

2022 Annual Report to the School Community

School Name: Mount Macedon Primary School (0415)



- 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 21 March 2023 at 01:40 PM by Trish Hyland (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

To be attested by 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 2022 Mount Macedon School Performance Report indicates that we are a school of **Influence** (the highest level) in 5 out of the 6 assessed areas.

Mount Macedon Primary School is a small, rural school, sited on the side of a mountain, approximately 65km from Melbourne. We have a purpose-built main school building with 5 classrooms, and a STEAM (Science, Technology, Engineering, Art and Music). In 2022, we had 118 students and 10.5 FTE staff. The school is capped at 125 students due to it being a Category 1 Bushfire at Risk school. It was razed by a bushfire in 1983 and so Emergency Management is a core focus at the school. The school has a low Student Family Occupation and Education Index. We currently only have one family that is equity funded. Mount Macedon is a rural, commuter belt community, with many parents working long days in Melbourne, although this has altered due to COVID and there appears to be a change in working patterns occurring, with parents opting to work from home a couple of days per week. Up until 2020 there was a strong, regular use of the before and after school program offered on site. We now have a much smaller cohort of students accessing this program. Parents were well represented in the 2022 Friends of the School group. FOS organise fundraising and social events to ensure the best outcomes are achieved for their children, through the best resourcing of the school. In 2022 they raised more than \$40,000 to put towards improved facilities for the school. MMPS School Council is a cohesive, dedicated group who maintain a clear focus on the vision we all have for the school. Our school vision is "Mount Macedon Primary School aims to develop positive, independent, resilient and inquiring students who are ready for the future'. In 2022 we re-evaluated our school values and they are now "Care, Create, Collaborate". members of the community felt that these values best represented and supported our school vision.

Positivity is reflected in the school's Positive Education model, where we actively practice positive, relationships, emotions, health, engagement, purpose, and accomplishment. This has been reflected in our School Climate survey of 97.7% endorsement and parent Survey general satisfaction of 87.5%

Inquiring – Mount Macedon Primary School is an Inquiry Learning school with a focus on encouraging our students to identify what they already know and then move on to explore challenging, new ideas that they have selected. We encourage the use of problem-solving skills by using an approach that presents students with issues to solve and questions to explore.

Resilience- Mount Macedon PS has a strong focus on Wellbeing. In 2022 a Wellbeing and Inclusion Coordinator was appointed in the school. This has resulted in a strong program of individual Learning Plans and Student Support Group meetings, as well as a focus on the needs of individual students. A social emotional learning program is embedded in our Programme of Inquiry and the school runs a multi-tiered system of support to meet the needs of all students.

Independence –We value lively, inquiring minds, and a love of learning. Part of the IB approach is to encourage our students to identify areas in their lives where that can take some independent action as they participate in the worldwide community. As global citizens, we aim to support our community to have the capacity to create a better and more peaceful world through intercultural understanding and respect. We value the capacity to be inclusive, open-minded and reflective, which we believe will be crucial to their future success. Our purpose is to provide our students with the skills, opportunities and experiences that will support them to achieve their life goals.

In 2022 we had 6 classrooms. This decision was made to have an extra class in the library to provide students with smaller class sizes to help them to catch-up and support their wellbeing after a difficult couple of years. Unfortunately, we cannot afford to continue with small classes in 2023. We had 7 classroom teachers (including part-time teachers), 6 specialist teachers: -Music, Science, Art, PE and French and Digital Technology) and 5 ES staff who support our children. We have no Aboriginal Torres Strait islander staff. We are a fully accredited International Baccalaureate School, offering the Primary Years Program. We are the smallest IB School in Australia. The PYP provides the students with the opportunity to undertake challenging inquiry learning, to develop an holistic approach to their learning and wellbeing, to become active citizens in the community, and to connect with other students globally. We do not specifically offer programs for overseas students.

After a difficult start to the year, with significant absences from both students and staff for the first 6 months, the last semester of the year was settled and productive for everyone in the community. School production returned for the first time in 3 years and many camps, sporting activities and incursions were held. School improvements were undertaken, with the outdoor eating area being replaced by a wonderful rock wall, which the students love, and a beautiful new garden area built. This garden area will support our Garden Club and also Garden to Table programs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mount Macedon Primary School Strategic Plan has three main goals:- Learning

Improve student learning outcomes for every student in Literacy and Numeracy.

