

# 2021 Annual Report to The School Community



School Name: Malvern Central School (1604)



- 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 2021 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 May 2022 at 12:48 PM by Imogen Lippiatt (Principal)

- This 2021 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 21 June 2022 at 08:15 PM by Andrew Perks (School Council President)

## How to read the Annual Report

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### 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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).

#### **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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 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

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### School context

#### SCHOOL CONTEXT

Malvern Central School is a unique, multi-campus school with a long, proud history. Established in 1875 as Malvern State School, Malvern Central School is the oldest school in the Malvern district. The school is located next to the beautiful Malvern Gardens, laid out in 1888. The second historically significant building on Park St was established as an Infant School in 1914 and still houses our youngest students, Foundation to Year 2. Our students enjoy the spacious Malvern Gardens, utilising this open space for outdoor learning, sporting and community events. The school hosted year 7 and 8 students up until 2014 but is now a Foundation - Year 6 school. The school enjoys excellent facilities, flexible learning spaces, outdoor play areas, a gymnasium and a fully functioning Science laboratory. The school is committed to enhancing and refurbishing aging buildings and student - centred spaces including the library, playgrounds and gardens. Current enrolment is 470 which has increased from 420 over the last 3 years. The school hosts 22 classes this year in straight year levels, enhanced by teams of teachers with excellent curriculum knowledge, expertise and a collaborative approach to planning and assessment. The School Improvement Team leads the direction of the school and oversees curriculum design and delivery, teaching and learning programs and the implementation of the School Strategic Plan (2020 - 2024) and AIP. In 2021, our students and teachers, again, endured long stints of remote learning

The Leadership Team consists of the Principal and Assistant Principal and two Learning Specialists who support the work of teachers and teaching teams across the school. The Learning Specialists are expert teachers who model good teaching practice, oversee planning and curriculum and assist with data collection, analysis and track student progress. The school has made considerable improvements in using data to identify student needs and in 2019 we introduced a comprehensive reading intervention program to support low progress readers. This program, now re-labelled as the Tutor Learning Initiative, reaches and supports between 30 - 40 students.

A comprehensive curriculum is offered from Foundation to Year 6 following the Victorian Curriculum and delivered by an integrated inquiry model. To encourage greater agency across the school, learning goals in Writing and Mathematics are co-designed by students and teacher and shared with parents to promote greater understanding and visibility of improvement measures. We continue to provide safe, orderly and engaging classrooms and inspire our young learners in an environment of support, self-regulation and high expectation. Teachers provide rigorous and personalised learning further enhanced by individual learning plans, differentiated tasks and engagement with a range of technology and STEM programs.

Specialist subjects are offered to Foundation – Year 6 each week in Japanese, Visual Arts, Performing Arts and Physical Education. Students are involved in inter-school sport, camps and house competition events, however this was severely impacted this year due to COVID lockdowns and restricted activities. There is a strong emphasis on student leadership agency and voice, with opportunities provided through Junior School Council, Environment teams, School Captaincy, House system, Camps, Performing Arts, Chess, Social Action and Media.

The school is supported by a strong community who share in our values, ethics and mission to produce well rounded, successful and agile learners. We strive to build solid partnerships with our families and provide a school environment that is welcoming and friendly. The School Council consists of both new and long standing members and is actively involved in school improvement projects and the financial and strategic direction of the school. Over the last three years, the Council has delivered major refurbishments to student bathrooms, library and staffrooms, installed new playgrounds and fencing and developed gardens and streetscapes. In 2021, we were somewhat limited in the face of lockdowns to secure tradespeople, however we were able to undertake a major painting project at Spring Rd, garden maintenance and the addition of new decking outside the year 6 classrooms and major repairs to the verandah at the south end of the main building.

The Parent's Club is a committed and dedicated groups of parents that contribute each year to revenue into the school through major fundraising efforts including a bi-annual school fair, parent nights, school events and sausage sizzles. The school continues to value and appreciate the work of parents and families to support our students and make

Malvern Central School a wonderful place to grow and learn.

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## Framework for Improving Student Outcomes (FISO)

In 2021, Malvern Central School focused on the implementation of Key Improvement Strategies related to both the, FISO (Framework for Improving Student Outcomes), and as a response to continued and expected disruption to learning due to the COVID Pandemic. The year ahead was focused on the Department of Education's three priority goals:

- Learning, catch-up and extension priority
- Happy, active and healthy kids priority
- Connected school priority

The school's Annual Plan was developed with these priorities in mind and we were able to deliver on the majority of our Key Improvement Strategies to ensure our students continued to learn, were supported with identified programs to catch up and for students capable of high level learning , were challenged and extended.

