

2022 Annual Report to the School Community

School Name: Mickleham Primary School (1051)



- 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 29 March 2023 at 11:21 PM by Julie Le Guen (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 30 March 2023 at 07:54 AM by Rebecca Morelli (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

The transformation of Mickleham Primary School from a series of relocatable classrooms to permanent, modern buildings occurred on our newly acquired land throughout the whole year. Whilst the impact on student learning environments was limited, the reduction in play spaces and equipment was noticeable. We have an expanded drop-off window, an extensive club program that operates every recess break, numerous life-size games, and extra sports equipment available to children to mitigate the impact of these necessary changes.

Our staff includes, Principal Class, 20.4 EFT teachers, a 0.6 Tutor and 5 ES staff for our 308 children. A Maintenance Manager continued the upkeep of our buildings and grounds. A School Council operated Canteen commenced on three days each week. Our Office/Administration Team comprised 1.8 ES staff. Though none of our staff have Aboriginal or Torres Strait Islander backgrounds, we do have staff members representative of the major ethnic and language groups that make up our increasingly diverse school community.

We continued to offer a school-wide P.E. program that included Athletics Day, Cross-Country and individual participation in District events. Successful Sporting Schools grant applications allowed us to increase the variety of sports we could teach. Our children attended Library classes one semester and Visual Arts in the other semester, ensuring that all children across the school experienced both programs. Over the course of the 2022 school year, we offered AUSLAN as part of our club program. The children were enthusiastic about these sessions and they were always very well attended. The positive response will support our transition to a classroom AUSLAN program in the 2023 school year. Our STEM program continued to strengthen as we implemented the drone and Lego programs for which we received the grants at the end of 2021.

Despite the significant impact the many construction projects in the area had on our community, we conducted on-line information sessions, Education Week chats and live screened Book Week parades to allow us to connect with our families. In addition, we held six Open Days during which parents and family members were able to visit and see their children's classrooms.

Progress towards strategic goals, student outcomes and student engagement

Learning

In our first full year post-remote learning, we implemented numerous programs and research driven best practices. These include, but are not limited to:

- Modifications to the implementation of Little Learners Love Literacy (LLLL) to include the Big 6 of Reading and F & P resources and practices
- School-wide implementation of Guided Reading in the Classroom
- Conduct of the Tutor Learning Initiative (TLI) to ensure all students who struggled during remote learning were given the opportunity to close gaps in reading and for others to re-engage or excel. This program was given the highest priority and protected at all times
- Late in Term 4 2021, our Leadership Team participated in the Data Literacy for School Leaders whole day professional learning. We found this to be an extremely beneficial experience and spent a great deal of time analysing a comprehensive range of data. The information gathered during the day informed future data discussions between our Data Leader, Leading Teacher and PLC Leaders prior to each week of collaborative planning
- The Curriculum Vertical Team completed and implemented the Reading GVC and modified it as required
- The team also worked on our Numeracy GVC. During a Curriculum Day they led small groups of staff to identify areas of the numeracy curriculum that would be considered 'essential' vs 'nice to know'. Following on from this they have researched best practice related to the teaching of place value
- Two staff members have been responsible for auditing and organising literacy and numeracy resources across the school. They have all been entered onto the Oliver borrowing system
- A two-week rotation of planning was established - numeracy then literacy etc. The Helen Timperley Inquiry Cycle framed and focussed our work, using student data as the basis for future planning
- Inquiry topics were adjusted to ensure all areas were covered and topics realigned across a two-year cycle
- Reports were modified to include statements directly from the standards – simplifying the process for teachers and readability for parents
- The Instructional Model was embedded across the school and all learning areas. Peer observations were conducted to share best practices across teams

- Polya's Four Step Problem Solving Model was introduced in Numeracy.