Grade 3 Reading NAPLAN 2021 - 100% students at or above expected level with 63% in Top Two bands /

Grade 3 Reading NAPLAN 2022 - 100% students at or above expected level with 82% in Top Two bands

Grade 3 Writing NAPLAN 2021 - 100% students at or above expected level with 75% in Top Two

bands / Grade 3 Writing NAPLAN 2022 - 100% students at or above expected level with 65% in Top Two bands

Grade 3 Numeracy NAPLAN 2021 - 100% students at or above expected level with 25% in Top Two

bands / Grade 3 Numeracy NAPLAN 2022 - 100% students at or above expected level with 53% in Top Two bands

Grade 5 results - This was a cohort of only 9 students - care must be taken when reading these results - one student equals 11% of the result.

Grade 5 Reading NAPLAN 2021 - 100% students at or above expected level (2 students exempt) with 71%

in Top Two bands / Grade 5 Reading NAPLAN 2021 - 100% students at or above expected level (2 students exempt) with 73% in Top Two bands.

Grade 5 Writing NAPLAN 2021 - 89% students at or above expected level (2 students exempt) with 35% in

Top Two bands / Grade 5 Writing NAPLAN 2021 - 100% students at or above expected level (2 students exempt) with 18% in Top Two bands.

Grade 5 Numeracy NAPLAN 2021 - 100% students at or above expected level (2 students exempt) with

44% in Top Two bands / Grade 5 Numeracy NAPLAN 2021 - 100% students at or above expected level (2 students exempt) with 35% in Top Two bands.

In 2022, our Annual Implementation Plan focussed on: -

"Building teacher capacity to inform their practice by using the Professional Learning Communities (PLC) approach". This meant that we undertook training in the PLC approach and then used this approach to help us identify areas of need across the whole school as well as for individual students. We also reviewed our assessment schedule to ensure we were able to track student growth accurately.

"Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice to improve student learning outcomes." This was reflected in the employment of a numeracy specialist who modelled teaching excellence and provided professional development and feedback for all staff.

Wellbeing

To develop confident, resilient students equipped to thrive in the contemporary world.

Attitudes to School Survey,

Resilience 2021 -87% normal to high resilience / 2022 - 78% normal to high resilience.

Sense of Confidence 2021- 92% / 2022 -81%

These results, we believe, is reflective of the difficult previous 2 years and as it was undertaken in the first half of the year, the disruption that was being caused by absences of both staff and students.

Our AIP goal for the year was to "Effectively mobilise available resources to support student's wellbeing and mental health, especially the most vulnerable". To this end, we appointed a Wellbeing and Inclusion Coordinator who works 2 days per week. We also developed a Social Emotional data wall, where all students "at risk" were placed. Meetings were held twice per term to discuss each individual student with the goal of implementing specific programs for them. From these meetings several programs, such as before school Jui Jitsu, Kimochi groups and Skodel were introduced to further support student wellbeing.

Engagement

To improve student engagement and agency in their learning for every student.

Attitudes to School Survey

Student Voice and Agency - 2021 - 95% / 2022 -79%

There has been a drop here as well in the number of students feeling that they have a voice in what happens at school. We reviewed our International Baccalaureate program with the key intention of ensuring that students have a say in their learning and what they would like to learn about. This is a key premise of the IB program, and our reflection has been that we were not articulating to students that this was called "voice and agency".

Annual Implementation Plan Key Improvement Strategy was to

"Build teacher capacity and understanding about feedback". Staff undertook professional development on how to provide opportunities to students to tell teachers how they were going with their learning. We reviewed learning Intentions and Success Criteria and restructured our Instructional Model to allow time for students to give and receive relevant feedback. Skodel - wellbeing check in program was implemented into the senior classes at the school. This allows students to not only identify how they are feeling, it offers them solutions to help them feel better. The data from Skodel has allowed staff to quickly deal with any issues. In 2023 this program will be implemented across the whole school. The school also extended its Kimochi program across the whole school in 2022. This program supports students to identify their emotions and gives them strategies to manage them.

Other highlights from the school year

Many school events were held in 2022. Examples are;-

The school fete was a wonderful opportunity for all parents to be involved in supporting the school. It was an amazing day with many community members attending. The fete raised \$40,000 which was by far the most amount of money ever raised. This money will be spent to support infrastructure (a new reading room and the upgrade of the eating area to a rock wall) as well as starting a two part solar program to ensure that our school becomes energy efficient in the future.

School Swimming Sports, School Athletics, School Production, School camps - internal activities for P-2 and external camps for 3-6. The external camps - City camp for Grades 5/6, with a visit to a live theatre production was a highlight.

Senior students were given the opportunity to participate in a wide range of interschool sporting activities, including, swimming, athletics, tennis, cross country, orienteering, basketball and netball.

Financial performance

The school finished the year in a healthy financial position with \$212,306 in the bank.