### 1. LEARNING, CATCH UP AND EXTENSION

Our high level Actions related to this priority included:

- Development of data literacy for teachers to inform understanding of student needs and progress, and identify students requiring additional support
- Strengthening the school's PLC (Professional Learning Community) model to support teacher collaboration and reflection on practice

Our intention was to provide dedicated professional learning for teachers to increase their knowledge in interpreting data and using data effectively to differentiate and scaffold lesson sequences through workshops and webinars. Due to remote learning and disruptions to face to face teaching, this was difficult to employ as the workload for teachers during online learning was considerable, and this changed how much teachers could cope with and embed from a professional learning perspective as remote learning brought its own challenges and new learnings each day. However, the teaching teams (PLCs) worked very closely together to plan online curriculum and share digital resources and were able to, on many occasions, scaffold lessons to cater for students either needing support, and for those at the expected level and for those requiring further challenge. We felt that we were successful in strengthening the PLCs by providing support to teams via the two Learning Specialists and we were able to utilise Specialist teachers to take smaller online groups for further support and wellbeing check-ins. We were able to identify students requiring additional support and continued our Reading Intervention groups online, however student's involvement in this was highly dependent on the support these students had at home. Generally speaking, there was a higher concern at play for our students during this time as we focused on wellbeing and participation. Whilst we continued tracking student progress at a rudimentary level, it was difficult for teachers to conduct assessments without the normal teaching and learning programs and the right classroom environment for testing. Despite all of these challenges, our students continued to learn and we are proud of continued excellent school performance results under very difficult learning circumstances in 2021.

### 2. HAPPY, ACTIVE AND HEALTHY KIDS

Our high level Action related to this priority was to:

- Strengthen and embed the whole school approaches to development of social and emotional wellbeing
- Within this domain we had a whole school plan for the establishment of a dedicated wellbeing team and also to provide professional learning to enhance school-wide Circle Time sessions and increase effectiveness of Restorative Practices, student behavior management and consolidate the teaching of the Respectful Relationships curriculum as a way of supporting students in their social and emotional wellbeing. Continual and difficult lockdowns for students and families changed the landscape considerably. Once 'happy, healthy and active kids' were caught up in cycles of anxiety, worry and inactivity. Teachers were charged with the responsibility to not only allay concerns and worries, but continue learning programs in an entertaining and interactive way. Wellbeing became the forefront of many discussions and for families and students that were not coping at home, were offered additional support and on several occasions, onsite learning was offered. Whilst whole-school plans for wellbeing 'went out the window' due to lockdowns, we felt that at an individual classroom level with teachers present and online each morning, checking in with students and families, did a great deal to support student's wellbeing during a challenging time.

### 3. CONNECTED SCHOOL

Our high level Action to connect our school community was to:

- Strengthen and embed a school-wide approach to communication with families, incorporating new elements developed during remote and flexible learning

The previous year, 2020, taught us much about communication, particularly how important this is during a crisis or in times of unprecedented change. This high level Action included increased communication via Compass and newsletters to parents and to build student and teachers ability to use and navigate platforms like Seesaw and Google Classroom. We could see as the year progressed and we were faced with continual lockdowns that students and teachers were indeed becoming more confident and adept at using these platforms to access, complete and record their learning, including for our newest learners in Foundation. Our 'parent-teachers' at home were incredible during this time, accessing information, lessons and worksheets to support a child or several children at home. Parent surveys and feedback indicated that the platforms used by the school, in particular SeeSaw, were easy to use and they were developing a stronger understanding of their child's learning, strengths and challenges.

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## Achievement

**FOUR YEAR STRATEGIC GOAL:** To improve the learning growth of every student with a focus on extending students capable of high achievement.

Learning growth equates to 12 months of learning in 12 months. We acknowledge that students are capable of speeding up that progression under the right conditions and with the right challenge and support. Our four year strategic goal requires teaching and learning programs that promote acceleration, particularly for students who are AT the expected level but can be extended and assisted to the level above. This requires teachers to differentiate all learning tasks to meet the needs of their students and to focus on students achieving robust learning goals. The school will focus over the next two years on students understanding 'where they are at' and 'what are my next steps to achieve'. Students who understand their next steps and are supported in improvement strategies have greater control and agency over their learning. Each year, the school selects goals and targets to focus the majority of their improvement work on which relate back to our overarching strategic goal. With such a disrupted year in 2020, the school focused on two academic goals that required more attention than other curriculum areas as we had noticed issues in these areas during remote learning the previous year. Mathematics results in 2020 and 2021, remained steady with 59% of students assessed as ABOVE expected level, only 1% below achieving our 4 year target, which is an exceptional result. The two academic goals for 2021 were:

1. Increase the percentage of students assessed as ABOVE expected levels in Teacher Judgements (Foundation - Yr 6) due to learning disruption from remote learning in WRITING from 46% to 55%
2. Increase the percentage of students assessed as ABOVE expected levels in Teacher Judgements (Foundation - Yr 6) due to learning disruption from remote learning in READING from 56% to 65%

We acknowledge that it was a challenging task to meet our improvement target of 55% for students assessed as ABOVE in Writing and as the year progresses with continual lockdowns it became a daunting task. We noticed during the year that there was a poor uptake of writing tasks at home during remote learning and that students were reluctant to complete writing tasks. We know that there is little to compare in the experience of modelling writing within the classroom environment, particularly for our beginner writers from Foundation to Year 2 and any replication of this online reached a somewhat 'distracted' audience. It was challenging for teachers to engage students in sustained writing practice and harder to provide meaningful face-to-face feedback. Much of the written work during the year on computers was typed and the daily writing and practice that is a part of classroom lessons, could not be replaced. Neighbouring schools and regions all expressed similar frustrations and fluctuating results in Writing. By the end of the year we recorded 46% of students above in Writing, just as we had started the year. We were unable to accelerate the writing of our students into the ABOVE expected level, as this does require considerable explicit one-on-one teaching with timely and relevant feedback for improvement.

In a similar vane, Reading results for ABOVE students did not vary in 12 months, as again, the normal routines and

programs in classrooms were difficult to replicate and it was easier for capable readers to 'switch off' when reading tasks were challenging. This is not to say that 'offline', students were not engaged in interest novels and daily reading, however this is hard for us to quantify.

#### FUTURE DIRECTIONS IN LITERACY

There will be a strong focus on Writing in 2022 as we embed existing programs and introduce an Instructional Model that will ensure greater consistency of time on task, methods of teaching and strategies to improve student writing. Ongoing professional development for teachers along with support from the Literacy Learning Specialist include:

- Expand Cars and Stars Reading program to Yrs 3 - 6
- Introduce Instructional Model for Writing and Reading
- Continue student writing goals with a timeline for regular review
- All staff to complete 6 + 1 Traits for Writing program
- Re-introduce classroom observations and Learning Walks
- Include Essential Assessment (Writing) onto the Assessment Schedule
- Learning Specialist to model and support in classrooms
- Instructional Model to be reflected in lesson planners
- Establish protocols for conferencing in writing
- Continue goal setting for improvement to writing

#### OTHER PERFORMANCE ACHIEVEMENTS

##### Performance Summary 2021

We are extremely proud of the results across the school from the Performance Summary, indicating that the increasing percentage of student both AT level and ABOVE level, for a fourth year running, is on average 8% above the State in English and 9% above the State in Mathematics. Our comparison to similar schools (similar demographic, size, facilities, enrolment) in Maths and English has remained consistently higher by 1 - 2% for the last four years.

##### NAPLAN

Our NAPLAN data continues to be strong and these results help us to highlight strengths and weaknesses in our teaching and learning programs. The data shows that the school continues to perform well in NAPLAN, indicating excellent teaching and learning programs, based on explicitly teaching skills and understandings for each student at their level. The Performance Summary included in this report shows a high percentage of students from Malvern Central School in the Top 3 Bands. The data also provides a 4 year average score which compares our school with both State and Similar schools. We are pleased to report that in all NAPLAN domains represented by this report, we scored 5 - 7% above similar schools. Our students are well prepared for the testing regime in May and teaching and learning programs leading up to NAPLAN are structured and explicit to teach skills and understandings required for each year level. We noticed a slight dip in results for Reading in Year 5 and correlate this with the departure of 14 students the year before who were very strong readers.

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## Engagement

**FOUR YEAR STRATEGIC GOAL:** To empower students to be active agents in their learning and to be strongly connected to the school community.

How well a student feels connected to their school, to their teachers, peers and their own learning has long been considered 'engagement'. Student absenteeism, therefore suggests that a student lacks engagement and intervention is required. After remote learning in 2020, which brought its own problems with tracking absence data, we decided that re-engagement with school was essential and that we would focus on measures to ensure students attended school when they could and lengthy absenteeism was followed up by the school and that support was offered when required. The engagement goal for 2021 was:

