

2022 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).
- 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 17 March 2023 at 02:35 PM by Lissa Jackway (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 March 2023 at 02:33 PM by Belinda Short (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

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 2022 we had an enrolment of 397 students. Staff comprised 2 Principal Class members, 24.5 teachers, 2 Tutors, 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.

Our school vision is to actively involve students in inspiring learning experiences so that they embrace their futures as optimistic, contributing members of their local and global communities. We value trust, cooperation and respect and these are actively encouraged through the Tribes and You Can Do It programs.

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 3-6, 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 Resilience Program, provides the basis for daily life at school. We strive to develop high self-esteem, optimism and a commitment to personal excellence and student and staff mental health and wellbeing.

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 and culture that has been established and maintained over many years.

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 Go! – Was our catch cry for the year! Returning for a full year onsite after restrictions was welcomed by the whole community and indeed the Gaters were on the go!

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 presented the huge challenge of students and staff transitioning back to full time onsite learning with rigour and routine. Building learning stamina, resilience and developing mental health and wellbeing were priorities.

Over 2022 we strived to continue to deliver on our Strategic Plan and 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, with interruptions over the past two years, it was noticed that there were learning gaps and differentiating learning to meet student needs and the TLI program were paramount to our approach to delivering teaching and learning. We further developed our MGPS instructional model and developed student and teacher feedback skills to support learning. We delivered on our AIP by continuing to embed 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. In addition our aim of implementing learning intentions and success criteria and students setting learning goals were implemented.

Staff continued professional learning for developing student voice with the Quaglia Institute and this will continue in 2023. The welfare and wellbeing of students, staff and families continued to be a major focus with the introduction of The Resilience Project. A

measured approach to refocusing students revisiting our Gater agreements and Grateful to be a Gater set the foundation for a positive year.

Wellbeing

Student well-being is integral to the learning process and at Mountain Gate it is always considered a priority. Throughout 2022 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 consistent use of language and the introduction of the Resilience Project contributed to high levels of student and staff wellbeing being observed. As always students were closely monitored and when needed additional support via appropriate agencies was provided to both students and families. Staff concentrated and gave great effort to additional actions via whole school planning by the Wellbeing Team to incorporate the Resilience Project in daily activities in order to develop an inclusive and positive environment that developed the whole child.

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. It was noticed that whilst absences were slightly lower than similar school and the State, there has been a definite increase in absenteeism by individual students. As a school we are reflecting on this post-covid and it will be a focus for follow up in 2023. 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. MGPS worked in consultation with EMR to address extensive absenteeism from 2 families.

To support student engagement, our school gave a strong focus on student health and wellbeing and a return to routine and Gater Agreements plus the implementation of The Resilience Project. To continue momentum with learning additional time and focus was given to Reading, Writing and Numeracy. Student attendance was very good with average student absences less than the state for 2022 - 21.3 days compared to 22.8 and 23.3 for similar and state. There was understandably higher absenteeism due to the re-emergence of Covid in the community and families adhering to Covid isolation guidelines. 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 individual support and assistance provided as required. Observations of students, attendance and engagement with learning and one another, coupled with positive surveys and a positive return onsite indicated students had maintained a very high level of enthusiasm and connectedness to school.

Other highlights from the school year

Mountain Gate Primary School are proud that we maintained our 'Influence School' rating. As a community we achieved excellent results across all academic measures, staff, student and parent surveys. NAPLAN Literacy and Numeracy results were consistently excellent clearly exceeding State, Region and Similar Schools. Over the course of 2022 MGPS continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. 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 slightly slower than expected. Following two years of mainly 'online' learning and assessment, teachers reported an awareness of some 'gaps' in learning which will be taken onto consideration when planning for teaching in 2023. All students who participated in the tutor learning initiative made learning progress. 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. Children were actively involved in sporting programs and competitions across the network and were Cross Country and Athletics District champions. It was wonderful to have the whole community onsite for events such as the Gater Games, Family information sessions, Great Gater Colour Run, Prep Expo, Open Night, and Christmas Carols.