Major contributors to this were things such as:-

95% parent payments were paid

Fete raised \$40,000

Donations to the school \$12,000.

The constant support of the parents to ensure that their students receive the best possible education has allowed the school to implement a wide range of programs and to upgrade the infrastructure with at least one major project being completed each year. In 2022 we added a new eating area and a new garden outdoor learning area. This cycle of continuous improvement supports a lovely environment at the school.

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

<https://www.mtmacedonps.vic.edu.au/>

Draft

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 118 students were enrolled at this school in 2022, 52 female and 66 male.

NDP percent of students had English as an additional language and 0 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).

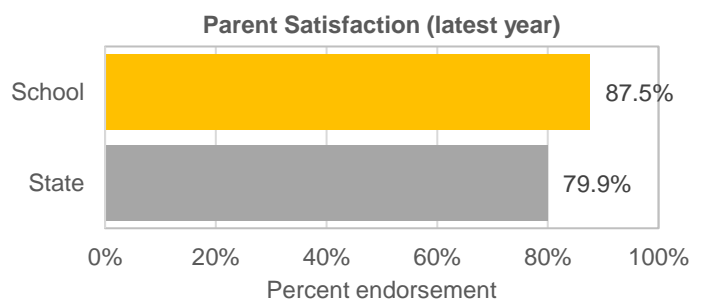
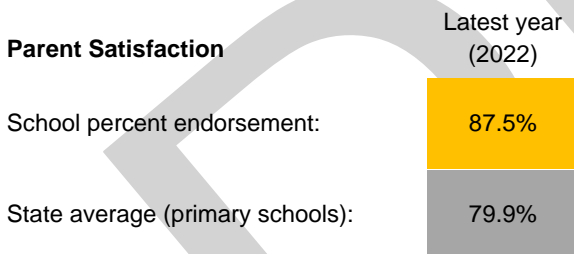
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

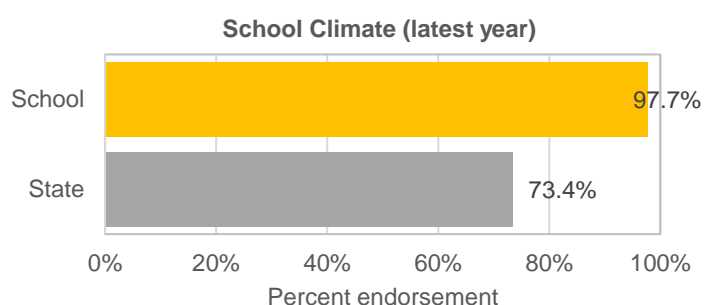
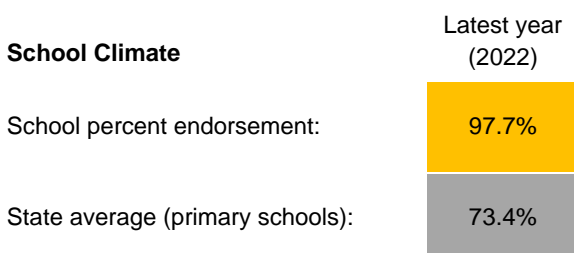


School Staff Survey

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:

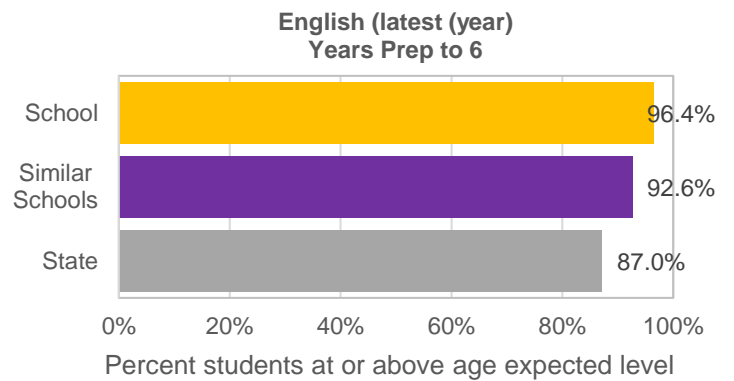
96.4%

Similar Schools average:

92.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

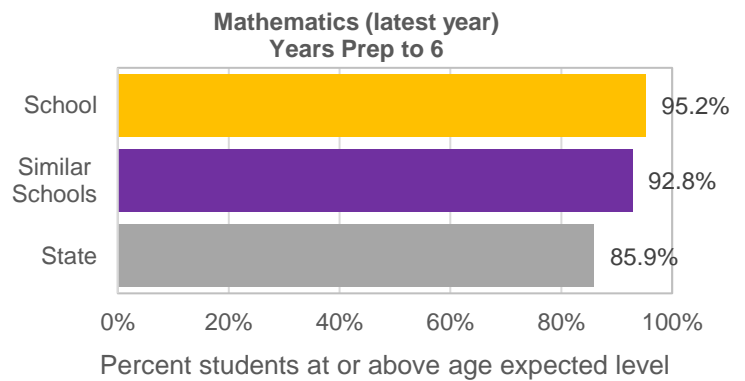
95.2%

Similar Schools average:

92.8%

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.

