

# 2020 Annual Report to The School Community



School Name: Mountain Gate Primary School (4905)



- 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 17 March 2021 at 06:33 PM by Cheryl Sampson (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 27 April 2021 at 03:06 PM by Dianne Bence (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

Mountain Gate Primary School is situated in the outer eastern suburb of Ferntree Gully. We are proud of our spacious grounds and contemporary learning spaces – including dedicated Library, Computer Centre, Art room, Music room and Gymnasium.

In 2020 we had an enrolment of 394 students. Staff comprised 2 Principal Class members, 23.0 teachers and 8 Education Support personnel. The school consisted of 18 classes as follows: 3 x Foundation, 3 x Yr. 1, 3 x Yr. 2, 3 x Yr. 3, 2 x Yr. 4, 2 x Yr. 5 and 2 x Yr. 6.

At Mountain Gate we are committed to building excellence in education by providing outstanding learning opportunities for every child. We know that all children are not the same and that's why we offer a broad curriculum with focused teaching targeting individual needs and extensive extra-curricular activities. Use of ICT is incorporated into daily practice as appropriate. There are desk top computers, notebooks and iPads in all classrooms and in addition to this all classes have timetabled access to the Computer Lab. Whilst our focus is Maths and English, all students are exposed to a range of learning activities and environments, including camps for Years 4-6, incursions and excursions, a variety of House and Sports carnivals, Gymnastics, Swimming, Dance, Bike Education, Student Leadership Program, Public Speaking, Art and Music.

A safe and caring school culture is created and sustained by the students, teachers and whole school community through the Kids Matter and the Tribes Program: This, coupled with the You Can Do It program, provides the basis for daily life at school. We strive to develop high self-esteem, optimism and a commitment to personal excellence.

Our families' commitment to Mountain Gate helps us to provide a well-supported and resourced learning environment. Our PTFA and School Council are a powerful example of the wonderful relationships that have been established and maintained over many years. The DET Parent Survey supports this with positive parent satisfaction at 92.1%.

At Mountain Gate Primary School we constantly reflect on our performance, learning and teaching programs and the wellbeing of our students. All staff have a positive, professional attitude and are committed to engaging in an ongoing improvement process to ensure that the needs of our students and community are addressed.

Go Gaters – Great to be a Gater!

### Framework for Improving Student Outcomes (FISO)

Due to our School Review in March 2020 our Strategic Plan and AIP had not been developed.

Over 2020 we strived to continue to deliver on some of our previous AIP actions relating to literacy and numeracy, 'To achieve demonstrated learning growth for every student across the curriculum with a focus on English and Mathematics' however we had to modify our approach to delivering teaching and learning. Under sudden and extenuating circumstances we dedicated ourselves to providing genuine teaching and learning in the remote setting for our students. An authentic learning experience with some differentiation was provided to students through Google Classroom and Google Meets being implemented from Foundation to Year 6 with all teachers and classes working face to face online from 9.00 -12.30 each day. Student work packs were posted to each student and daily videos were posted to support the learning and teaching in the Google Classroom. As teachers were constantly on Google Meet teaching whole class and groups they were able to answer questions and give feedback in real time/live.

In essence we further developed our MGPS instructional model so that it could support learning online. We continued embedding our whole school approach to the teaching of numeracy and literacy developing best practice in what lessons should look like, analysing data and how to provide for differentiated instruction given the situation.

Assessment indicated that students had made learning growth however due to remote learning teaching and differentiation was not quite as explicit or deep and hence the amount of learning growth for some students was not as much as in previous years.

**Achievement**

As a community we are proud of our results and we commenced 2020 with an outstanding review with all goals achieved in the Strategic Plan.. NAPLAN Literacy and Numeracy results were consistently excellent clearly exceeding State, Region and Similar Schools.

Over the course of 2020 MGPS continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. MGPS was conscious of the need to deliver a remote learning program that delivered high quality teaching that would ensure all students remained engaged and made learning growth. Differentiated student work packs were sent home each week and and teachers and integration aides were constantly teaching face to face via Google Meets and Google Classroom working with students teachers were able to give timely verbal and written feedback and assess uploaded work.

Through remote learning and on returning to school students worked with their teachers to co construct individual learning goals and success criteria.