Financial performance

The Financial Report is consistent with the school's Operating Statement, Balance Sheet and Financial Commitment Summary. We ended the year with a considerably lower bank balance than at the end of 2021 (\$95,448 less than at the end of 2021). Part of the reason for this was that many families had credits to use towards camps that they had paid for the previous year when camps were unable to go ahead due to Covid restrictions. Some of our major expenses last year were extensive reinstatement of damaged concrete outside the hall (\$8,635), tree and branch removal (\$4,125), mulch for our playgrounds (\$9,300), the excellent Resilience Project – journals and presentation (\$17,800), and a new photocopier for the staffroom (\$6,957). We purchased 30 laptops during the year (\$18,397), and our leases on computers, whiteboards and 3 of our photocopiers mean we can continue to provide the most up to date equipment for our students. We continued to fund the Reading Eggs, Mathletics and DIPL programs, all of which provide valuable additional resources for our curriculum program. (\$17,591). Our greatest expense is for Casual Relief Teachers – we spent \$176,291 through our agency 'Anzuk' last year. (We are able to claim a small portion of this back from DET if the absence is due to an employee taking Long Service Leave). The PTFA did an excellent job once again, raising \$29,357 to put towards equipment for our school with the very successful Colour Run raising approximately half of this total.

For more detailed information regarding our school please visit our website at
<https://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 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 393 students were enrolled at this school in 2022, 210 female and 183 male.

13 percent of students had English as an additional language and 1 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).

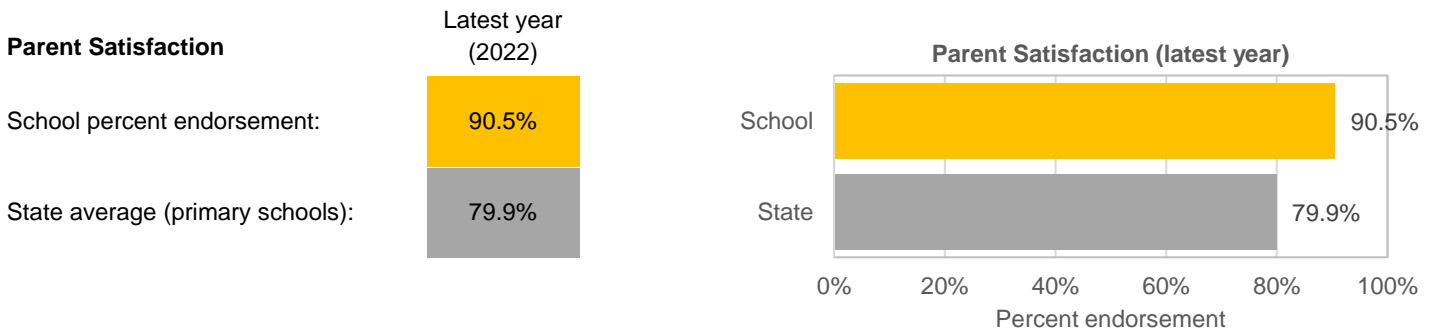
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

