

2022 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).
- 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 01 May 2023 at 10:13 AM by Imogen Lippiatt (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 01 May 2023 at 10:26 AM by Andrew Perks (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

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 457 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. 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 with a focus on explicit teaching. 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. In 2022, we were able to return to a full compliment of sport, camps and house competition events. There continues to be a strong emphasis on student leadership, agency and voice with opportunities provided through Junior School Council, Environment teams, School and House captains, Performing Arts and Chess.

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 four years, the Council has delivered major refurbishments to student bathrooms, library and staffrooms, installed new playgrounds and fencing and developed gardens and streetscapes. The Parents' 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, Mother's and Father's Day events, school discos and in 2022, a Gala Ball. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

LEARNING

We are pleased to share the Achievement results for 2022 with the school community as a way of celebrating a successful year for our students, teachers and leaders. By the end of 2022, we find ourselves half way through our Strategic Plan for the years covering 2020 – 2024. With two difficult years past us now, we have enjoyed uninterrupted learning throughout the year providing a significant opportunity to re-settle our students back into the rigour of daily classroom learning with a strong focus on identifying gaps in knowledge and skills due to past disruptions. The Strategic Plan includes two targets in particular that the school has focused on this year. The Mathematics target set in 2019 was to achieve 60% of our students assessed as 'Above Expected Level' in Number and Algebra. Our base percentage in 2019 was 57% and over 3 years we have now reached 66%, well exceeding our target. In 2023, we aim to achieve 70% or more of our students achieving above standard. The second major focus in the Strategic Plan is in Writing, which due to learning disruption has unfortunately seen some negative growth over the last 3 years. In 2019, we

assessed 55% of our students as 'Above Expected Level' and set a 4-year target to achieve 60% across the school. During remote learning, writing was difficult to teach, student engagement in writing tasks was low and parents were more equipped to manage reading and maths, therefore our writing results suffered across the board, particularly for our younger students who rely on daily modelling and teacher direction. We had slipped back to 42% by the end of 2021 so our work was cut out for us. With a strategy in place to prioritise writing by increasing high quality instruction, feedback processes and coaching, we were pleased to end 2022 with 49%. By continuing our writing strategy and seeing students improve both writing stamina and written quality we are confident that we will be very close to 60% by the end of 2023.

Our 2022, achievement data is strong across the board with some areas to look at more closely as opportunities for improvement. We have recorded excellent scores in English, measured at 95.7% for students who are assessed as 'At or Above Expected Level' based on teacher judgement. This is an improvement on 2021 (+0.5%) and continues to be above both State and Similar Schools. Similarly, in Mathematics with a score of 97.1% this is also an improvement on last year (+1.8%) and also above State and Similar Schools. In NAPLAN, we recorded excellent results in Numeracy for both Year 3 and 5 which is reflective of the work that has gone into the teaching of maths over the last few years. There was a slight dip in Reading results for our Year 3s and also not as strong as Similar Schools which will be addresses in 2023. Year 5 Reading results also saw a decline which is understandable when 15 high ability readers from Year 4 left the school at the end of 2021. We continue to maintain a strong 4-year average in Reading that is close to or above Similar Schools.