1. Decrease the number of days students are absent (0.5 - 9.5 days) from 67% to 55%.

Again, little did we know when we set ourselves a challenging task to reduce 'unapproved days off school' that we

would head back into numerous lockdowns and return to remote learning. We did reduce our data figure by 2%, from 67% in 2020 to 65% in 2021, however the same issues existed when tracking absences with students largely at home. Students were expected to attend morning roll call online with their teacher and class and their attendance was noted. Teachers also took note of each student's work submissions through SeeSaw or Google Classroom, often making the assumption that 'no work' meant no attendance. Teachers were diligent with emails and posts to students and parents to follow up on attendance and tasks. As school leaders, teachers requested our involvement to further support families where attendance was an issue. We were able to discover that there were a range of issues in households that prevented regular attendance to online classes including: learning fatigue, stress, connection issues, technical problems, teacher error with roll-marking, mental health, parents working and juggling home learning and the ongoing complexity of multiple children of different ages. This saw parents allowing their children to take full or half days off to either de-stress or catch up on work. This would contribute to the 65% of student recording between 0.5 and 9.5 days off. In a non-COVID year (2018) this same figure was 45%. The slight improvement down by 2%, which equates to 11 students, is possibly due to the move to more interactive lessons with teachers being 'live' and connected to their students each morning, re-engaging with their students and taking the pressure off households. In comparison to other schools, we have a lower average number of absence days per student than similar school and we are well below the state average. In 2020, this figure was 10.8 as the average number of days absent per student so this is something we feel is important to keep working on as we begin to see some successful declines in this number.

#### FUTURE DIRECTIONS IN ENGAGEMENT:

As students return to school in 2022, there will be a focus on settling back onto school, reengagement with familiar routines and expectations and re-establishing friendships. A dedicated wellbeing team will focus their attention on whole school events, leadership programs and a return to highly engaging, enrichment tasks like excursion, camps, swimming, in-school programs and incursion to re-ignite our students' passion for learning and connection. Other directions include:

- Provide professional learning for the use of Compass Chronicles to track student behaviour
- Re-establish Junior School Council and include student voice in decision making
- Leaders will assist parents with strategies and/or support personnel in the case of school refusal
- Teachers will follow up on absences with an email or phone call to families
- Teachers will use agreed processes to monitor and identify students in need of additional support
- Wellbeing Team will track and identify student 'at risk' of disengagement and work with teacher and parents to establish a safety or re-engagement plan

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## Wellbeing

**FOUR YEAR STRATEGIC GOAL:** Embed a cohesive and consistent approach to student wellbeing that build's student resilience, social and emotional health and develops respectful attitudes towards each other and their learning

The Attitudes to School Survey (an annual Department survey for students in Years 4 - 9) provides an insight into many aspects of schooling and education from the perspective of a student and allows school leaders to deliver, adapt and offer programs to support students and bring about positive change. In terms of Wellbeing, the school considers the survey factor 'Sense of Connectedness', as a genuine way of measuring the level to which a child feels either positively or negatively about their place in school and also how 'bullying is managed' in the school as this has a direct effect on student wellbeing. With a substantial amount of time spent in remote learning, it was important to attempt to provide as much education while being sympathetic to the fact that the fatigue of lockdowns was once again having a negative impact on health and wellbeing and was greatly effecting success in lessons. When students returned to face to face learning in Term 4 of 2021, it was important to be considerate of the damage lockdowns had done emotionally by revisiting social skills to reconnect students but to finish the year with as much knowledge of where students were 'at' with their learning and what could be offered to give a somewhat 'normal' end to an uncertain year. Parent surveys confirmed that students were feeling more connected and enjoying the somewhat routine of regular lessons and assessments. Specialist teachers continued to be activated into each year level to provide small group teaching and support. Principals and leadership members checked in daily with teachers to monitor the wellbeing of their students through participation and any significant absentees were followed up. The wellbeing of the teachers was also



considered and members of the leadership team stepped in to teach classes when the support was necessary.

Our percentage endorsement of 'Sense of Connectedness' at 84% in 2021, was significantly higher than similar schools (77%) and the State average (79.5%) and we once again put this down to listening to the needs of our students, teachers and our community that wellbeing and learning go hand in hand. This same factor, (Sense of Connectedness) was only slightly lower by 1.8% than in 2020 which is understandable that some students lacked a sense of connection to school during a difficult year of isolation. I believe that our teachers did an amazing job during online learning to connect their students each day through a variety of interactive activities and tasks that helped them feel connected.

Management of Bullying, continues to improve as teachers and school leaders take all disclosures of bullying seriously and continue to create a 'community of care' with programs in place like Circle Time, Restorative Practices and Respectful Relationships that strongly focus on empathy, cooperation, respect for diversity and friendship. We are maintaining a strong percentage of over 80% of positive responses in this domain over the last 4 years, with a significantly higher result (+10.9%) than seen in similar schools. The school takes a strong stance on anti-social and aggressive behaviour and will work with families and individuals to change this for the better. Again, we have recorded exceptional figures for Management of Bullying, well above similar schools and state averages as we continue to prioritise the health and safety of our students with a continued and unrelenting approach to supporting student wellbeing at MCS.