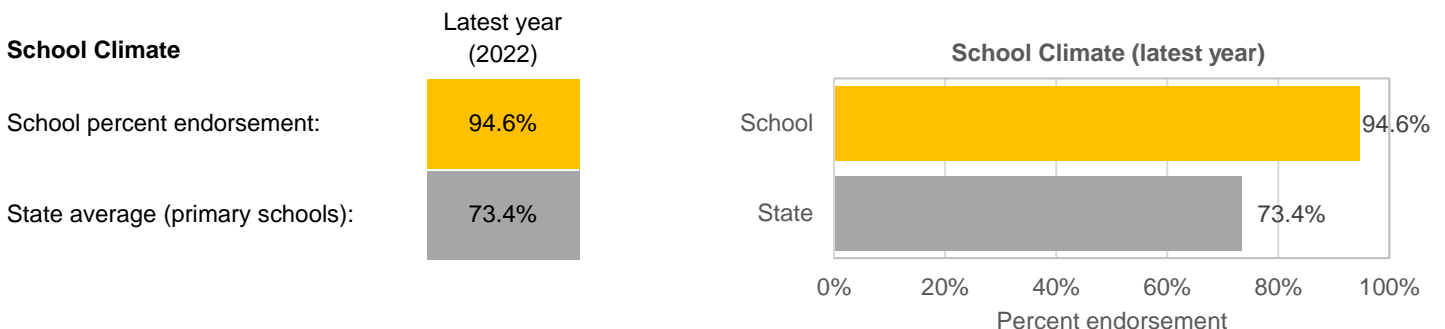


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

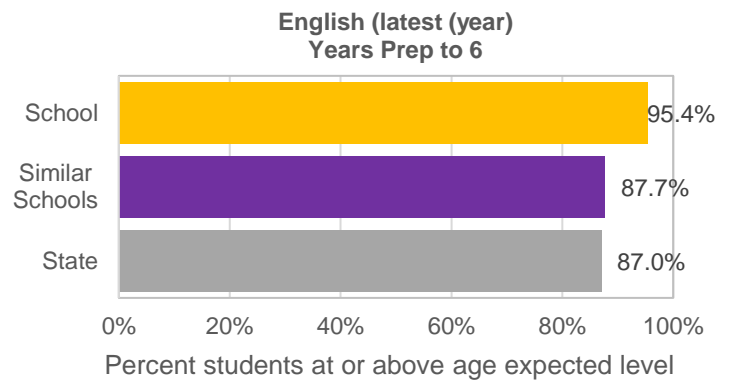
95.4%

Similar Schools average:

87.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

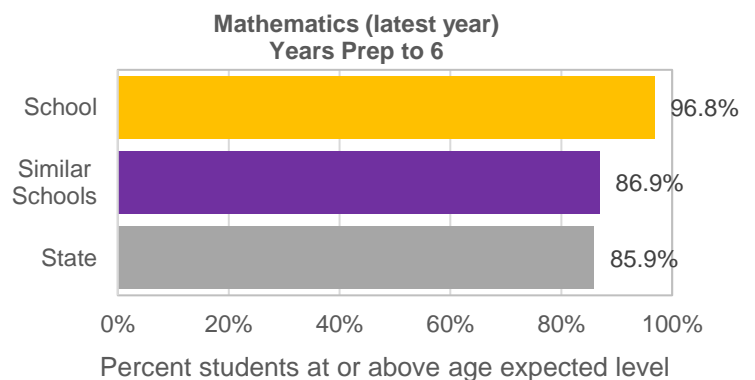
96.8%

Similar Schools average:

86.9%

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.

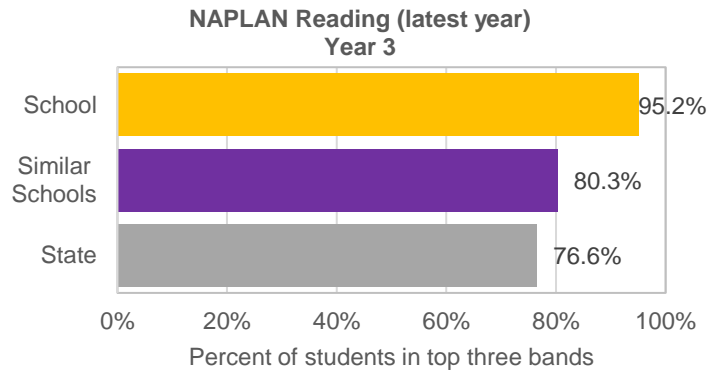
NAPLAN

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.

