

# 2020 Annual Report to The School Community



**School Name: Mount View Primary School (4923)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2020 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 10 March 2021 at 01:32 PM by Glenn Butler (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 March 2021 at 09:23 AM by Rhett Winston (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

#### School Context

Mount View Primary School, established in 1965, is situated in the suburb of Glen Waverley. The end year 2020 enrolment is 1077 students. This figure includes 34 students enrolled in the school's Deaf Facility. A total of 559 students are male and 518 are female. The school is proud of the diverse cultural representation which reflects the characteristics of the local community. Sixty-seven percent of students have English as an additional language while 0% are Aboriginal or Torres Strait Islander. The overall socio-economic band values based on Student Family Occupation and Education is low indicating high levels of tertiary educated parents who are employed in professional and qualified occupations. A school neighbourhood boundary was introduced in 2011, and the school population consists of students living locally. Students are grouped into forty-five single year level classes across the school. School facilities feature a diverse range of classroom structures, including two original Light Timber Construction blocks (1965), a Visual Arts complex (c1975), a full-size stadium (2003), a Performing Arts Centre (c2005), Senior Learning Centre (2012) and a range of contemporary portable classrooms.

Outdoor facilities include three fully equipped playgrounds, a fully sheltered outdoor basketball court, a large synthetic sports field, three basketball/tennis courts, fitness stations and a school owned, shared use, community oval.

The 2020 staffing profile comprised:

- Principal
- 2 Assistant Principals
- 4 Leading Teachers
- 5 Learning Specialist teachers
- 45 Classroom teachers
- 11 Teachers of the Deaf
- 3 Teachers of English as an Additional Language
- 2 Mandarin teachers
- 2 English Literacy Support teachers
- 2 Performing Arts teachers
- 3 Physical Education teachers
- 2 Visual Arts teachers
- 11 Education Support staff
- 2 Speech Pathologists
- 1 Social Worker
- 2 School Nurses
- 4 Office staff
- 2 Technical Support staff
- 2 Grounds & Facilities staff

The school's curriculum incorporated the eight learning areas and the capabilities aligned with the Victorian Curriculum. In addition, a range of extra-curricular and other opportunities were provided to students. These included learning programs in specialist learning experiences in Physical Education, Visual Arts, Performing Arts and Languages (Mandarin).

The school is accredited as an International Baccalaureate World School implementing the Primary Years Program and continues to develop an international perspective in education.

#### Parent Satisfaction

The percentage endorsement by parents on their School Satisfaction level, as reported in the Parent Opinion Survey, was 87.6% positive (agree or strongly agree). This compares favorably to the State average of 81.2%. The school will continue to build on this positive perception through the development of a rich and stimulating learning program while maintaining a safe and inclusive learning environment for all students.

**School Staff Survey**

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey, was 67.1% positive (agree or strongly agree). This compares to the State average of 77.8%. Ongoing work in building a more positive response is built on a multi-faceted approach involving professional learning in understanding thinking and perception (Resilient People, Thriving Team – Michelle Bihari), a school-based health and well-being program and the further roll out of a Distributive Leadership Model. All of these elements combined aim to build professional skills, positive team function, career building opportunities and a caring and supportive staff culture. A staff well-being survey is also used to track staff opinion.

**Framework for Improving Student Outcomes (FISO)**

**Framework for Improving Student Outcomes**

The Annual Implementation Plan 2020 identified the School Strategic Plan Goals:

- To improve the learning growth of every student in literacy, numeracy and science.
  - To add depth to student learning and engagement so that students make connections within their community and beyond.
  - To build the social and emotional intelligence capabilities of every student in order to develop resilience and optimism.
  - To enhance the human and physical resources in order to strengthen the school’s teaching and learning culture.
- The Framework for Improving Student Outcomes was referenced in order to highlight Improvement Priorities and Initiatives.

Priority: Excellence in teaching and learning:

- Building practice excellence
- Curriculum planning and assessment

Priority: Positive climate for learning:

- Empowering students and building school pride
- Setting expectations and promoting inclusion

The rationale for these priorities and initiatives was articulated in the Annual Implementation Plan 2020 and formed the basis for the whole school focus on these priorities.

Excellence in teaching and learning

- Building practice excellence - with the implementation of the Victorian Curriculum it is critical that curriculum planning and assessment is a major focus for 2020
- Curriculum planning and assessment

\* Develop teacher capacity so that planned learning meets the need of every student (Individual Learning Plans, differentiated & inclusive curriculum) and so that students have greater ownership & responsibility of the learning (learner voice, agency and action).

