Areas identified for continued focus in 2024 include:

- Implementation of SWPBS Tier 1 'Universal' strategies
- Continued engagement with our Inclusion Outreach Coach
- Documenting a whole school approach to wellbeing

Engagement

Attendance data is positive, indicating that our school is performing above similar schools and the state average, with fewer days on average absent from school. This is due to a strong focus on our attendance policies, procedures as well as individualised supports for students and families.

A unique feature of our school is the focus on individual interests and capabilities, enacted through an Investigations approach in Foundation to Year 2 and Inquiry Research Projects for students in Years 3-6. This is highly engaging for our students as they utilise student choice and agency in their learning.

A new student leadership program was introduced at the end of 2023, for the Year 6 leaders in 2024. This renewed leadership approach gives all students in Year 6 an opportunity to develop and apply their leadership skills. The new approach included developing leadership role descriptions, preparing and delivering speeches and meeting with the principal for a leadership interview.

At Manchester Primary School, we aim to build strong partnerships with our families to support learning. This is done through a range of activities including parent information sessions, 3 way conferences, learning expos and open classroom afternoons. We value parent/carer input and feedback and aim to build a strong sense of connectedness and community through a range of whole school and community events. We welcome new families to the school through our Foundation transition program and continue to build these connections once students start school through events such as the Teddy Bears Picnic and Home Heroes Relax and Play for Prep Parents sessions.

Other highlights from the school year

At Manchester Primary School, we offer a broad range of curricular and extra curricular activities for our students. Highlights from 2023 include:

- Camping program for Years 3-6
- A range of excursions and incursions
- Interschool sports program
- Swimming program for Foundation to Year 6
- Respectful Relationships Year 5 leadership program
- Grandparents Day

- Year 6 Graduation

Manchester Primary School has a committed and active School Council and Parents and Friends Association. Parents/carers and the community have been integral in supporting a range of learning and fundraising activities including:

- Mothers/Fathers and Special Persons' day stall
- Working bees
- Special lunch days each term
- Christmas Carols evening

These activities work to build a strong sense of community spirit and connectedness across our school community.

Financial performance

Manchester Primary School remained in a sound financial position in 2023.

In 2023, a high priority was placed upon the maintenance of school grounds and facilities to ensure a safe school environment. This included: a new 3/4 playground, painting, new vegetable garden beds and planting as well as upgrading classroom learning spaces. The school has been successful in securing emergency maintenance funding from the Victorian School Building Authority for major maintenance works to be completed in 2024.

The school utilises Equity, Disability Inclusion and EAL funds to employ additional staff members including an Assistant Principal and Education Support Staff, to support the diverse needs of our students. Additionally, this funding enables all students to participate in a range of learning experiences including camps and excursions, purchasing learning resources, and the provision of ICT devices such as laptops and iPads.

Manchester Primary School engages Their Care as the provider of Outside School Hours Care, providing before and after school care as well as a vacation care program. This was supported through a Department of Education OSHC establishment grant in 2023.

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 218 students were enrolled at this school in 2023, 94 female and 124 male.

26 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).

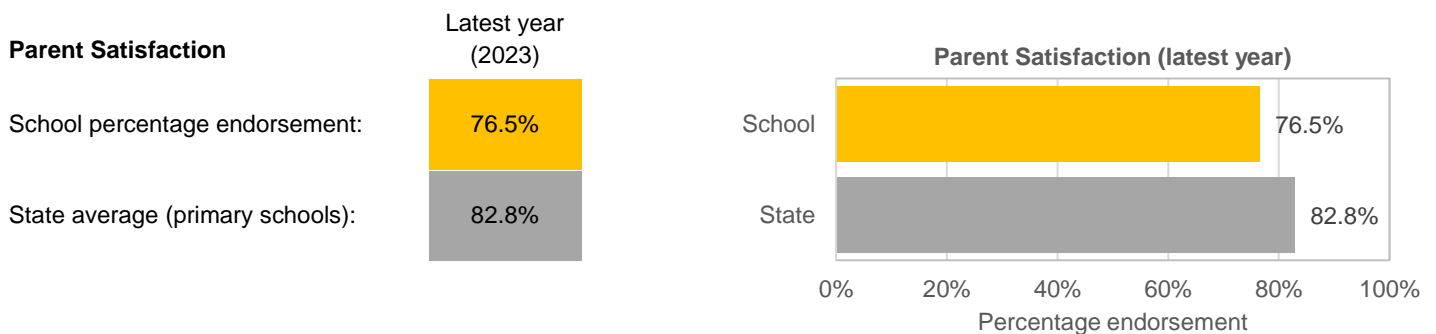
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