Wellbeing

For the first 20 days of Term 1, the whole school ran a Building Classroom Communities unit with a direct focus on building classroom routines and expectations linked to our matrix. Each classroom created a values tree that focused on all four of our RICH values - Respect, Independence, Cooperation and Honesty. This was a common thread across the whole school. We introduced a whole school theme of 'Choose Kindness'. Every teacher was given a 'Choose Kindness' key ring that was worn by staff members throughout the school. Students made a kindness pledge at the beginning of the year that was displayed in classrooms for students to refer back to.

We began using Pulse data to investigate, analyse and respond to patterns of behaviour and teachable points that were identified by members of the Wellbeing Vertical Team. The results of data analysis were fed back to teams by each cohort's wellbeing team member. Future directions for instruction, participation in targeted Social Skills groups and the formation of Modified Learning Groups were generated by the vertical team. The introduction of Reflection sheets required children to pause and consider how their behaviours demonstrated our values.

Modified learning groups were created to provide an alternative educational setting for those students who required extra support. Students were exposed to a variety of hands-on learning tasks designed to increase their ability to appropriately interact and cooperate with their peers and teachers.

Due to increasing incidents related to inappropriate use of social media and technology outside of school hours, the school engaged the services of the Victorian Proactive Policing Unit. This unit visited the school, spoke with senior school students and provided them with insights into their rights, responsibilities and consequences regarding the appropriate use of cyberspace.

While Yarra Me was providing support to an individual student, their staff supported our whole school through observations and professional learning which included a range of strategies to implement with Tier 3 behaviours.

The Wellbeing Team engaged in professional learning modules, completing the Universal Prevention Systems A and B. This allowed us to conduct a review using the SAS tool, consolidating our current practices and working towards developing future areas for improvement.

Engagement

In 2022, the Student Engagement Team worked to build on what we achieved in 2021. Members of the team participated in school visits to observe the use of LUMIO and SMART boards in the learning programs at these schools. This provided opportunities to promote and identify the teaching and learning benefits for students and teachers and to increase familiarity with resources that will be available in our new school buildings. The team identified how to ensure the use of ICT was purposeful and meaningful to student learning, for example, digital dice to simulate the rolling of real dice in Mathematics lessons. The use of a variety of medium allows teachers to engage multiple learning styles.

Members of this team co-created and delivered differentiated professional learning to upskill and support colleagues in the implementation of the use of these digital tools. Grades 3 - 6 continued to utilise Google Classroom to build independence and enhance student learning through personalised tasks and differentiated learning programs, opening up channels of feedback for teachers and students that were targeted to student needs.

The student engagement team unpacked the definitions and language of student voice and agency and identified areas for growth in 2022/23. The DET publication, AMPLIFY, was used as a key reference to guide expectations and teacher understanding. Student perceptions were investigated through cycles of PIVOT surveys. This data identified the need to provide our students with more choice in their learning. Year level teams implemented a range of opportunities for their students such as choice boards, now/then charts and visual decision-making displays to provide students with agency in their learning.

Goal setting was a large focus for our team in 2022; all teams implemented differentiated goal setting that was personalised and co-constructed with their students. Peer observations were conducted to observe and assess the effectiveness of goal setting across the school and identified our next steps for 2023.

Student leaders played a more prominent role in the school community and this was reflected in their active participation in school level activities/events, such as:

- Running of House and whole school assemblies
- Co-creating school events
- Identifying needs of the school (lunch time clubs/fundraising)
- Implementation of the peer mediation program for students in Year 5/6.

The implementation of programs funded through grant submissions strengthened student engagement. Grade 5/6 children learned to fly drones and land them on a specific target. Grade 3/4 children used LEGO Spike and Prime to problem solve and develop their

knowledge of robotics and coding.

There was an overall improvement in attendance data in 2022 compared with 2021. COVID and family holidays continued to impact student absences. We reached out to the families of students with significant absences to support them with re-engagement programs.

