

2013 Annual Report to the School Community

Montmorency Primary School

School Number: 4112



Name of School Principal: Michael K. Otway

Name of School Council President: Felicity Gordon

Date of Endorsement: 17th March 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school is currently working towards prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Montmorency Primary School is a unique, small school set near the heart of Montmorency Shopping Village. Our Mission Statement "To provide a safe, supportive and positive environment embodying quality learning opportunities in order to maximise academic, social and community potential" is supported by our core values "Learning, Friendship, Safety and Respect" which underpin our goal of "Preparation for Life". In 2014 we will formulate a new Strategic Plan keeping in mind the teaching of skills and values and the philosophy of active learning, delivered within a quality-driven institution, in tune with the emerging requirements of the third millennium. Our school is currently being rebuilt as part of a \$4 million dollar upgrade. Children will move in to their new classrooms early in Term 3 2014. Our classes have been designed to provide a home-room feel and to allow our highly competent staff to impart their skills explicitly. Operable walls will allow the classrooms to open up to the central area for co-operative work allowing for interchange between staff and children and modelling the connectedness of our unique school. Our new building will further enhance the building of staff knowledge and thus understanding of, and support for, every child. A new Administration and Multipurpose block will be completed by December 2015. Montmorency Primary is looking forward to an even brighter future!

We have earned a reputation for connectedness, caring for others, developing individuals and linking learning to hands-on, engaging experiences. In 2014 MPS has continued its steady growth to 185 children. With 10 Full Time teaching staff, our Principal and 7.2 EFT Educational Support Staff to provide classroom assistance we have maintained our commitment to small class sizes and excellent adult to student ratios. Teachers are experienced and enthusiastic and are backed up by an energised and supportive community. We are assisted by quality volunteers in order to lead engaged, individualised learning and personal development. In addition to our daily fitness run, the school has specialist programs in Art, Music and Physical Education and has a pilot Japanese program working at Foundation level. Our well-established Stephanie Alexander Kitchen Garden Program complements our hands-on learning approach and provides Kitchen classes from Grade 3 upwards and Garden classes for all levels. Stephanie Alexander Specialists link activities to the school curriculum promoting real-life active learning experiences in Science, Mathematics and Literacy. All children in our school experience the Garden program regularly and all Grade 3, 4, 5 and 6 children cook up a lunch for themselves regularly. Children work in small groups with volunteers, and with their class teacher, to ensure high-quality relationships are built between adults and the educational experiences on offer. Our Commercial grade kitchen also hosts special food days for Foundation-Gr 2 children, community food-share and mini-chef programs.

Student voice is important to us. We have School Captains, Sports Captains and Environment Captains in 2014. Junior School Council runs Assemblies and brings class issues to the fore. Our weekly assemblies always include items related to class learning as well as "Pupil of the Week", "Principal's Report", "School Captains' Reports", Sports Reports", "Chaplain's Report" and "Parents and Friends" reports. Our Grade 6 children attend the Grip Leadership conference each year in order to promote the concept of everyone as a learner and leader within the student population.

In addition to Interschool Sport, our many Extra-Curricular activities include: an after-school basketball competition for junior children; visiting keyboard, violin, percussion, and guitar/bass/vocal instrumental tuition; tennis training and, thanks to our fully-equipped music facility, a terrific band program. We offer Gateways and join in Premier's Reading Challenge, Mathletics and Reading Eggs. Cybersafety programs are also offered as are ICT programs utilising our Desktops, laptops and iPads which are embedded in classroom learning rotations. Camps are offered from Grade 3 to 6. We run lunch club through the week and have freshly prepared lunch orders on site weekly. Our accredited before and after-school program is not outsourced but run by a trained educator who also works within the school. This environmentally-conscious school is working closely with Banyule Council to accredit as a five-star sustainable school.

Our site is open and inviting, featuring the natural environment and plenty of varied play-spaces. Nestled on top of the hill at the head of the Were Street shops, we welcome community use of our facilities and remain open to forging links with local government and environmental groups in order to expand our welcoming, inclusive educational environment. Regular open events such as our Farmers Market complement our links with the community and commitment to sustainable practices.