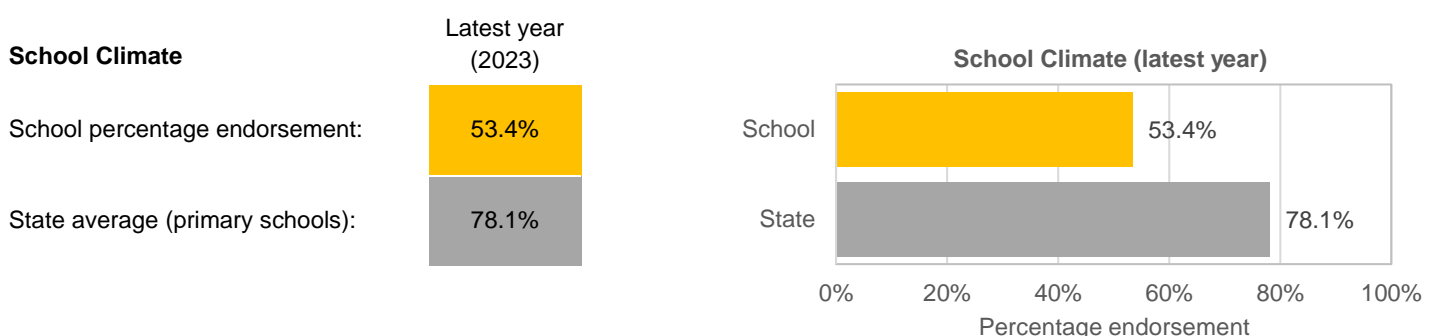


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

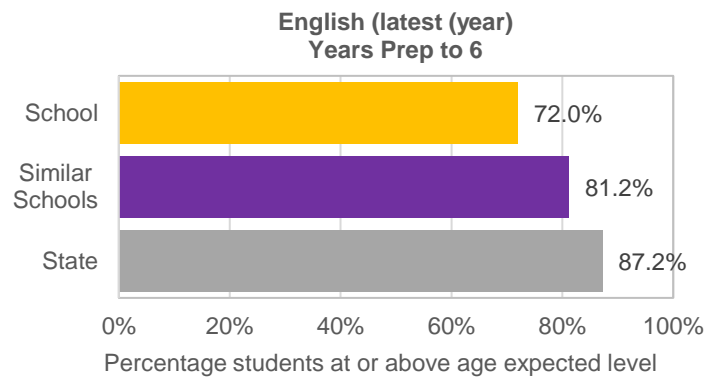
72.0%

Similar Schools average:

81.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

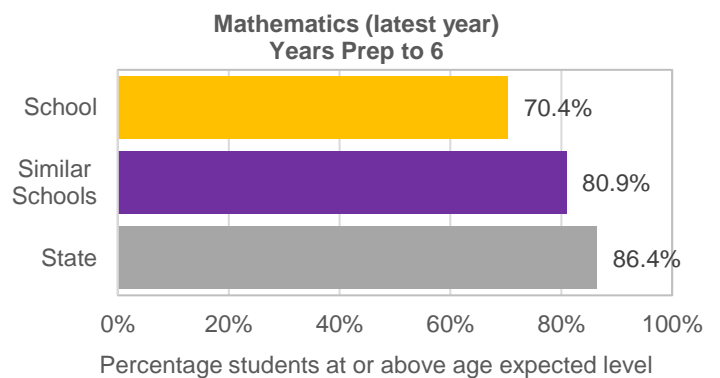
70.4%

Similar Schools average:

80.9%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.4%

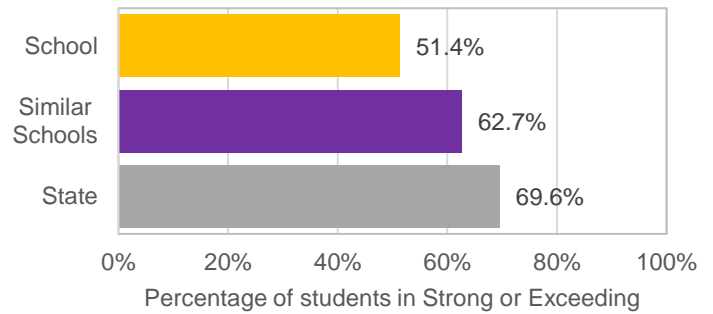
Similar Schools average:

62.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.9%

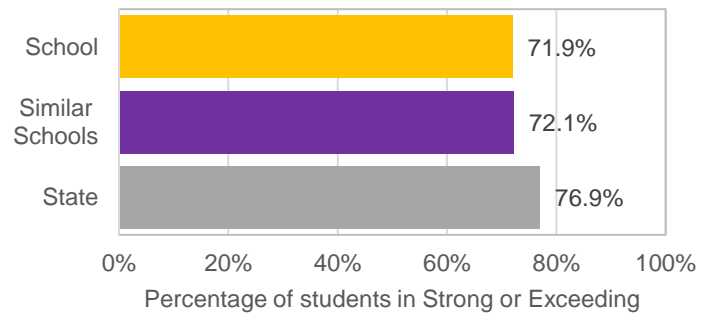
Similar Schools average:

72.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.5%

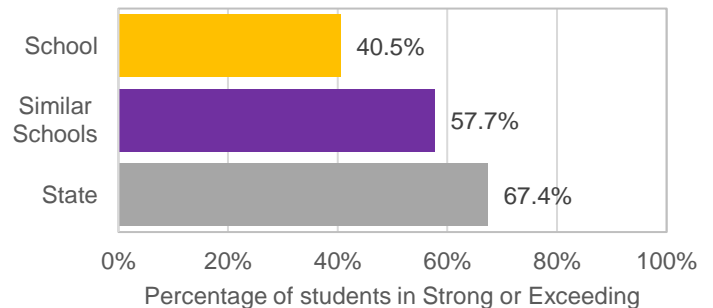
Similar Schools average:

57.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.8%

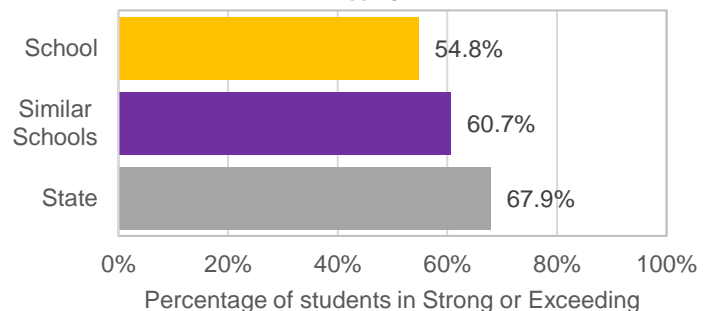
Similar Schools average:

60.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

48.6%

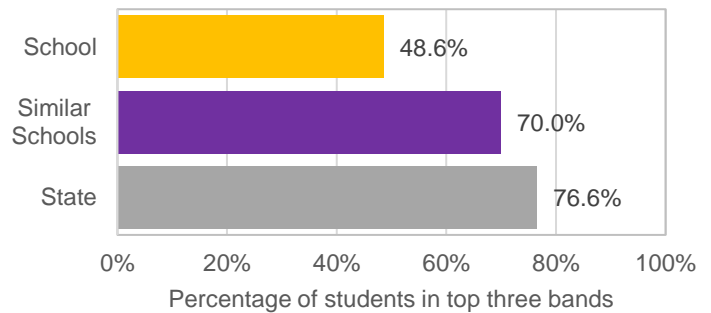
Similar Schools average:

70.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

55.6%

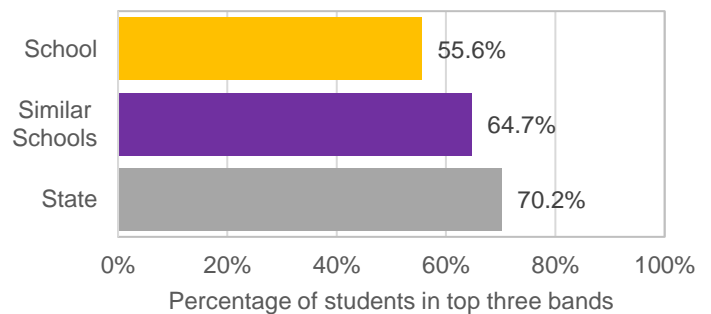
Similar Schools average:

64.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

48.6%

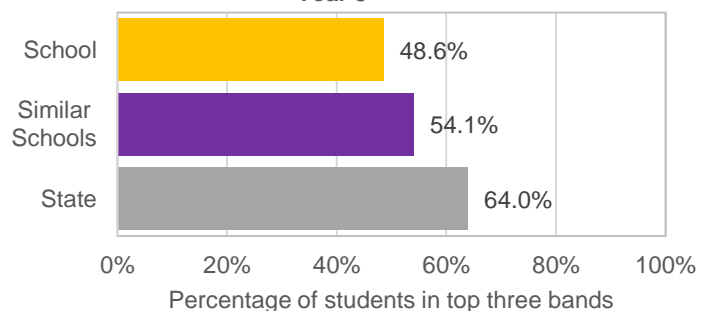
Similar Schools average:

54.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

41.7%

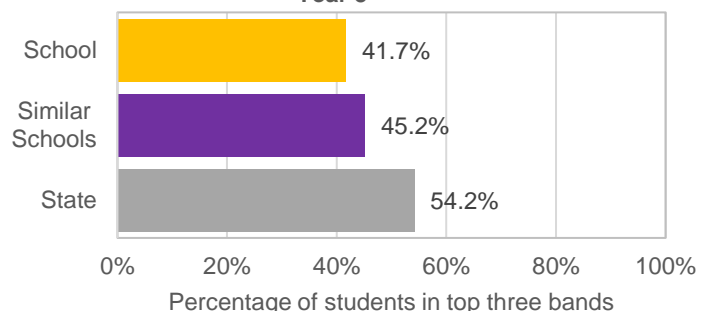
Similar Schools average:

45.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

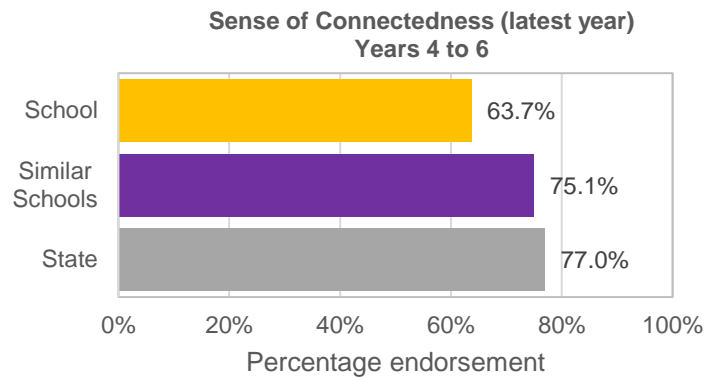
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	63.7%	76.9%
Similar Schools average:	75.1%	76.4%
State average:	77.0%	78.5%