Other highlights from the school year

Among the many things of which we are proud, are our programs to support children transitioning from two years of unprecedented disruption. Many children were struggling with the stamina necessary to attend school and engage in learning for full days, weeks, terms and then a year. Many struggled with learning to be socially aware and appropriate after two years of being at home and confined to small, family-based settings. We implemented the following to address these challenges:

- We have placed a great deal of emphasis on the revitalisation of our SWPBS matrix, the token system that allows children to earn then exchange tokens as recognition of following our RICH values
- Every classroom has a calm-down corner and children are shown strategies to support them when they are feeling overwhelmed
- A group of senior students were trained to operate a Peer Mediation program to help support children with minor playground problems to resolve them
- Each week we conducted 'Know the Learner' conversations through which staff highlighted specific information or behaviours as a means of understanding and supporting children with significant challenges
- Every classroom has a 'Zones of Regulation' chart displayed to allow children to indicate to adults how they are feeling as they arrive at school and then how that might change across the day. Children have been supported with strategies to help them move to calmer zones
- Our SSSO team have provided professional learning and other assistance to enable us to fully support children with specific difficulties
- To prepare our Grade 6 children for transition to secondary school, we conducted a Year 7 simulation. Students followed a timetable, moved rooms for subjects and had different teachers in each learning space.

The needs of the children as they progressed through the 2022 school year required us to be sensitive and innovative, being aware of the whole child not just the academic learner.

Financial performance

Successful grant applications added over \$35,000.00 to the STEM budget, allowing us to provide unique opportunities for our Grade 3-6 children. These highly engaging programs involved design elements, problem solving, reading and following instructions and understanding the protocols around participating in inter-school competitions.

To assist us with the significant task of furnishing and equipping our new buildings, we received several grants. One to purchase furniture, another to purchase Smartboards and TVs, another for Library resources and furniture and finally another to purchase other materials required for all other learning spaces. We are excited to see the designs and our visions for the new school during the 2023 school year.

School Council decided to operate the Canteen rather than employ a contractor, we therefore needed to fully re-equip and refurbish the facility. Our Canteen operates every Monday, Wednesday and Friday and has now fully recovered the setup costs and is financially viable.

As required by the Department, School Council reviewed the contract for our Out of School Hours Care program and selected a new provider – Team Kids. They commenced operations in the 2023 school year.

Once again, we carried forward surplus in both the cash and credit budgets. These funds have been committed to purchases related to the new school. When we move into the buildings and grounds in 2023, we will determine the specifics of what is required.

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 302 students were enrolled at this school in 2022, 133 female and 169 male.

36 percent of students had English as an additional language and 3 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).

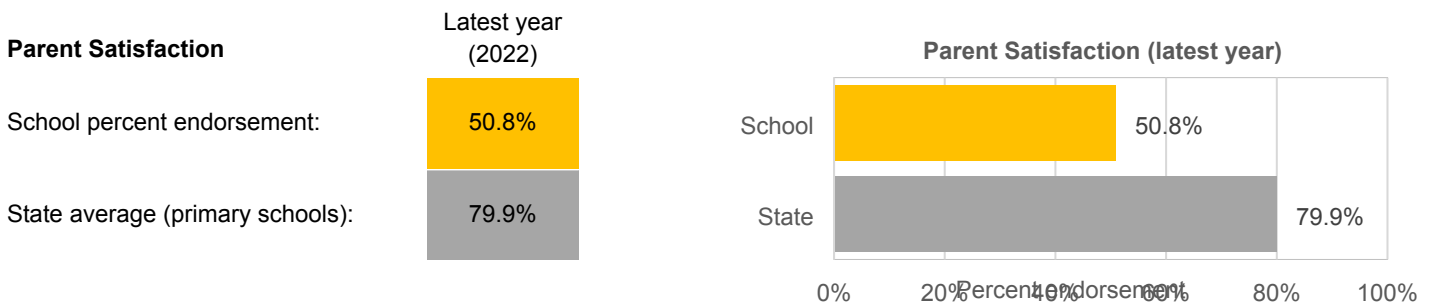
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