So, what are the high level actions happening across the school to progress us toward our strategic targets? In writing, our teachers participated in professional development throughout the course of the year via both online modules from an external education company and sessions run by the Literacy Learning Specialist to support consistency with teaching practices across the school, specifically for writing conferencing. A writing conference is where the teacher regularly meets with a small group of students with similar writing goals to share pieces of written work, discuss improvement ideas and offer targeted feedback to advance their writing. Teachers aim to meet with each student in a conference every week to provide 'live' and timely feedback. In 2022, teachers took part in two scheduled writing moderation sessions each term, establishing a collaboration structure to look closely at student writing samples in line with the Victorian Curriculum. In Term 2, staff participated in Learning Walks with a focus of conferencing which enables teachers to share good practice and provided an opportunity to share feedback. Teachers benefitted from a pupil free day to engage in a full day workshop on 'Supporting Children to Become Lifelong Writers' which was a highly successful day which encompasses and cemented knowledge from previous modules and professional learning. Introducing mentor texts for students what good readers and writers do. They give children authentic, real-world examples of different kinds of writing from which they can learn. The Literacy Learning Specialist purchased a large amount of mentor texts as teaching resources for use in mini lessons. Selected teachers participated in a full day of the Deb Sukarno Writer's Workshop professional learning day designed to be a steppingstone for teachers to begin implementing the Writer's Workshop program in 2023 which emphasises the 'writing as a process' where individual interest and choice are fundamental to students becoming independent writers. As part of the final assessment at the end of 2022, teachers trialled the Essential Assessment for Writing as part of an extra data source for triangulation of data. We will include this on our assessment schedule in 2023 due to support teachers when making teacher judgements for reports. Malvern Central School continued to provide Literacy Support (Tutor Learning Program) to assist students who were identified as needing extra support in Writing.

In mathematics, the development of a more consistent and thorough approach to planning and documentation underpinned much of the work of the Maths Committee in 2022. The Maths committee developed a common assessment task for triangulation of data and developed "I can statements" for all levels. Also, the numeracy planning team structure at MCS has allowed teachers to collaboratively plan for all students within their cohort and enables the Learning Specialist to attend, where appropriate, to support teams with planning and differentiation. This has led to greater consistency in teaching, professional conversations about student development, and the use of data to inform learning programs. We also developed an instructional model for teaching of Maths and the development of a consistent F-6 planning template which consists of Learning Intentions and Success Criteria. Our focus has increased, with explicit and targeted teaching and we continue to have conversations about the student's understandings and misconceptions to inform planning and to differentiate lessons to ensure we are teaching to the point of need for all students. Teachers also co-create Maths goals with students which are displayed in the classroom to support student agency and goal setting. Throughout the year, teachers began to use "I can statements" for student self-assessment, also serving as success criteria through targeted explicit teaching, peer collaborative learning and feedback to students. Also in 2022, Foundation students were assessed before they began school using the Maths Online Interview and these assessments provided teachers with useful data points for each individual student as well as class data for all numeracy topics. All teachers use data that is collected (both formative and summative) to inform teaching and track student progress. Teaching staff have also participated in extra professional learning around data and teams have created electronic data walls to display student outcomes and growth. Essential Assessment is another program we utilised to assess all students, allowing teachers to plan for their cohort. At the completion of the unit, and with the support of the Learning Specialist, teachers use the high-impact teaching strategies and reflection protocols, to critically evaluate their own teaching practice and understand the impact this has on student outcomes. Moderation of maths tasks each semester, was a positive new initiative, providing staff with the opportunity to work in cross-level teams moderating a range of work samples using a four-point rubric to support consistency. Teachers at MCS also participated in Peer Observations and Learning Walks to

further develop capacity and provide teachers with opportunities to work together and gain useful insight into their practice as well as the practice of others. Our Learning Specialist attend the Bayside Maths Network meetings every 5 weeks. These meetings involve professional development, sharing of best practice and resources from a number of high achieving schools. Professional development for our Learning Specialist has focussed on differentiation for high ability students, collaborative Maths planning and enabling and extending prompts by Peter Sullivan. As representatives of the leadership team, both Learning Specialists observed McKinnon and Elwood Primary Schools and reviewed their processes and teacher practice. The school also invested in the purchase of more Maths resources and distributed them into classrooms to support all students, especially visual learners.

Wellbeing

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.

Our Wellbeing strategy continued in 2022 with a focus on re-engagement of students and the building of positive relationships. As we started 2022 with scaled back COVID restrictions and the unlikelihood of returning to remote learning, it was important to still be considerate of the damage lockdowns had done emotionally to our students by constantly revisiting social skills to reconnect. We had noticed particularly in our Year 1 and 2 cohorts that there was a considerable amount of work to be done around building basic skills including improving learning confidence and stamina, particularly in Writing. Although we were determined to make up for lost time, there was still a high level of anxiety stemming from two years of uncertainty and we were very mindful to not go 'full steam ahead' and really consider what was happening emotionally for the students.