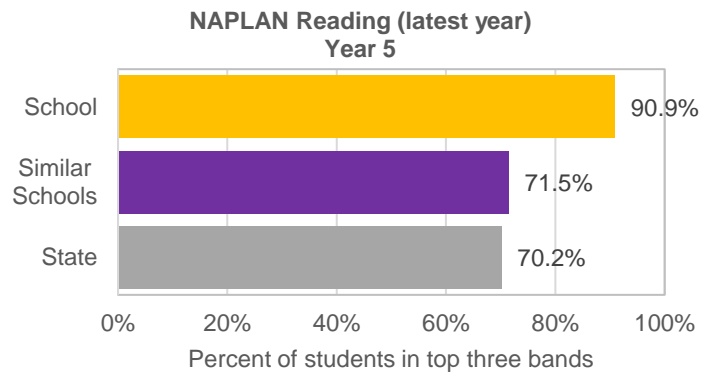
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 95.2% | 94.3% |
| Similar Schools average: | 80.3% | 79.7% |
| State average: | 76.6% | 76.6% |



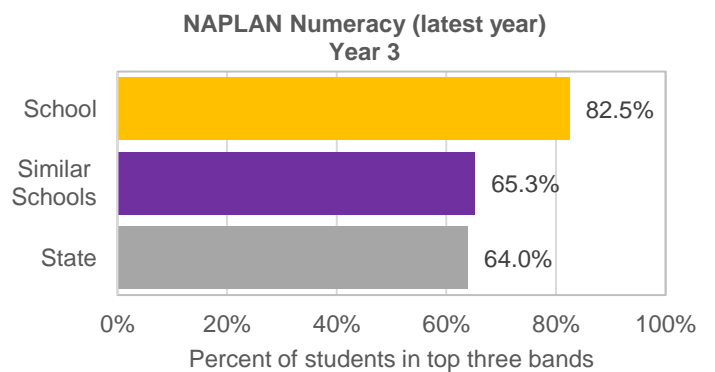
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 90.9% | 91.2% |
| Similar Schools average: | 71.5% | 71.1% |
| State average: | 70.2% | 69.5% |



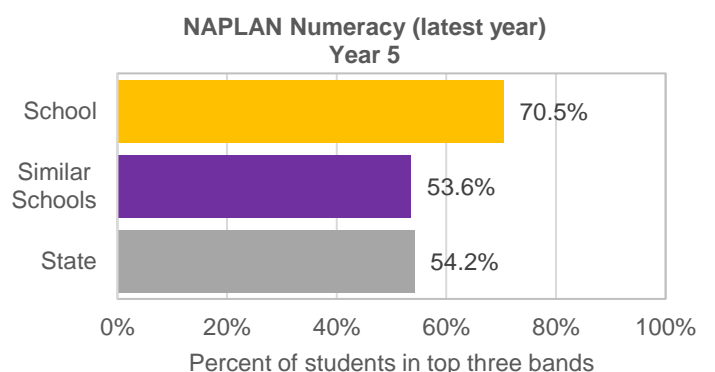
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.5% | 86.4% |
| Similar Schools average: | 65.3% | 68.2% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 70.5% | 80.0% |
| Similar Schools average: | 53.6% | 58.1% |
| State average: | 54.2% | 58.8% |



WELLBEING

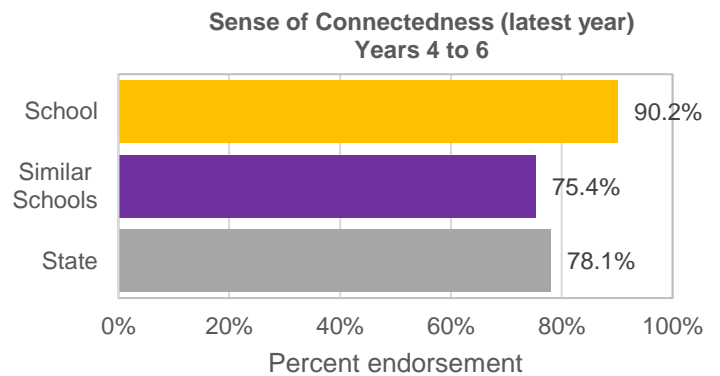
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 90.2% | 92.8% |
| Similar Schools average: | 75.4% | 77.6% |
| State average: | 78.1% | 79.5% |