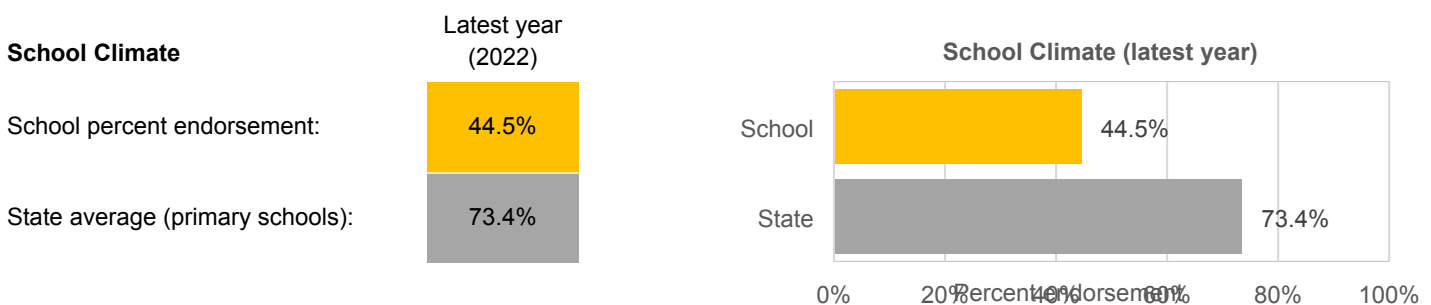


School Staff Survey

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:

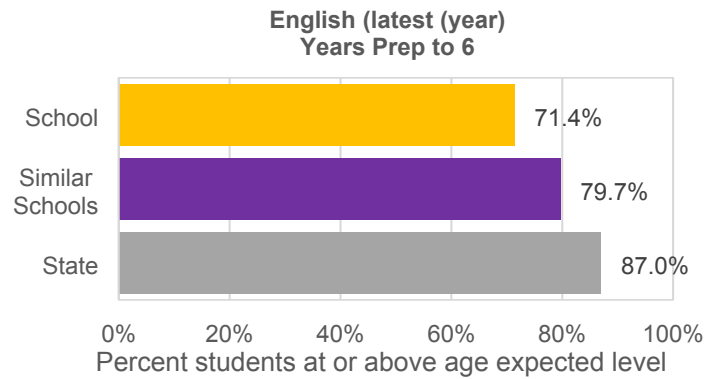
71.4%

Similar Schools average:

79.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

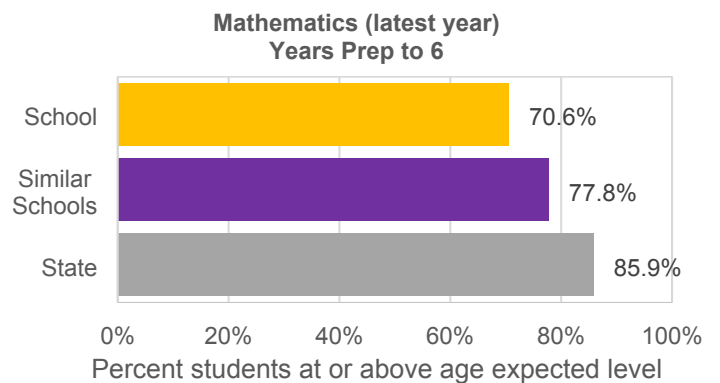
70.6%

Similar Schools average:

77.8%

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.