After appointing a Wellbeing and Engagement leader, one of her roles was to work together with members of the Wellbeing Team to ensure that the Respectful Relationships program was being successfully planned and taught by all year levels as well as Circle Time for Emotional Literacy being used to build student voice. Both programs were a way to ensure that teachers were explicitly teaching vital content such as Stress Management, Emotional Literacy and Positive Coping while encouraging students to speak about any issues through Circle Time, incorporating elements of the Personal and Social Capabilities and Health curriculum which were valuable skills for managing back to onsite 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.

12 MONTH TARGET: To increase the percentage of positive responses in the 'Social Engagement' factor in School Connectedness from 84% (2021) to 87%.

The 2022 data showed a drop in positive responses from 84% to 78%. This decline of 6%, we believe, is due to the fact that the survey was administered in early May when students were still getting used to being back onsite full time and assimilating to school life. Also, the data shows that Year 6's scored the most positive responses with 84%, however Year 4 males scored 69%, a cohort result that was less favourable by 5% to the overall school results. Students in this year level were supported with regular meetings, parent interviews and increased opportunities for feedback, voice and choice. The Parent Opinion Survey, however, indicated from a family perspective that students were feeling more connected and were enjoying the routine of regular lessons and assessments with a 96% endorsement, which showed that perhaps younger students preferred to be at school than at home as the workload for parents was much greater during remote learning. (Often it is parents from younger students that complete the survey, historically speaking.) Conversely, for some students in Years 4 - 6, the return to school saw a decline in independence, time on the computer at home, homework and general school routines, resulting in taking more time to readjust back to school life.

FUTURE DIRECTIONS IN WELLBEING:

- Create the Wellbeing Team (a leader per campus and the Wellbeing and Engagement Coordinator)
- School Improvement team to work with PLC's to plan innovative and engaging lessons while interrogating data to support every child's point of need
- Appoint Wellbeing Leaders as part of the Year 6 leadership profile
- 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 including peer observation
- Continue the Buddy Program and the Peer Mediator program to support students in the playground
- Timetable staff to run Lunch time clubs for both campuses including Chess, games, art and dance

- Create a scope and sequence of the Respectful Relationships curriculum across all year levels
- Develop a basic message around 'Kindness' including rewards such as stickers or badges
- Use assemblies and class meetings to reinforce messages of care, kindness and empathy

Engagement

ENGAGEMENT

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

12 MONTH TARGET: To increase the percentage of positive responses in the student voice and agency factor from 68% (2019) to 72%.

With the prospect of remote learning being a thing of the past, 2022 presented an opportunity for the school to re-engage students through a constant focus on building positive connections, re-establishing clear processes and re-engaging with the curriculum, learning goals and identifying gaps in knowledge. Students will thrive in classrooms where they are 'heard' and where they have a sense of agency and control over their learning. The Attitude to School Survey includes questions relating to voice and agency within a classroom which helps us gauge what is happening for our learners. Across the school we encourage teachers to regularly include Circle Time or class meetings, provide choice in project or inquiry work, co-design learning goals and class expectations and provide timely and authentic feedback to students as just some examples of promoting student voice and agency. COVID and remote learning was a major handbrake to the good work we had already progressed in voice and agency and it took some time in 2022 to re-establish these student-centred routines when teachers, in particular, felt extreme pressure to 'fix' and address learning gaps due to repeated lockdowns. We also recognised that the two years of interrupted learning brought a very high level of anxiety when returning to school with students lacking the confidence and stamina with their learning. It was important to consider learning, wellbeing and engagement as a total package to support students back to full time onsite learning. The data shows a decline in Student Voice and Agency factor to 57% in 2022, which was to be expected with the challenges of returning to school.

Engagement is also linked to student attendance and the Department of Education asks school to track and address absenteeism. The inconsistencies of onsite and remote learning in 2021 continued to bring difficulties in tracking accurate absentee data, so it was important to fine tune our processes for tracking and following up on absentees.