#### FUTURE DIRECTIONS IN WELLBEING:

- Create the Wellbeing Team (a leader per campus and the Wellbeing and Engagement Coordinator)
- Create the School Wellbeing Team ( 1 teacher per year level) who address the goals and targets of the AIP
- Follow up with suitable resources for counselling, psychology or Student Support Officers for students in need.
- Utilise the Wellbeing Coordinator to follow up with parents and students in wellbeing matters
- Participate in National Day of Action against Bullying and Violence to reinforce the school's commitment to reducing the incidence of bullying
- Continue the Respectful Relationship program across the school and provide professional learning for staff
- Continue the Buddy Program and the Peer Mediator program to support students in the playground
- Create a scope and sequence of the Respectful Relationships curriculum across all year levels
- Use assemblies and class meetings to reinforce messages of care, kindness and empathy

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## Finance performance and position

Please provide a commentary relating to the school's financial performance, including an explanation of:

1. Why the annual result was a surplus or deficit.

The annual result was in surplus as we created a conservative budget to begin with and adhered to spending limits throughout the year. Due to continual lockdowns, less money was spent on utilities, paper and in-school resources. This saved the school money over the year and we ended the year in a strong financial position. The actual surplus for the year was \$137,000 primarily due to reduced maintenance on grounds and buildings of nearly \$90,000 and less on casual relief staff of around \$30,000. Due to continual lockdowns, there was also less money was spent on utilities, paper and in-school resources. However, we acknowledge that there will be a significant and necessary catch up in major maintenance which is likely to absorb most of this surplus.

2. Extraordinary revenue or expenditure items

No extraordinary revenue

No extraordinary expenditure

3. Details of any contracts, agreements or arrangements entered into by the school council.

In 2021, the MSC School Council approved the extension of:

- our uniform contract with PSW for a further two years

- the Licence Agreement with TheirCare as our OHSC provider for a further two years from the start of Term 4, 2021

At the end of 2021, we re-issued contracts to the following companies for hire of facilities:

- Malvern Central Netball Club
- Michelle Lewit – Violin
- Football Star Academy
- Tennis Australia
- Fit For Kids
- Aussie Aths
- Caulfield Malvern Basketball Club

4. Sources of funding the school received, for example, equity funding, special grants or fundraising initiatives  
In December of 2021, the MCS School Council were successful with two applications for grants offered by Department of Education. Both projects are to be completed in 2022:

- VSBA-led project to refurbish the Spring Rd gymnasium to the value of \$500,000
- Shade Sail Grant to the value of \$30,000 to create a covered outdoor learning space at the Spring Rd campus

5. Additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning (including allocated funding for future spending).  
NIL

**For more detailed information regarding our school please visit our website at [www.malvern-cen@edu.vic.gov.au](http://www.malvern-cen@edu.vic.gov.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 477 students were enrolled at this school in 2021, 227 female and 250 male.

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

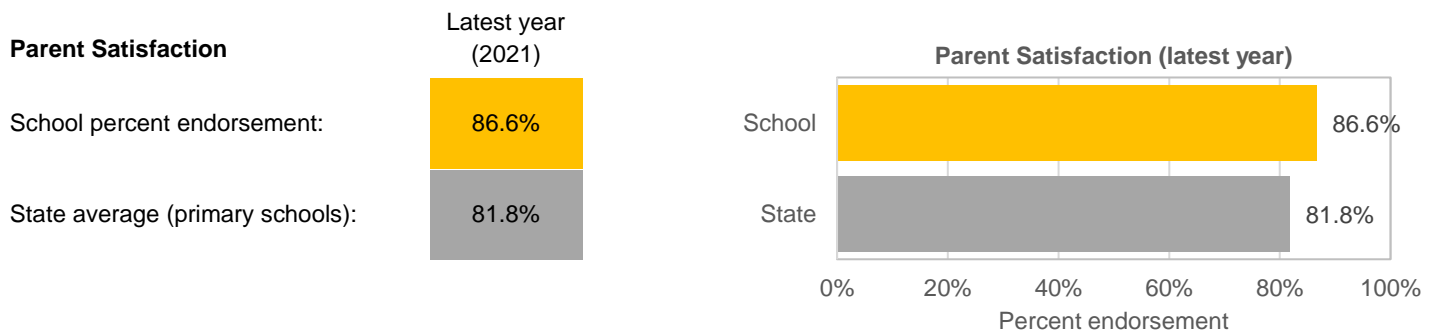
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