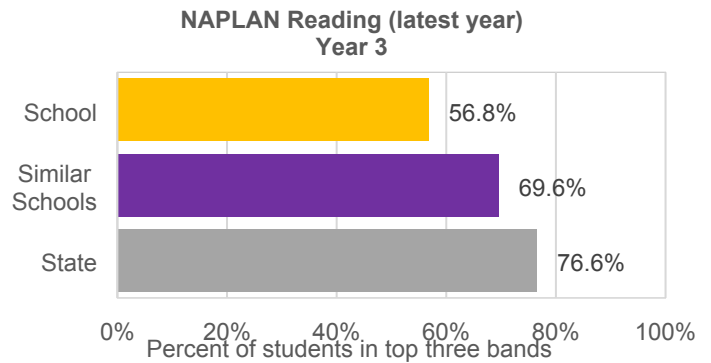
NAPLAN

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.

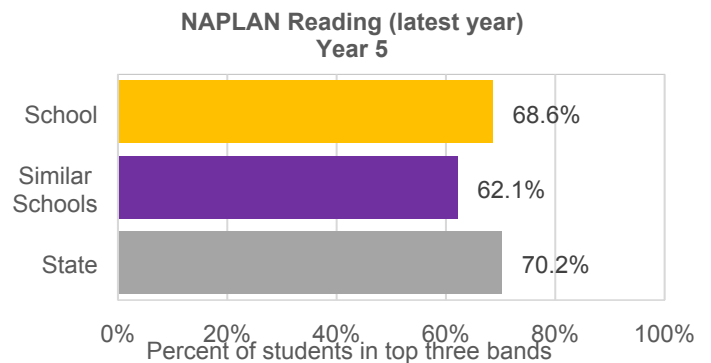
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.8%	57.7%
Similar Schools average:	69.6%	69.9%
State average:	76.6%	76.6%



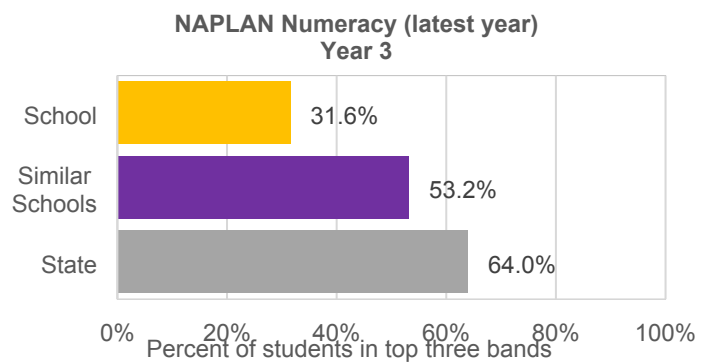
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.6%	55.7%
Similar Schools average:	62.1%	60.7%
State average:	70.2%	69.5%



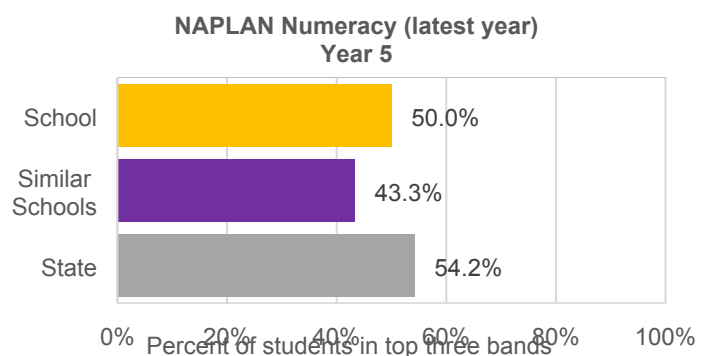
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.6%	42.3%
Similar Schools average:	53.2%	55.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	39.0%
Similar Schools average:	43.3%	48.5%
State average:	54.2%	58.8%