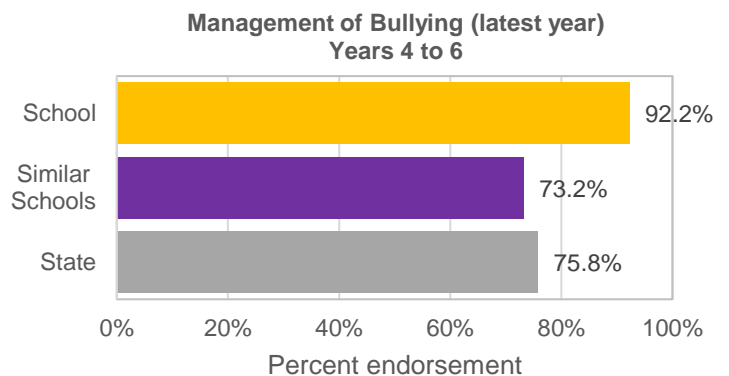


Student Attitudes to School – Management of Bullying

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: | 92.2% | 93.0% |
| Similar Schools average: | 73.2% | 76.9% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

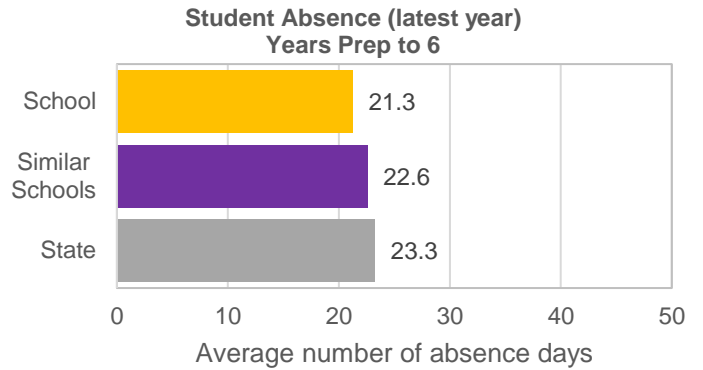
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 21.3 | 14.4 |
| Similar Schools average: | 22.6 | 16.3 |
| 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% | 91% | 89% | 89% | 89% | 90% | 87% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,803,569 |
| Government Provided DET Grants | \$428,397 |
| Government Grants Commonwealth | \$300 |
| Government Grants State | \$0 |
| Revenue Other | \$21,737 |
| Locally Raised Funds | \$271,883 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,525,885 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$51,979 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$51,979 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,298,502 |
| Adjustments | \$0 |
| Books & Publications | \$1,775 |
| Camps/Excursions/Activities | \$132,040 |
| Communication Costs | \$1,300 |
| Consumables | \$115,978 |
| Miscellaneous Expense ³ | \$8,888 |
| Professional Development | \$14,237 |
| Equipment/Maintenance/Hire | \$88,003 |
| Property Services | \$69,580 |
| Salaries & Allowances ⁴ | \$47,819 |
| Support Services | \$181,106 |
| Trading & Fundraising | \$69,982 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$35,264 |
| Total Operating Expenditure | \$4,064,473 |
| Net Operating Surplus/-Deficit | \$461,413 |
| Asset Acquisitions | \$49,293 |

- (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 | \$216,497 |
| Official Account | \$7,021 |
| Other Accounts | \$0 |
| Total Funds Available | \$223,518 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$118,152 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$10,500 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$9,358 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$75,508 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$10,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$223,518 |

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.