\* Full implementation of the Sensory Motor Program (SMP) – all Prep and Year 1 students, “at risk” Year 2 and PSD students, so that all students have developed the neural pathways & fine/gross motor skills essential to facilitate learning.

Positive climate for learning

- Empowering students and building school pride - implementation of a growth mindset across the school and developing teacher capacity with the focus on positive psychology theory and practice in order to support students’ resilience, optimism & well-being.
- Setting expectations and promoting inclusion.

**Achievement**

Achievement  
Goal:

To improve the learning growth of every student in literacy, numeracy and science.

- Build a guaranteed and consistent curriculum
- Build a whole school approach to the regular tracking, monitoring and assessment of learning and growth for every student.

**English Years Prep – 6**

The percentage of students working at or above age expected standards in English Years Prep – 6 is 97.2%. This compares favorably to the Similar Schools average (92.9%) and the State average (86.3%). The Similar Schools are a group of Victorian Government schools that are like Mount View, taking into account the socioeconomic background of the school's students, the number of non-English speaking students and the size and location of the school.

**Mathematics Years Prep – 6**

The percentage of students working at or above age expected standards in Mathematics Years Prep – 6 is 95.8%. This compares favorably to the Similar School average (92.0%) and the State average (85.2%).

**NAPLAN**

There were no NAPLAN tests conducted in 2020.

**Remote and Flexible Learning**

The creation and deployment of a Remote and Flexible Learning Program was necessitated by the Covid19 global pandemic. The school leadership team and all staff worked together to ensure that student learning progress was maintained and that students remained connected with their peers. The school's strategic priorities, as detailed in the Annual Implementation Plan, were appropriate to support student learning needs in such extraordinary times.

**Engagement**

**Engagement**

The school's Engagement Goal is to add depth to student learning and engagement so that students make connections within the broader community.

- Build the understandings and instructional competence of every teacher.
- Enhance the whole school approach to teaching and learning through embedding the International Baccalaureate Primary Years Program

Student Engagement, as measured through the Student Absence Data, is very high in absolute terms. In 2020 the average number of absence days per child was greater than the school's 4-year average. The school figure of 14.5 absence days per child was greater than the Similar Schools average (12.4 days) and the State average (13.8 days). The principle reason for this anomaly is a high level of absenteeism in Term 1 2020 due to community anxiety around Covid 19 infection risks. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

**Wellbeing**

**Well-being**

To build the social and emotional intelligence capabilities of every student in order to develop resilience and optimism.

- Build teacher capacity and confidence in the development and implementation of positive learning experiences for all students.
- Develop and enhance positive relationships within and beyond the school community.

Student Well-being is measured through the Attitudes to School Survey undertaken annually by students in Years 4, 5 and 6. In the two key variables a high proportion of Mount View students indicated a positive response: Sense of Connectedness (86%) and Management of Bullying (80.3%). These results can be compared to the Similar Schools and State 4- year average data. Sense of Connectedness – Similar Schools (83.3%), State (81.0%). Management of Bullying – Similar Schools (80.9%), State (80.4%).

**Financial performance and position**

**Financial Performance and Position**

A net operating reserve of \$265,213 was achieved at the end of 2020 for the whole school year. Equity funding totaling \$21,650 has been allocated towards building communication and inclusion through the Mount View community. All locally raised funds have been allocated to student based programs and activities as well as the allocation to priority initiatives identified by School Council and the Parents Association.

**Financial Summary Statement**

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.

**For more detailed information regarding our school please visit our website at**  
[www.mountviewps.vic.edu.au](http://www.mountviewps.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.

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 1074 students were enrolled at this school in 2020, 514 female and 560 male.

67 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) which takes into account parents' occupations and education.