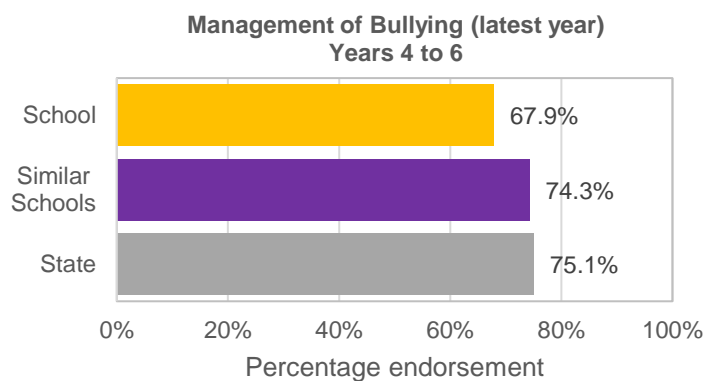


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	67.9%	78.0%
Similar Schools average:	74.3%	75.2%
State average:	75.1%	76.9%



ENGAGEMENT

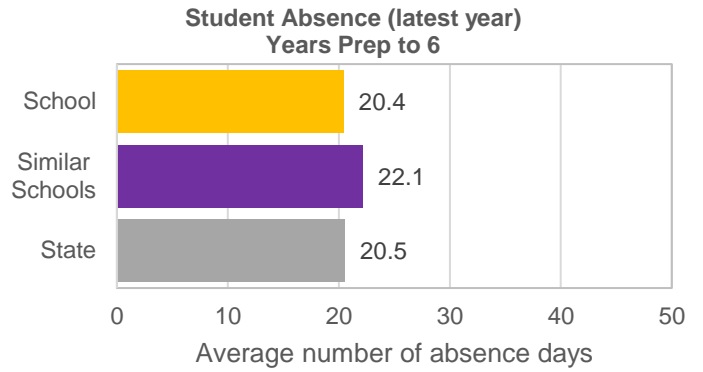
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	20.4	16.6
Similar Schools average:	22.1	20.1
State average:	20.5	18.1



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 (2023):	91%	87%	92%	91%	90%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,642,606
Government Provided DET Grants	\$433,369
Government Grants Commonwealth	\$557
Government Grants State	\$5,000
Revenue Other	\$44,327
Locally Raised Funds	\$112,404
Capital Grants	\$0
Total Operating Revenue	\$3,238,263

Equity ¹	Actual
Equity (Social Disadvantage)	\$237,484
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$237,484

Expenditure	Actual
Student Resource Package ²	\$2,629,363
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$62,574
Communication Costs	\$3,367
Consumables	\$63,254
Miscellaneous Expense ³	\$8,864
Professional Development	\$9,783
Equipment/Maintenance/Hire	\$64,347
Property Services	\$128,585
Salaries & Allowances ⁴	\$196,394
Support Services	\$34,459
Trading & Fundraising	\$37,307
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$251
Utilities	\$24,555
Total Operating Expenditure	\$3,263,104
Net Operating Surplus/-Deficit	(\$24,840)
Asset Acquisitions	\$152,394

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$486,351
Official Account	(\$13,425)
Other Accounts	\$35,375
Total Funds Available	\$508,300

Financial Commitments	Actual
Operating Reserve	\$86,584
Other Recurrent Expenditure	\$2,228
Provision Accounts	\$0
Funds Received in Advance	\$20,858
School Based Programs	\$1,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,178
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$11,000
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$138,847

All funds received from the Department of Education, 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.