WELLBEING

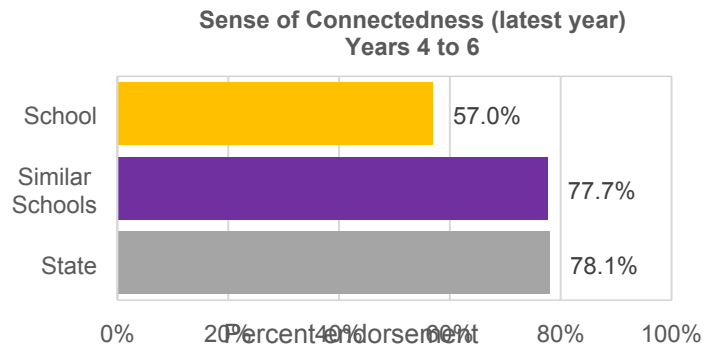
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	57.0%	65.1%
Similar Schools average:	77.7%	79.9%
State average:	78.1%	79.5%

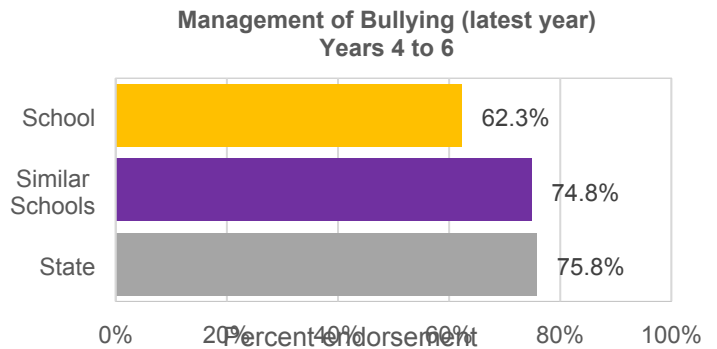


Student Attitudes to School – Management of Bullying

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:	62.3%	66.8%
Similar Schools average:	74.8%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

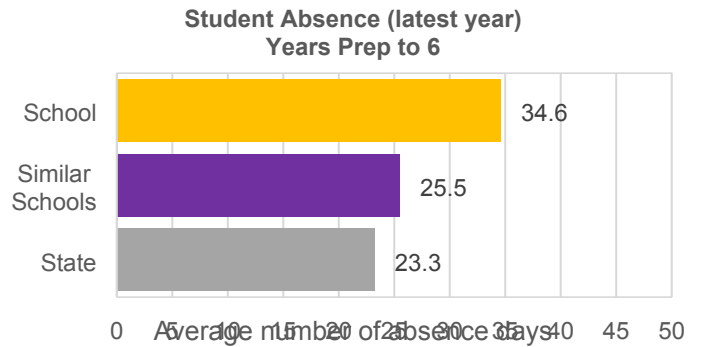
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	34.6	29.0
Similar Schools average:	25.5	19.6
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):	85%	84%	81%	84%	80%	84%	80%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,162,023
Government Provided DET Grants	\$356,349
Government Grants Commonwealth	\$42,990
Government Grants State	\$0
Revenue Other	\$7,795
Locally Raised Funds	\$158,549
Capital Grants	\$473,478
Total Operating Revenue	\$4,201,184

Equity ¹	Actual
Equity (Social Disadvantage)	\$166,927
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$166,927

Expenditure	Actual
Student Resource Package ²	\$3,010,425
Adjustments	\$0
Books & Publications	\$3,272
Camps/Excursions/Activities	\$77,029
Communication Costs	\$3,647
Consumables	\$72,934
Miscellaneous Expense ³	\$14,351
Professional Development	\$5,193
Equipment/Maintenance/Hire	\$187,757
Property Services	\$34,590
Salaries & Allowances ⁴	\$80,712
Support Services	\$20,740
Trading & Fundraising	\$48,898
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,004
Total Operating Expenditure	\$3,598,551
Net Operating Surplus/-Deficit	\$129,155
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$695,966
Official Account	\$33,213
Other Accounts	\$0
Total Funds Available	\$729,179

Financial Commitments	Actual
Operating Reserve	\$94,803
Other Recurrent Expenditure	\$4,729
Provision Accounts	\$0
Funds Received in Advance	\$507,211
School Based Programs	\$45,960
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	\$63,780
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$716,483

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.