After returning onsite, school based assessment, DIPL, Mathletics &,Reading Eggs assessment, benchmarking, moderating tasks and PAT data supported teacher judgements. Students in Foundation through to Year 6 continue to improve in both literacy and numeracy although the progress for some was somewhat slower than expected. Approximately 83% of students made expected and /or more than expected learning growth (at least one year) and 17% of students made less than expected growth. This is marginally lower that DET expectation and catch up guidelines of 20% statewide. It is expected that with a return to school in 2021, explicit teaching to point of need students student learning will accelerate.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

**Engagement**

High levels of student attendance is critical to improved learning growth. This is emphasized within our community utilizing a school wide expectation that it is 'not ok to stay away' with student attendance always monitored and significant absenteeism concerns always followed up via phone calls, letters and discussions with families.MGPS staff contact phone families by 10.00am on the day of an unexplained absence. Individual student attendance is reported in June and December School Reports with high attendance acknowledged. When considered necessary an individual plan for improving attendance is put in place.

Our attendance during remote learning was excellent and similar to the attendance while onsite – especially during the second lockdown. We attribute the strong attendance to the focus on 9 -12.30 live face to face classes through Google Meets.

Student attendance was excellent with average student absences less than the state for 2020 - 10.7 days compared to 13 and 13.8 for similar and state.

Using our strong culture of belonging to our community, our continuing focus was for students, staff and families to remain engaged and connected with each other and the school with support and assistance provided as required. Observations of students, attendance and engagement with learning and one another, coupled with a positive return onsite indicated students had maintained a high level of enthusiasm and connectedness to school.

Our planned focus for 2020 on further developing student voice and agency was not achieved and will be pursued over 2021.

**Wellbeing**

Student well-being is integral to the learning process and at Mountain Gate it is always considered a priority. Throughout 2020 we continued to implement our Tribes agreements with weekly wellbeing lessons and activities - usually focusing on our Gater culture, proud to be a Gater and grateful to be a Gater.

Discussions, community circles, high levels of participation, constant contact via Google Meets and individual contact contributed to high levels of student wellbeing being observed. As always students were closely monitored and when

needed additional support was provided to both students and families.  
Staff concentrated and gave great effort to additional actions such as individual class /level videos and Facebooks posts to maximise engagement and wellbeing.  
Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results at 99%!

### **Financial performance and position**

The Financial Report is consistent with the school's Operating Statement, Balance Sheet and Financial Commitment Summary. We ended the year with a considerably higher bank balance than the previous year (\$73,000 more than at the end of 2019). Part of the reason for this was that we had a lot of CSEF money in the account that families were unable to use due to COVID 19 restrictions. (The Grade 4 camp and all incursions/excursions were unable to go ahead). We also had \$12,736 in District Sport money at 31/12/20 that was unable to be spent in 2020 due to cancellation of all sporting events. Some of our major expenses last year were the installation of Kikuyu turf/mulch at the back of the oval, and repairs to the running track (\$17,514), painting of the hall and various other areas (\$9,130), and postage of student packs during remote learning (\$17,629), Due to inconsistencies in work standards from our previous A/C service provider we employed a new electrician to do a major service, which included replacement of 2 air conditioners. (\$10,450). We continued to fund the Reading Eggs, Mathletics and DIPL programs, all of which provide valuable additional resources for our curriculum program. (\$16,229). Our computer, photocopier and whiteboard leases mean we can continue to provide the most up to date equipment for our students. (\$37,000 per annum). The PTFA did an excellent job once again, managing to raise \$6,362 under difficult circumstances.

**For more detailed information regarding our school please visit our website at**  
[mountaingateps.vic.edu.au](http://mountaingateps.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 394 students were enrolled at this school in 2020, 195 female and 199 male.

10 percent of students had English as an additional language and 2 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.