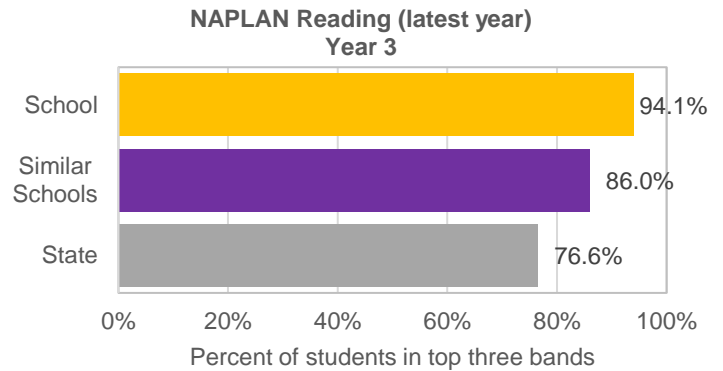
NAPLAN

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.

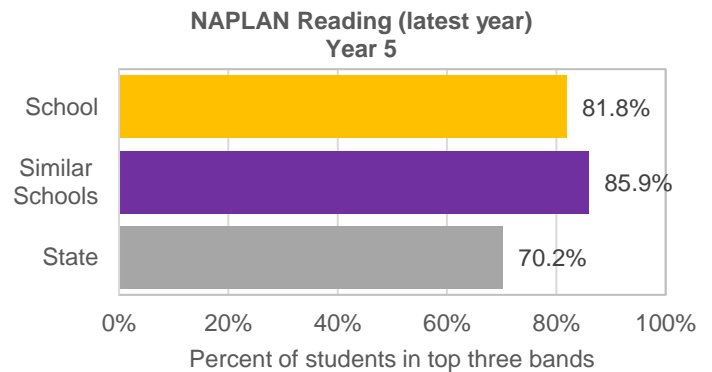
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.1%	95.6%
Similar Schools average:	86.0%	87.5%
State average:	76.6%	76.6%



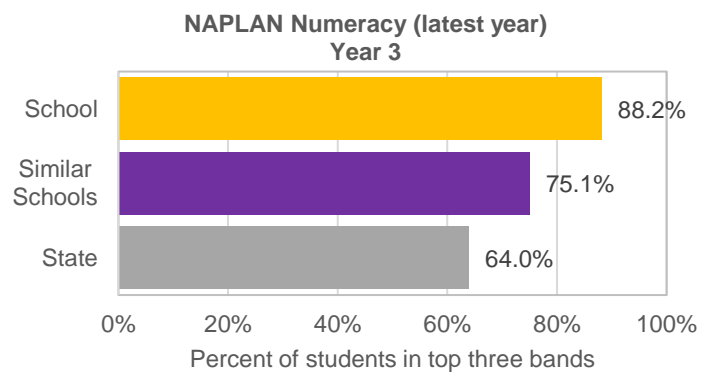
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	86.5%
Similar Schools average:	85.9%	83.8%
State average:	70.2%	69.5%



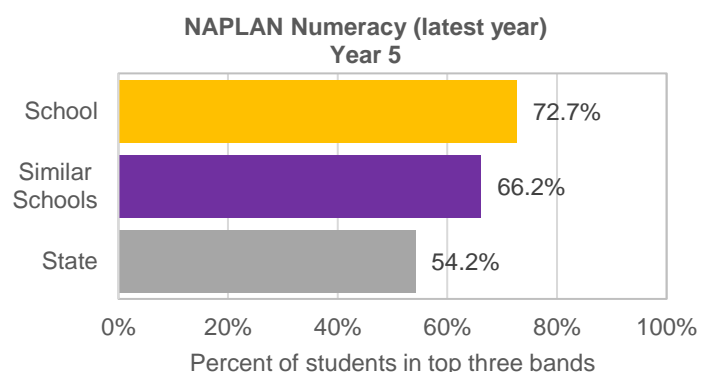
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	84.4%
Similar Schools average:	75.1%	79.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	72.2%
Similar Schools average:	66.2%	71.7%
State average:	54.2%	58.8%