Achievement	Engagement	Wellbeing
<p>Staff worked throughout 2013 to implement AusVELS Curriculum. Teachers deliver PD based on External and Network PD they attend which has aligned our practices with AusVELS in Numeracy, Literacy and Integrated areas</p> <p>2013 has seen more devolution of roles especially in the Strategic Sense.</p> <p>An Acting Assistant Principal Role in the area of Curriculum was created in order to systematise Curriculum planning and enactment. We have created action plans around the roles and have a solid Staff Meeting, Consultative Environment and Professional Development Structure which is building our capacity to implement quality change within the school. Work in such areas as our Student Welfare Policy and Transition processes has promoted a more unified approach and has drawn in more community commitment and support for school focuses. We have made an effort to hold significant Whole-School events such as “House Sports Day”, “Environment Day” and “International Day” to engage our community in our Curriculum planning and enactment regime. “Soundwaves” has been adopted as an exciting whole-school approach to improve Spelling. Parent and Student Opinion surveys have shown solid improvement.</p> <p>All Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.</p> <p>2014 will be an exciting year in which the school will reflect on its programs and practices through participation in the School Review process and the formulation of a School Strategic Plan 2014-2016.</p>	<p>Our Student Welfare policy “Code of Conduct” was prepared to be circulated for the new year. We are aiming to promote the idea of agreed understandings by circulating documents to families in order to ensure community ownership and agreement regarding Student rights and School expectations.</p> <p>Montmorency Primary increased student voice by electing School Captains and Sports Captains in 2013. Junior School Council was expanded to include two representatives from all Grade groups elected half-yearly.</p> <p>We continue to strengthen Assessment practices across the school. An audit of Assessment practices was implemented to ensure that a testing regime adequately assessed class progress in a manner that was transparent, relevant and beneficial to children, Staff and parents. Regular involvement of Students and Parents in accountability processes through Portfolio assessment and 3-way conferences was a feature of 2013.</p> <p>Our 2013 Staff PD was structured for improved moderation between staff regarding assessments and the continuing use of Data to reflect on learning goals and judgments.</p> <p>We added Netbooks to our flexible ICT devices such as Interactive boards, laptops and iPads to allow improved transparency in the delivery of interactive resources into classroom learning.</p> <p>Curriculum-related active learning through our well-established Stephanie Alexander program and a developed Art and Music program were also major features in Student Engagement.</p>	<p>In 2013 we implemented a whole school approach to Cyber Bullying. Sessions were facilitated by trained speakers who delivered PD to staff, children and parents. To promote tolerance, and understanding of diversity, we hosted “International Day” and purchased materials for circulation within the classes to mark the occasion. This whole-school celebration involved class performances and drew wide support from our Parent Community. “Environment Day” was a major learning and Wellbeing focus for 2013 with representatives and expertise from our local community engaging children throughout the day. Speakers demonstrating Koorie Culture, SAKGP Staff, Future Spark Bikes, Community Naturalist and Wildlife experts and Banyule Council all combined to create an inclusive, connected, educational experience. The presence of so many parents engaging in activities with the children and providing special treats through our “pop-up” café was a strong community-bonding aspect.</p> <p>To improve understanding about planning and communication we established, and are progressively publishing, a two-year planning calendar.</p> <p>Community education through Special focus nights will be elements incorporated into our new Strategic Plan. We began 2014 with a whole-school information evening demonstrating school and class philosophy and practice. A focus on Curriculum including “Science Day”, “International Day” and “Bookweek” is also planned. “Chess Club” and “Art Club” are lunchtime activities that are also being investigated.</p>

For more detailed information regarding our school please visit our website at <http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:  Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 163 students were enrolled at this school in 2013, 69 female and 94 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary




Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:





Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>

Performance Summary




Achievement	Student Outcomes	School Comparison																				
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr> <td>Low</td> <td>15 %</td> <td>46 %</td> <td>38 %</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>Low</td> <td>38 %</td> <td>46 %</td> <td>15 %</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>Low</td> <td>31 %</td> <td>54 %</td> <td>15 %</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>Low</td> <td>38 %</td> <td>23 %</td> <td>38 %</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>Low</td> <td>23 %</td> <td>54 %</td> <td>23 %</td> </tr> </table>	Low	15 %	46 %	38 %	Low	38 %	46 %	15 %	Low	31 %	54 %	15 %	Low	38 %	23 %	38 %	Low	23 %	54 %	23 %	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 795 1037 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>86 %</td> <td>92 %</td> <td>88 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	92 %	88 %	92 %	90 %	93 %	92 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	92 %	88 %	92 %	90 %	93 %	92 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary 2013

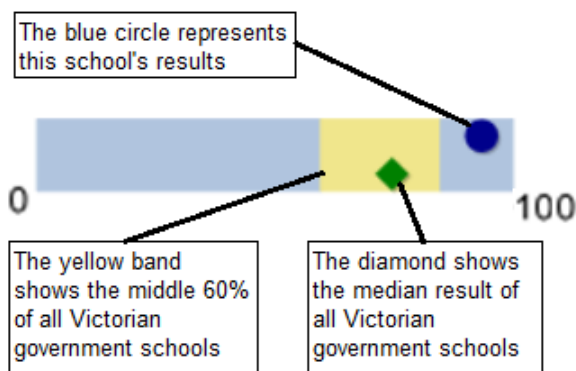
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

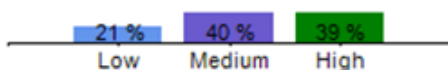
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$236,953	High Yield Investment Account	\$64,758
Government Grants Commonwealth	\$22,013	Official Account	\$11,034
Government Grants State	\$11,000	Total Funds Available	\$75,792
Revenue Other	\$4,613		
Locally Raised Funds	\$157,872		
Total Operating Revenue	\$432,452		
Expenditure		Financial Commitments	
Books & Publications	\$5,510	Operating Reserve	\$10,000
Communication Costs	\$7,000	Beneficiary/Memorial Accounts	\$19,285
Consumables	\$69,070	School Based Programs	\$42,000
Miscellaneous Expense	\$68,608	Other recurrent expenditure	\$4,507
Professional Development	\$4,157	Total Financial Commitments	\$75,792
Property Maintenance	\$59,563		
Salaries & Allowances	\$164,212		
Trading & Fundraising	\$21,699		
Travel & Subsistence	\$7		
Utilities	\$21,522		
Total Operating Expenditure	\$421,348		
Net Operating Surplus/-Deficit	\$11,104		
Asset Acquisitions	\$0		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

As a small school we ensure that funds received are directed towards the children for that year. We do not have surplus bank balances. We direct funds into planning for the best staffing and resource outcomes possible.