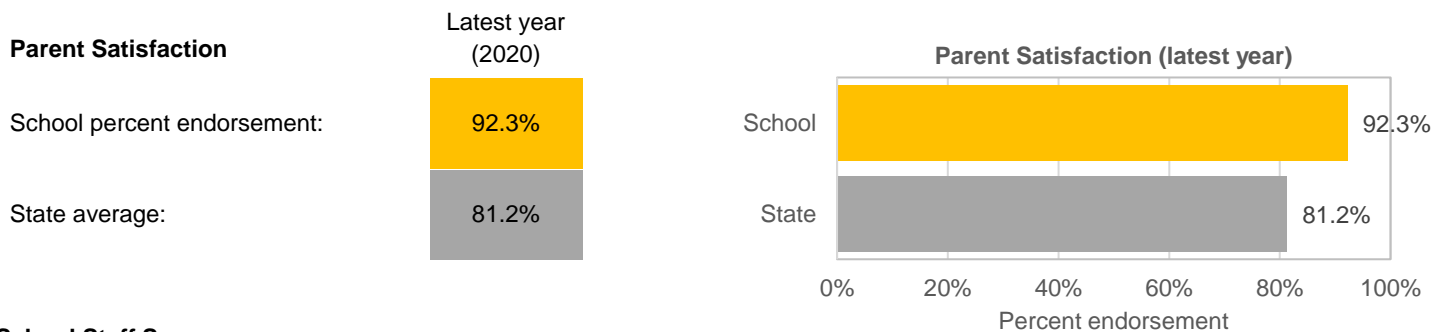
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

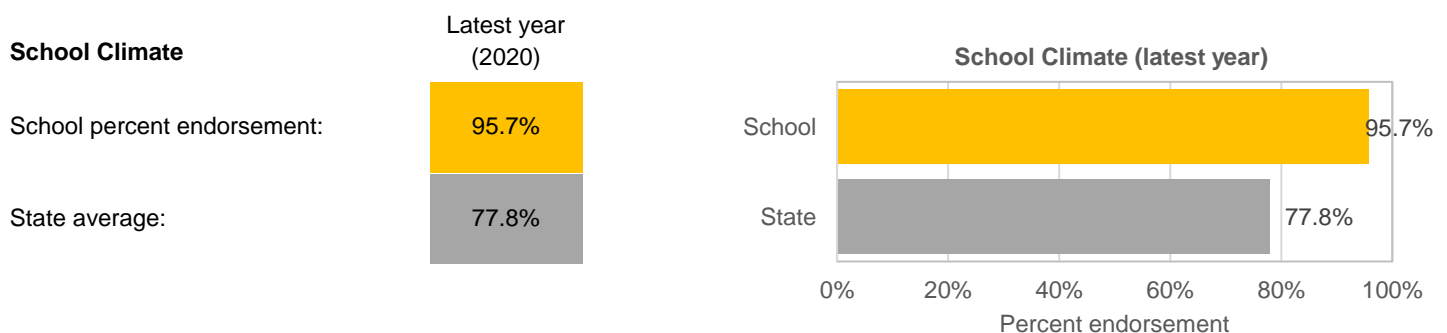


### School Staff Survey

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.



## 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:

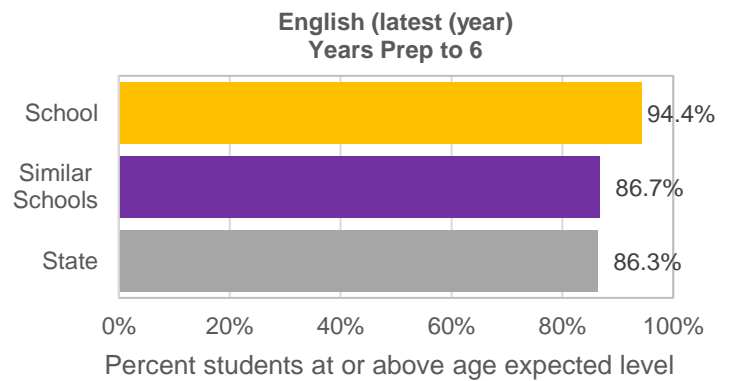
94.4%

Similar Schools average:

86.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

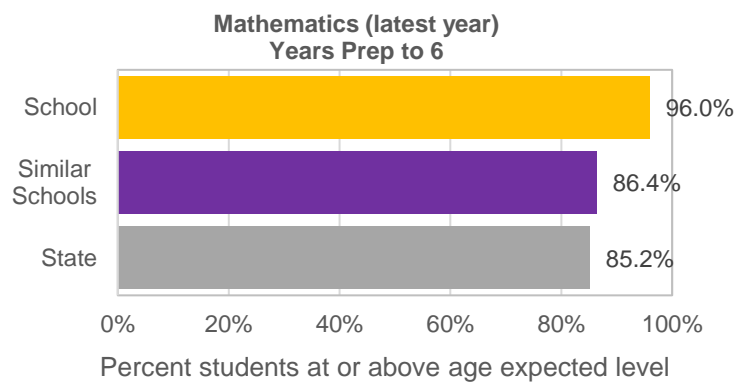
96.0%

Similar Schools average:

86.4%

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

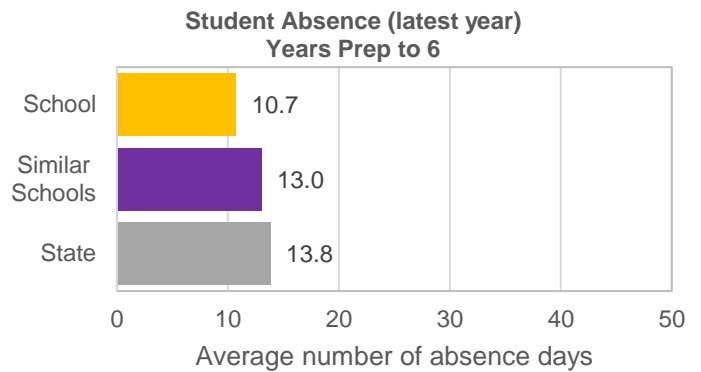
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	10.7	12.2
Similar Schools average:	13.0	14.6
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):	94%	95%	95%	95%	96%	94%	94%

## WELLBEING

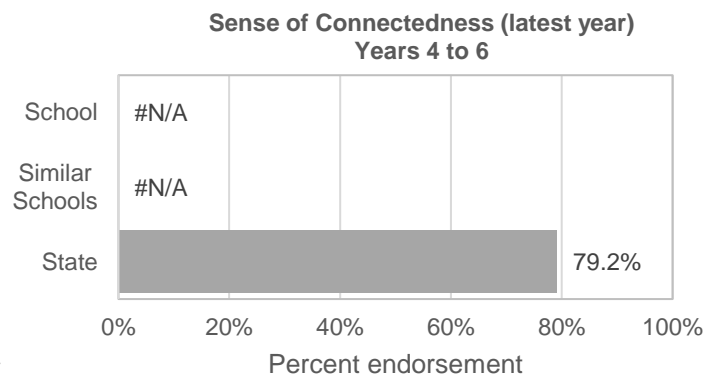
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	NDA	94.4%
Similar Schools average:	NDP	81.0%
State average:	79.2%	81.0%



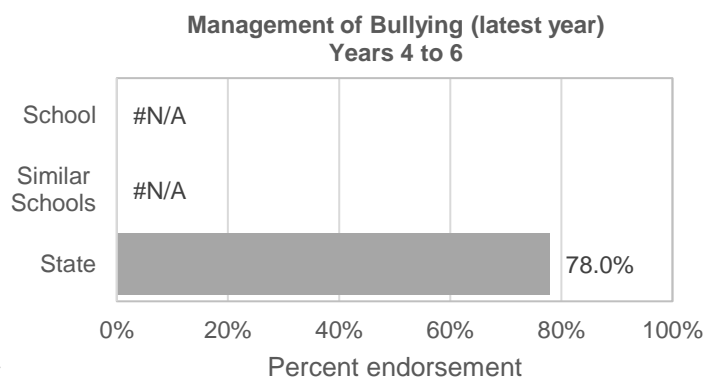
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	NDA	94.0%
Similar Schools average:	NDP	81.0%
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	\$3,331,353
Government Provided DET Grants	\$367,134
Government Grants Commonwealth	\$1,300
Government Grants State	NDA
Revenue Other	\$18,964
Locally Raised Funds	\$146,299
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,865,051</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$51,764
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$51,764</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,051,995
Adjustments	NDA
Books & Publications	\$1,886
Camps/Excursions/Activities	\$48,401
Communication Costs	\$19,515
Consumables	\$97,154
Miscellaneous Expense <sup>3</sup>	\$4,535
Professional Development	\$1,263
Equipment/Maintenance/Hire	\$76,169
Property Services	\$39,808
Salaries & Allowances <sup>4</sup>	\$52,279
Support Services	\$49,751
Trading & Fundraising	\$34,271
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$32,889
<b>Total Operating Expenditure</b>	<b>\$3,509,917</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$355,134</b>
<b>Asset Acquisitions</b>	<b>\$15,923</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

Funds available	Actual
High Yield Investment Account	\$254,511
Official Account	\$21,600
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$276,111</b>

Financial Commitments	Actual
Operating Reserve	\$71,185
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$39,500
School Based Programs	\$17,689
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$12,736
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$276,111</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.*