12 MONTH TARGET: To decrease the number of students recording 10 - 19.5 days absent from 27% (2021) to 24%.

To achieve accurate absentee data, it was important for the school to understand the types of absences students were taking as a large number of our community will take extended holidays during the term for a number reasons such as skiing, or returning to family overseas. We updated our Student Engagement and Wellbeing Policy plus the Absentee Policy to ensure we had the most up to date information from DET, plus we promoted 'Everyday Counts' to encourage parents to make sure their children were attending school every day. 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. Any critical absentees were supported by our Wellbeing and Engagement leader to work with the students and parents to create a return to school plan or offer support by the Department allied health services with re-engagement programs. We found that with a stronger sense of confidence in the year being a 'normal' year, reduced the anxiety in students, teachers and parents and by the middle of the year, the climate of the school started to have a greater energy and a sense of optimism.

It was unfortunate that the data was quite skewed due to remote learning as it made 2022 data appear considerably higher. What also occurred was that as interstate and overseas travel opened up by the middle of the year, so did families taking holidays during the term. As a result, with the combination of a large amount of students not returning at the start of the year, a high level of anxious students and mid term holidays, our goal for decreasing the number of students recording 10 -19.5 days absent from 27% (2021) to 24% ended with 42%.

FUTURE DIRECTIONS IN ENGAGEMENT:

In 2023 we will continue to focus on the wellbeing and engagement of students by ensuring all attendance data is up to date and any critical incidents are followed up immediately. We will release the School Engagement and Wellbeing Leader, who is also a member of the School Improvement Team, for a day to focus on student wellbeing issues including following up on chronic entries and analysing attendance data. We will also restructure the Wellbeing Team to include a teacher from both campuses that will work with the School Wellbeing and Engagement Leader to ensure wellbeing programs are planned and delivered successfully. Other directions include:

- Provide professional learning for the use of Compass Chronicles to track student behaviour and absentees
- Continue to use Junior School Council and include student voice in decision making
- Build the profile of student leadership by including school student leaders in events such as school tours and information evenings
- Leaders and DET Student Support Services will assist parents with strategies in the case of school refusal

- Teachers will follow up on absences with an email or phone call to families and work with leaders or DET Student Support Services any critical cases
- Teachers will use agreed processes to monitor and identify students in need of additional support
- Wellbeing leaders will track and identify students 'at risk' of disengagement and work with teachers and parents to establish a safety or re-engagement plan

Other highlights from the school year

With the return of our students back into the classroom, the school also took full advantage of reconnecting with our community in a full program of school events. Students from Years 3 & 4 enjoyed their camp at Phillip Island in Term 4 and the Year 5 and 6s were fully immersed in a 4 day outdoor adventure camp at Camp Coonawarra in Term 4. We were once again able to hold full school events starting with the Welcome Cocktail evening for parents in March, held on the school grounds. This was closely followed by a school disco in the gym which was very popular with the students, seeing a huge turnout from all year levels. We also saw the return of the whole school Cross Country competition and the Colour Run both held in the Malvern Gardens with the parents and wider community able to attend cheering on the competitors. For our older students, they were able to compete in a full schedule of inter school sports and round robins with neighbouring schools. Students competed in House competitions in cross country, athletics and swimming, seeing many students achieving success at higher levels. Our Parents' Club, recognising the importance of reconnecting our community, organised and ran a highly successful Gala Ball held at the Kooyong Tennis Club. A glittering event where student art work, among other substantial items, were auctioned raising \$52,000 for the school. A Mother's Day lunch in May was also another successful social and community event which raised \$7,500 which bought a substantial amount of new readers to compliment our home reading program for our young readers.