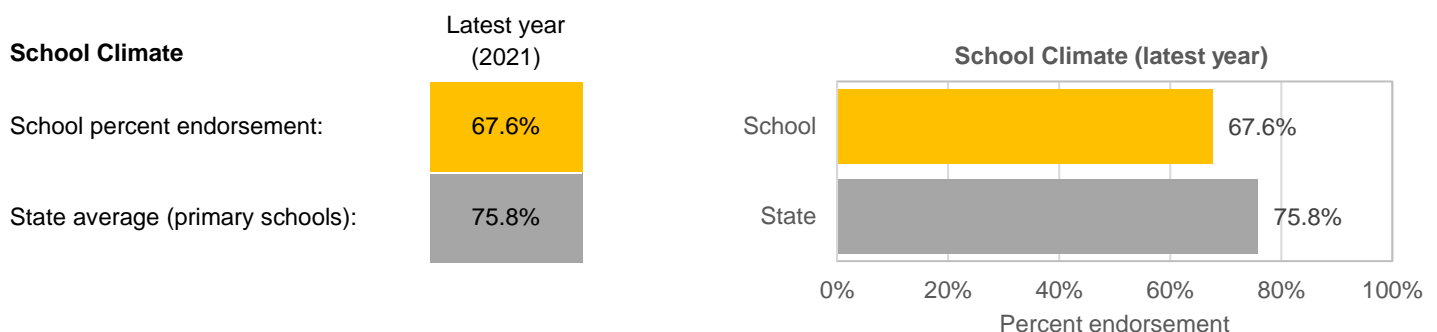


### School Staff Survey

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.



## 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  
(2021)

School percent of students at or above age expected standards:

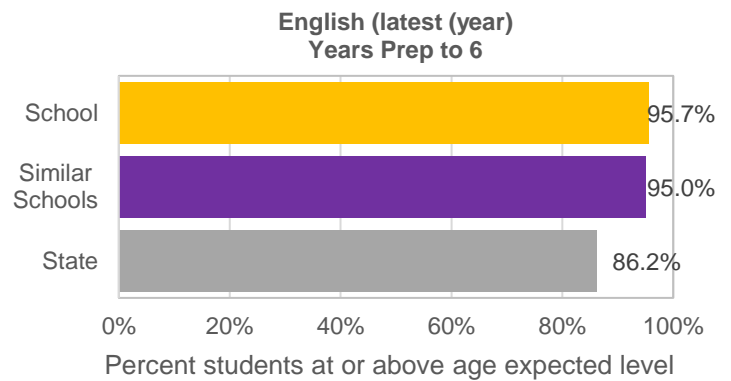
95.7%

Similar Schools average:

95.0%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

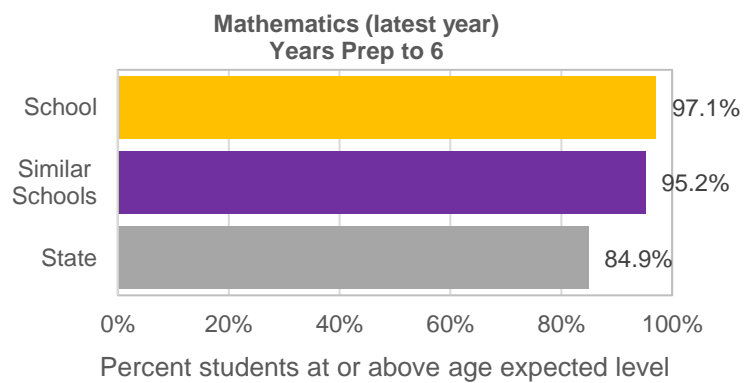
97.1%

Similar Schools average:

95.2%

State average:

84.9%



**ACHIEVEMENT (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.

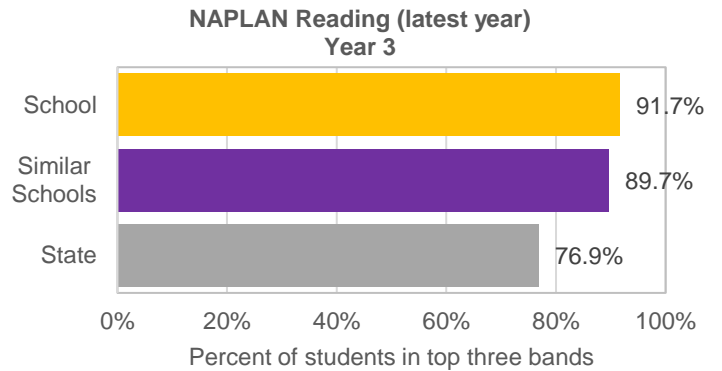
**NAPLAN**

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 2018, 2019 and 2021 data.