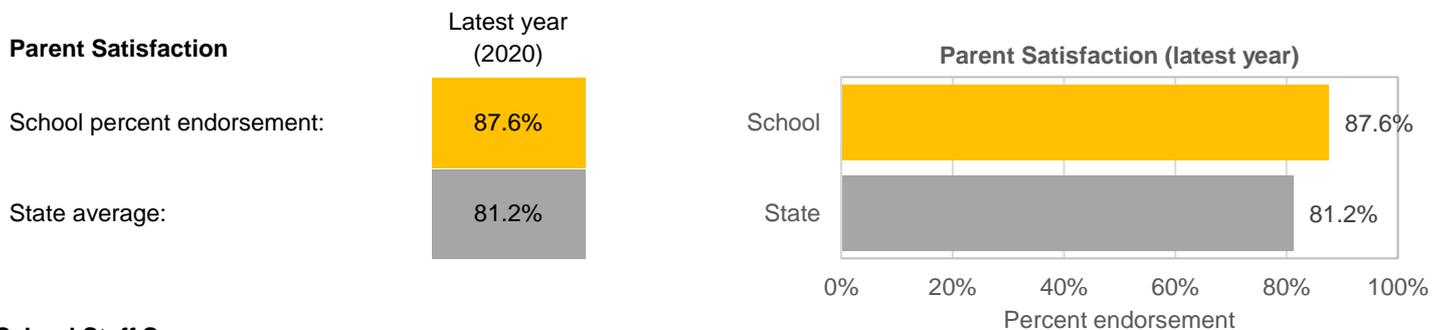
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

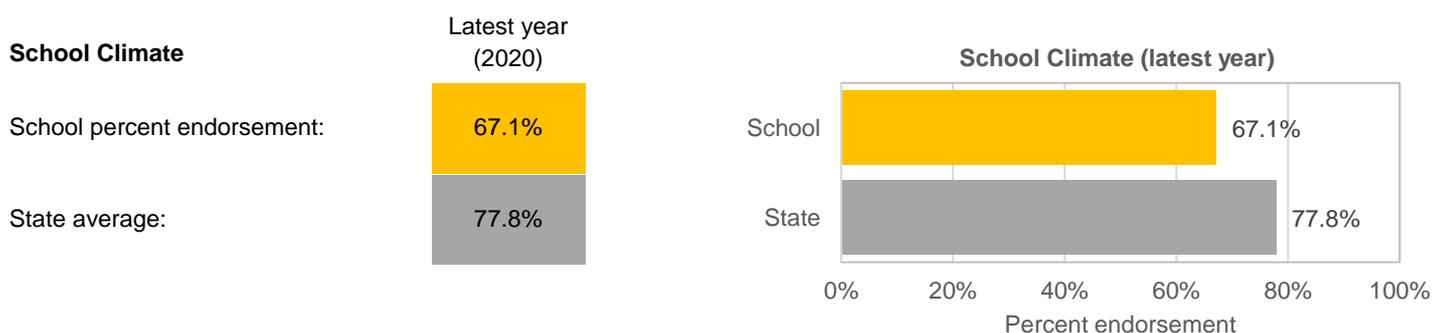


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

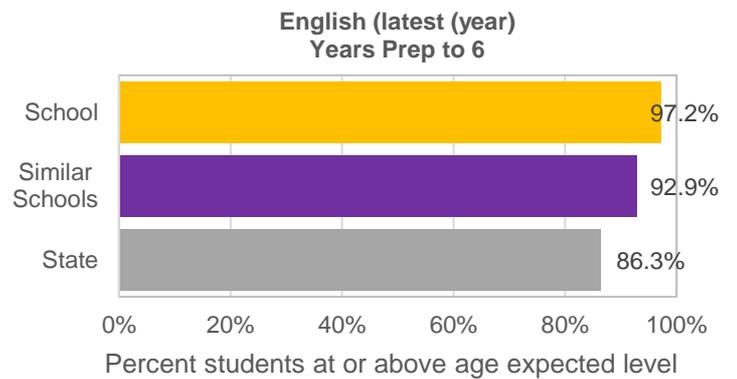
97.2%

Similar Schools average:

92.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

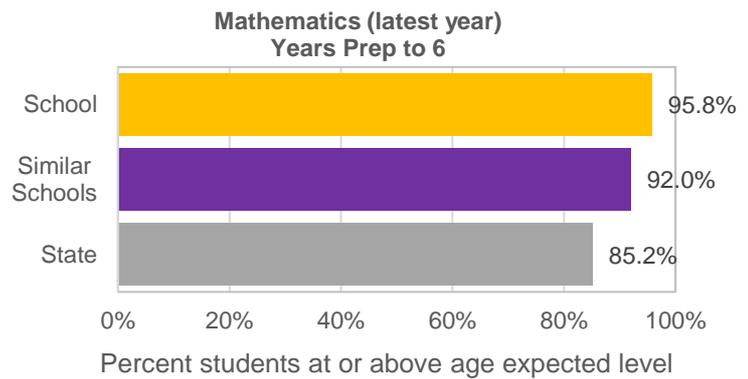
95.8%

Similar Schools average:

92.0%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain 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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

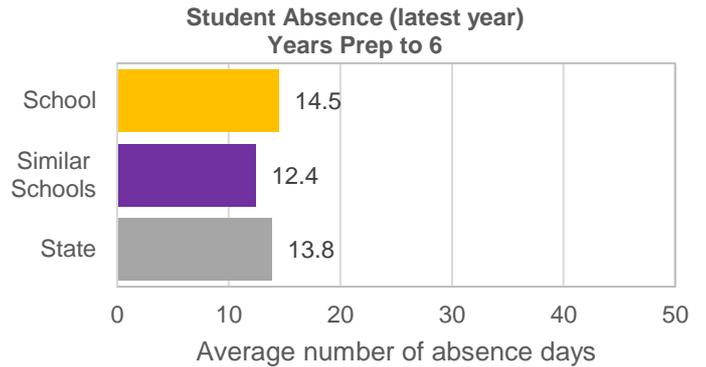
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.5	12.5
Similar Schools average:	12.4	14.1
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	91%	93%	94%	93%	92%	93%

## 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.

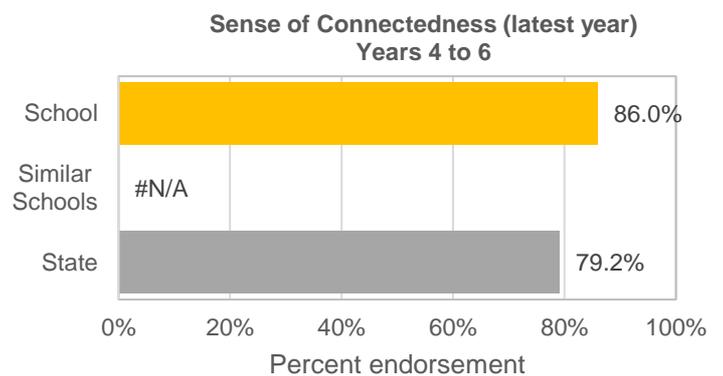
### Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	86.0%	86.3%
Similar Schools average:	NDP	83.3%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

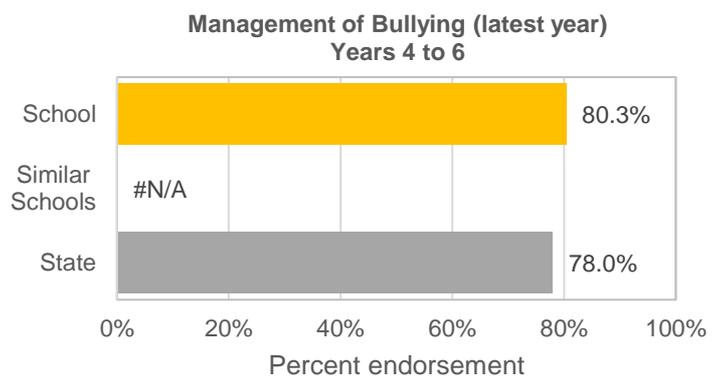
### Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	80.3%	80.1%
Similar Schools average:	NDP	80.9%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$9,051,063
Government Provided DET Grants	\$1,068,420
Government Grants Commonwealth	\$18,442
Government Grants State	NDA
Revenue Other	\$16,105
Locally Raised Funds	\$752,107
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$10,906,137</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$21,650
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$21,650</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,262,574
Adjustments	NDA
Books & Publications	\$15,312
Camps/Excursions/Activities	\$145,417
Communication Costs	\$12,446
Consumables	\$192,306
Miscellaneous Expense <sup>3</sup>	\$49,232
Professional Development	\$62,395
Equipment/Maintenance/Hire	\$197,121
Property Services	\$270,207
Salaries & Allowances <sup>4</sup>	\$501,451
Support Services	\$188,132
Trading & Fundraising	\$19,237
Motor Vehicle Expenses	\$399
Travel & Subsistence	NDA
Utilities	\$65,404
<b>Total Operating Expenditure</b>	<b>\$10,981,630</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$128,690</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$233,443
Official Account	\$314,926
Other Accounts	\$130,428
<b>Total Funds Available</b>	<b>\$678,797</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$265,213
Other Recurrent Expenditure	\$12,544
Provision Accounts	NDA
Funds Received in Advance	\$390,941
School Based Programs	\$103,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,279
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$53,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$192,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,030,977</b>

*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.*