Most notably in 2022 was the 2-night performance of the Lion King at the Malvern Town Hall. All students were thoroughly engaged in the preparation of dances and songs, with many students providing stunning performances as the main characters. A huge collection of parent volunteers hand-made costumes, scenery and props and over two night meticulously applied intricate makeup for each and every child in a multitude of animal faces. It was a truly spectacular performance and a testament to our talented students, dedicated staff and our ever-devoted parent community. With money raised throughout the year we were able to enhance our playground and upgrade learning spaces. This included a full refurbishment of our Performing Arts room and the installation of picnic tables, an outdoor table tennis table and a Ga-Ga pit at Spring Rd. At Park St, we upgraded the student bathrooms and installed a new Fire House in the playground and refurbished the sand pit. The Leadership Team, School Council and Parents' Club continue to focus their efforts on improving the school facilities and provide engaging play and learning spaces for our children. The school was successful in gaining a grant for \$30,000 to install a shade sail near the oval at the Spring Rd campus to provide an outdoor learning and social space. This was installed in February and is a complimentary addition to the playground. This provides important shade in this north facing section of the school. In August, the school submitted an application for an upgrade to the Gymnasium through the Department of Education's Minor Works Grant for projects under \$500,000. We were absolutely thrilled to win this grant and look forward to works beginning on the gym in 2023 to refurbish this space as a contemporary, state of the art building for our students and community.

Financial performance

The school continues to maintain a strong financial position in 2022. In terms of revenue we received \$393,308 as termly payments from the Department of Education which is calculated against enrolment figures, \$7,965 as a Commonwealth Grant through the Sporting Schools program which provides external coaches within the P.E program, \$750,698 is parent payments and other fees and the \$25,00 was the grant for the shade sail. With the expenses throughout the year we finished the year with \$126,595 in surplus. This annual result is due to the creation of a conservative budget overseen by the School Council and the Finance Sub-Committee and adhering to spending limits throughout the year. All bank accounts total to \$314,165 which leaves the school in a good position for 2023.

In 2022, there was no extraordinary revenue or expenditure items, however there was substantial spending on Building and Grounds due to combination of money raised through fundraising and funds budgeted for school improvement projects.

In 2022, the MSC School Council continued to manage the hire contracts for Malvern Central Netball Club, a private violin tutor, Football Star Academy, Tennis Australia, Fit For Kids and Aussie Aths which provides a small amount of revenue to the school. The School Council manages the ongoing contract for TheirCare, our Out of Hours School Care program which contributes \$92,000 each year as a rental agreement.

For more detailed information regarding our school please visit our website at www.malvern-central.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 457 students were enrolled at this school in 2022, 228 female and 229 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).

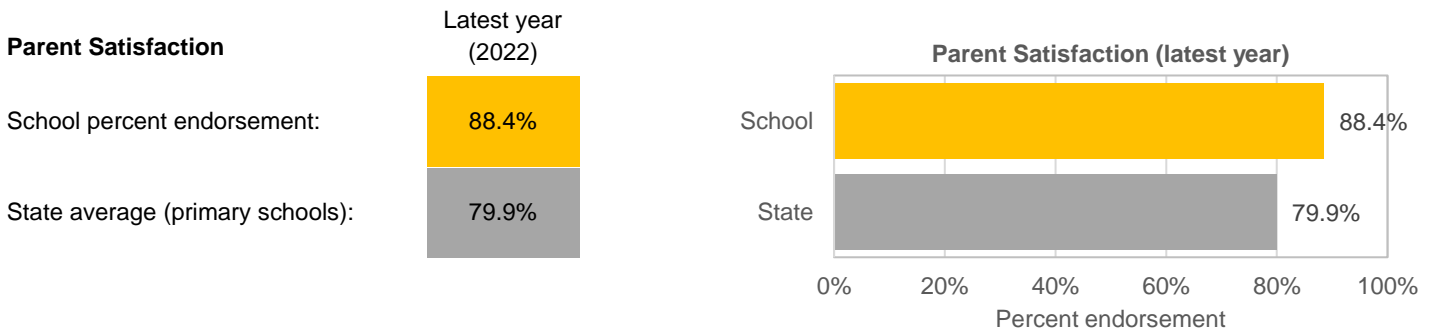
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