WELLBEING

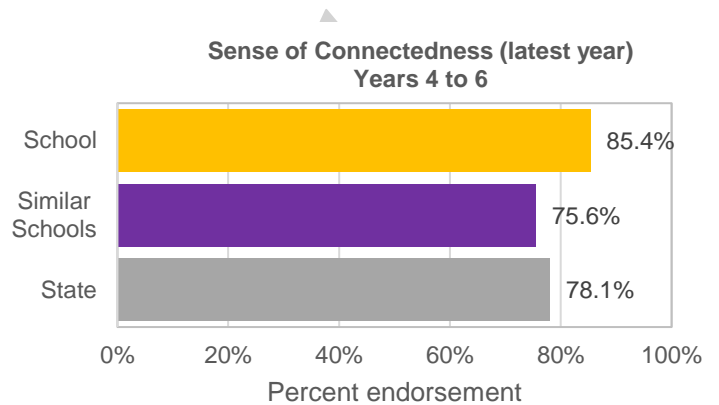
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	85.4%	92.0%
Similar Schools average:	75.6%	76.9%
State average:	78.1%	79.5%

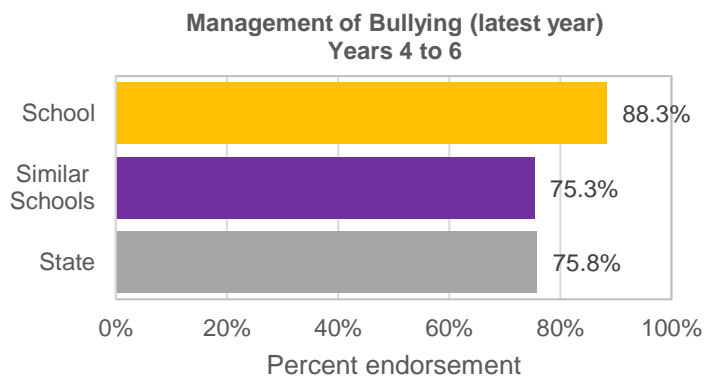


Student Attitudes to School – Management of Bullying

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:	88.3%	94.3%
Similar Schools average:	75.3%	77.9%
State average:	75.8%	78.3%



ENGAGEMENT

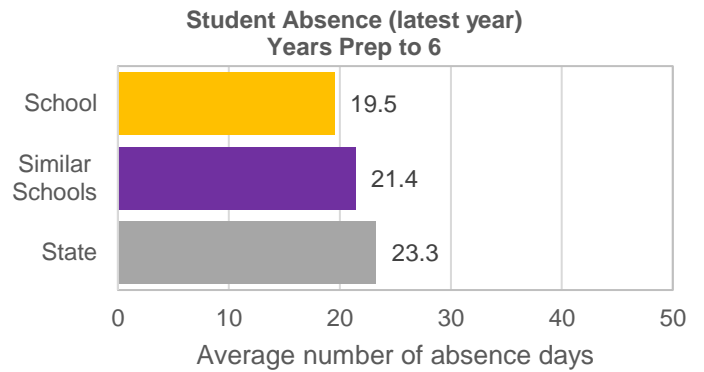
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.5	15.3
Similar Schools average:	21.4	14.6
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):	90%	87%	91%	91%	92%	92%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,286,096
Government Provided DET Grants	\$164,572
Government Grants Commonwealth	\$24,664
Government Grants State	\$0
Revenue Other	\$6,027
Locally Raised Funds	\$205,499
Capital Grants	\$0
Total Operating Revenue	\$1,686,859

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,247,484
Adjustments	\$0
Books & Publications	\$449
Camps/Excursions/Activities	\$50,162
Communication Costs	\$1,394
Consumables	\$31,728
Miscellaneous Expense ³	\$23,490
Professional Development	\$4,944
Equipment/Maintenance/Hire	\$11,780
Property Services	\$75,313
Salaries & Allowances ⁴	\$126,950
Support Services	\$2,938
Trading & Fundraising	\$27,951
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,182
Utilities	\$27,966
Total Operating Expenditure	\$1,637,732
Net Operating Surplus/-Deficit	\$49,127
Asset Acquisitions	\$19,589

- (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	\$165,384
Official Account	\$23,760
Other Accounts	\$23,162
Total Funds Available	\$212,306

Financial Commitments	Actual
Operating Reserve	\$58,339
Other Recurrent Expenditure	\$0
Provision Accounts	\$10,000
Funds Received in Advance	\$0
School Based Programs	\$52,700
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$17,000
Capital - Buildings/Grounds < 12 months	\$22,000
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$180,039

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.