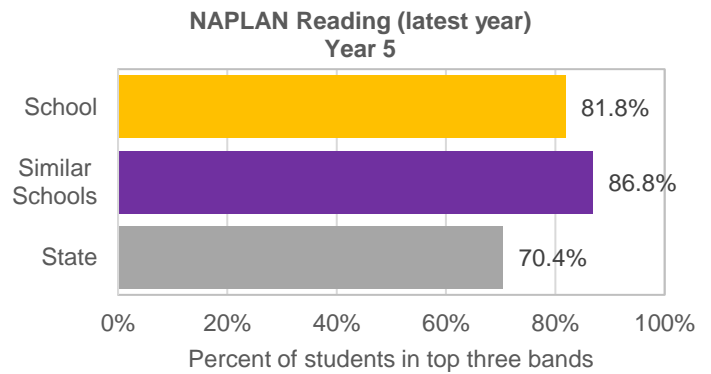
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.7%	93.1%
Similar Schools average:	89.7%	89.5%
State average:	76.9%	76.5%



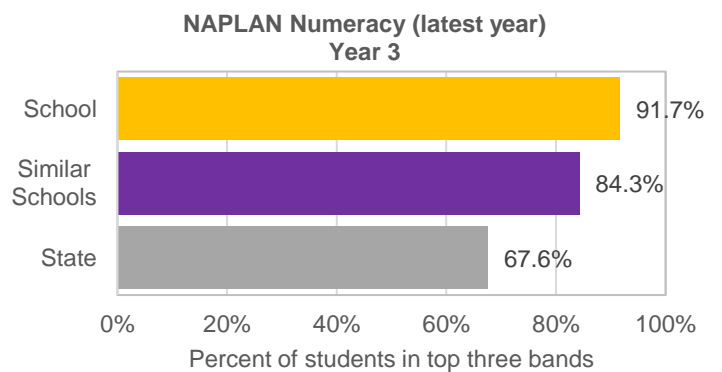
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	84.7%
Similar Schools average:	86.8%	84.5%
State average:	70.4%	67.7%



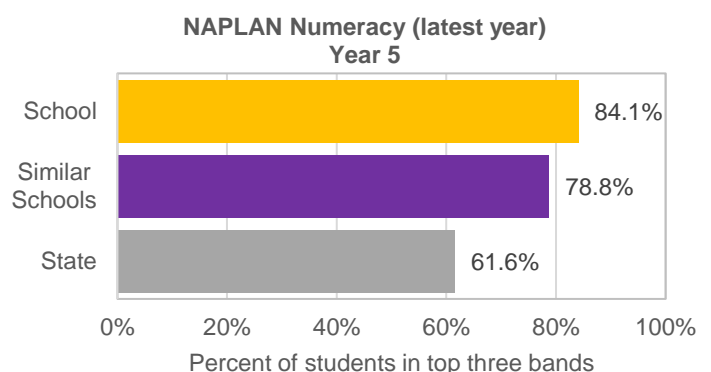
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.7%	91.1%
Similar Schools average:	84.3%	85.3%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.1%	77.6%
Similar Schools average:	78.8%	78.5%
State average:	61.6%	60.0%



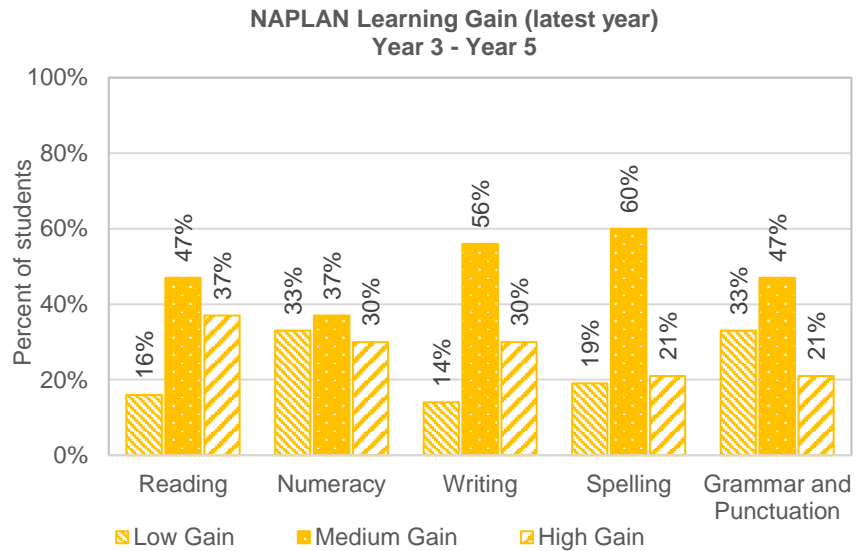
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	16%	47%	37%	29%
Numeracy:	33%	37%	30%	29%
Writing:	14%	56%	30%	30%
Spelling:	19%	60%	21%	28%
Grammar and Punctuation:	33%	47%	21%	27%