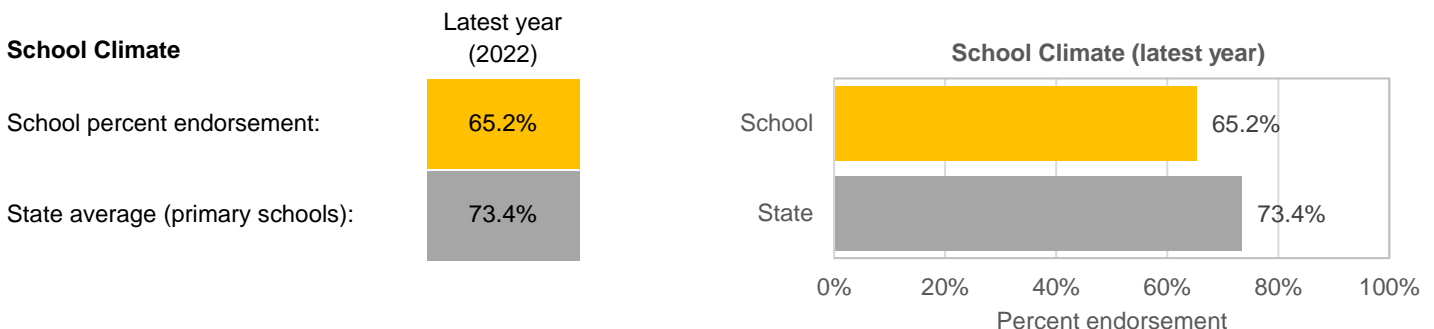


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

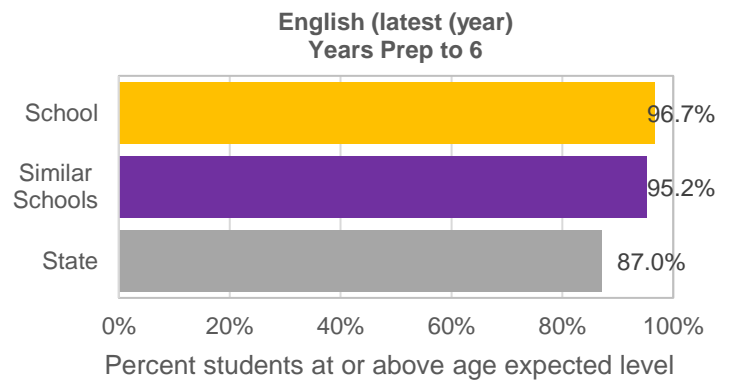
96.7%

Similar Schools average:

95.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

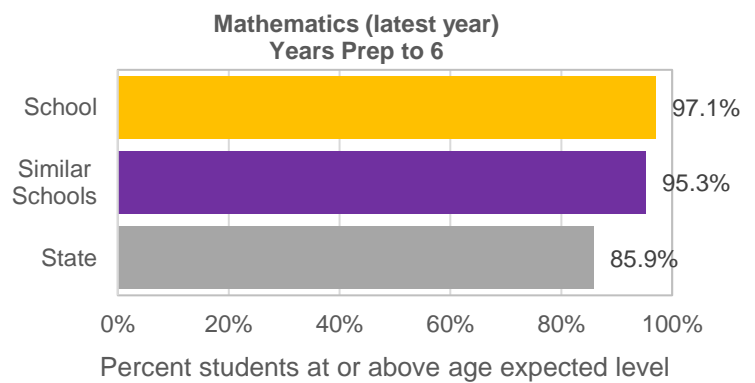
97.1%

Similar Schools average:

95.3%

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.

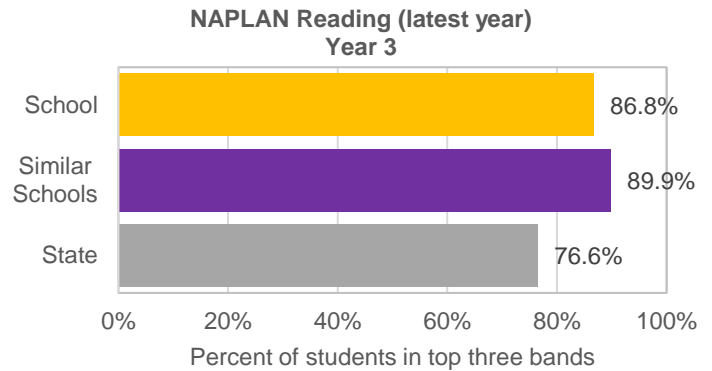
NAPLAN

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.

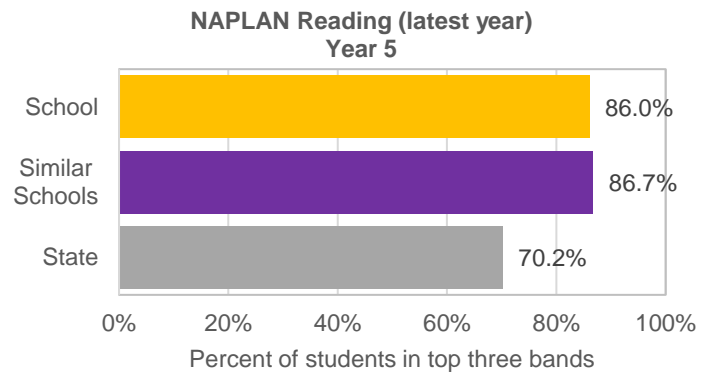
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.8%	90.3%
Similar Schools average:	89.9%	89.8%
State average:	76.6%	76.6%



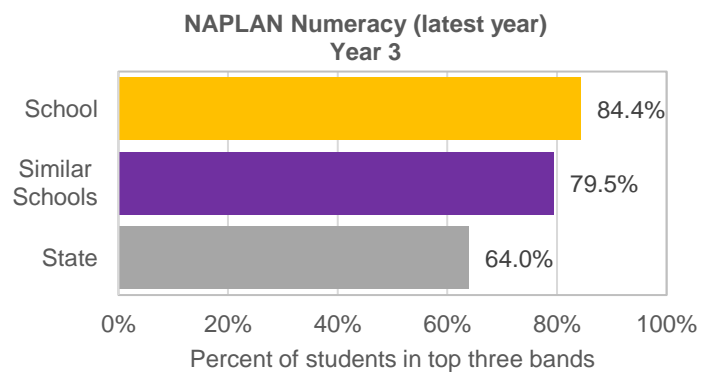
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.0%	83.2%
Similar Schools average:	86.7%	86.3%
State average:	70.2%	69.5%



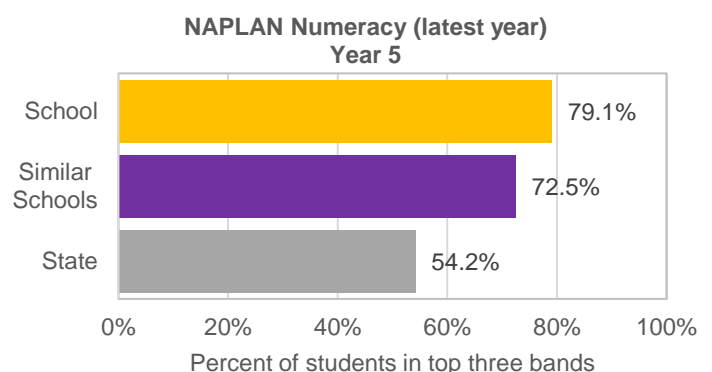
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.4%	87.5%
Similar Schools average:	79.5%	83.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.1%	80.4%
Similar Schools average:	72.5%	77.6%
State average:	54.2%	58.8%