## ENGAGEMENT

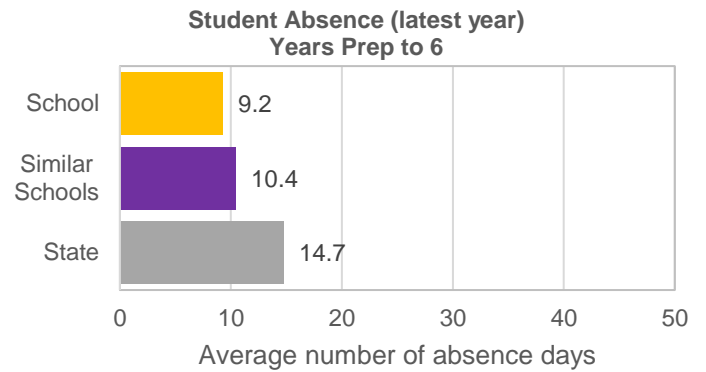
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.2	11.7
Similar Schools average:	10.4	11.6
State average:	14.7	15.0



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	96%	96%	95%	95%	93%

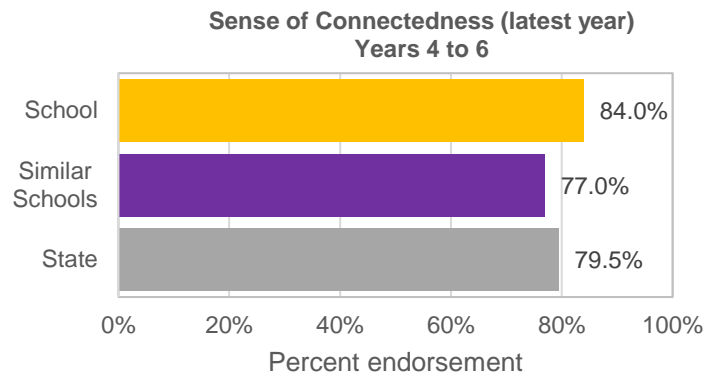
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.0%	80.4%
Similar Schools average:	77.0%	78.7%
State average:	79.5%	80.4%

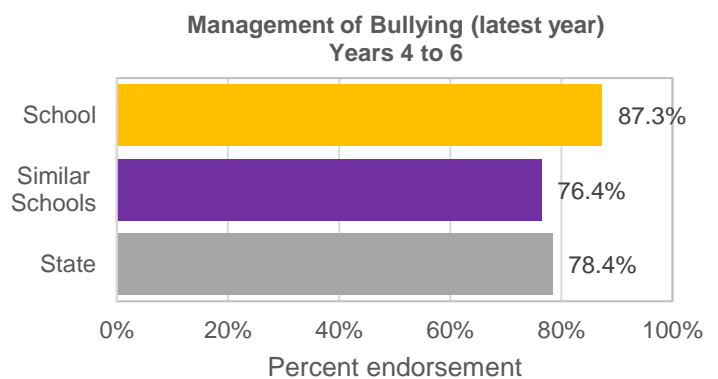


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.3%	80.3%
Similar Schools average:	76.4%	78.4%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,971,581
Government Provided DET Grants	\$388,198
Government Grants Commonwealth	\$5,300
Government Grants State	\$0
Revenue Other	\$10,321
Locally Raised Funds	\$516,292
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,891,692</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,711
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,711</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,883,681
Adjustments	\$0
Books & Publications	\$491
Camps/Excursions/Activities	\$84,689
Communication Costs	\$8,297
Consumables	\$86,639
Miscellaneous Expense <sup>3</sup>	\$47,285
Professional Development	\$9,160
Equipment/Maintenance/Hire	\$108,194
Property Services	\$130,501
Salaries & Allowances <sup>4</sup>	\$173,419
Support Services	\$13,517
Trading & Fundraising	\$70,315
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$364
Utilities	\$50,469
<b>Total Operating Expenditure</b>	<b>\$4,667,022</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$224,670</b>
<b>Asset Acquisitions</b>	<b>\$45,618</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$374,344
Official Account	\$32,679
Other Accounts	\$28,259
<b>Total Funds Available</b>	<b>\$435,282</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$111,687
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$144,386
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$59,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$20,210
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$435,282</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.*