WELLBEING

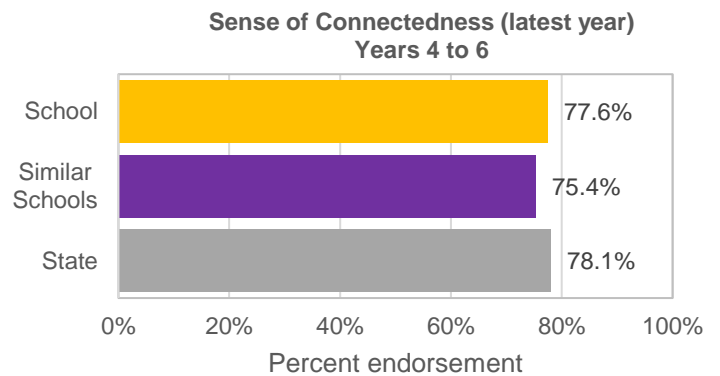
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.6%	82.2%
Similar Schools average:	75.4%	77.6%
State average:	78.1%	79.5%

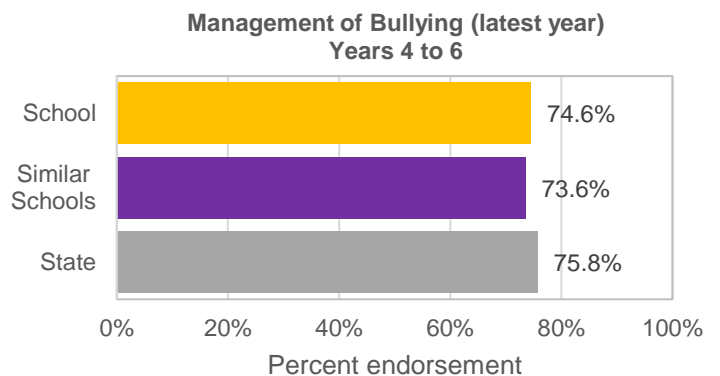


Student Attitudes to School – Management of Bullying

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:	74.6%	80.7%
Similar Schools average:	73.6%	76.8%
State average:	75.8%	78.3%



ENGAGEMENT

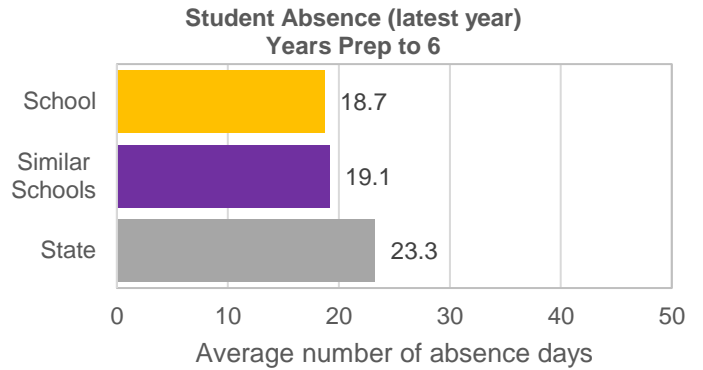
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.7	12.8
Similar Schools average:	19.1	12.8
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):	91%	91%	90%	91%	90%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,100,876
Government Provided DET Grants	\$393,308
Government Grants Commonwealth	\$7,965
Government Grants State	\$0
Revenue Other	\$11,834
Locally Raised Funds	\$750,698
Capital Grants	\$25,000
Total Operating Revenue	\$5,289,682

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,424
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,424

Expenditure	Actual
Student Resource Package ²	\$4,077,592
Adjustments	\$0
Books & Publications	\$9,839
Camps/Excursions/Activities	\$138,266
Communication Costs	\$5,757
Consumables	\$121,234
Miscellaneous Expense ³	\$32,144
Professional Development	\$11,552
Equipment/Maintenance/Hire	\$131,695
Property Services	\$143,493
Salaries & Allowances ⁴	\$276,489
Support Services	\$24,530
Trading & Fundraising	\$105,120
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$60,377
Total Operating Expenditure	\$5,138,087
Net Operating Surplus/-Deficit	\$126,595
Asset Acquisitions	\$187,429

- (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	\$278,454
Official Account	\$25,743
Other Accounts	\$9,967
Total Funds Available	\$314,165

Financial Commitments	Actual
Operating Reserve	\$154,916
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,534
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,555
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$90,000
Capital - Buildings/Grounds < 12 months	\$58,160
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$314,165

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.