

2019 Annual Report to The School Community



School Name: Montpellier Primary School (4972)



- 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 2019 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 03 March 2020 at 01:15 PM by Andrew Dalgleish (Principal)

The 2019 Annual Report to the school community:

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

Attested on 17 March 2020 at 12:59 PM by Matt McTaggart (School Council President)

About Our School

School context

Montpellier Primary School is situated in residential Highton which is on the south west side of Geelong. We provide quality education for the children of the surrounding areas and beyond. In 2019 we operated 28 classrooms with straight grades for 655 students. With extended growth in housing in the nearby estates, student enrolments continue to increase. Our community of students, parents and staff are highly motivated and share a vision of 'Striving for Excellence'. The core purpose is to provide a comprehensive education for all students enabling them to reach their academic, social, emotional and physical potential. Our workforce composition consists of 1 Principal, 2 Assistant Principals, 2 Learning Specialists, 34.6 teachers, 3.4 Administration ESS and 5.6 Integration ESS, .3 High End Technician, .3 Low End Technician and .3 Chaplain (funded by school resources).

Our school maintains a very high reputation throughout the region for quality programs and outcomes, particularly in Literacy and Numeracy, STEM, Physical Education, Performing and Visual Arts. There is a school tradition of academic excellence with children increasingly expected to take responsibility for their own learning, participate in decision making, work cooperatively, respect others and their belongings and to take pride in their best efforts. Students demonstrate a keen interest to learn, an ability to cooperate and support each other. Visitors who tour our school comment on 'the positive tone' within the school and the mature nature of our students. The use of ICT, including a Grade 3 - 6 Bring Your Own Device iPad program enhances and amplifies student learning and connects them to the world.

During Term 4, we undertook a school review and developed a new School Strategic Plan. We are excited for the future of our school as we maintain a focus on quality teaching of literacy and numeracy and an increased emphasis on student voice and agency.

Our school grounds are expansive and incorporate a full size gymnasium complex, a synthetic oval, 2 large playgrounds and a sand pit under large colourful shade sails. Added to that we have 2 open Basketball/Netball courts which are used for major games and a junior basketball and netball court for Prep to Grade 2. The installation of a new Prep sandpit and playground and Grade 5/6 playground during 2019 further enhanced our playground amenities. The installation of these new facilities for our students has been strongly supported through targeted fundraising over a number of years.

There is strong community support with parents assisting with fundraising, classroom support, Book Club, sporting teams, school camps and excursions and Student Banking. Parents are encouraged to work in classrooms and participate on school incursions or excursions. We have approximately 100 Parent helpers who assist on a weekly basis.

Montpellier Primary School has entered a new and exciting phase in the provision of education for students in the Highton community that will provide for our community into the future and ensure the highest quality teaching and learning is continued and the traditions and values of Montpellier Primary School are maintained and grown.

Framework for Improving Student Outcomes (FISO)

The following FISO improvement initiatives were included in our 2019 Annual Implementation Plan to continue to develop improved outcomes for our students.

- Building Practice Excellence, with a particular focus on building teacher capacity in the teaching of reading.
- Empowering Students and Building School Pride, through developing a growth mindset and increasing student voice in our school.

The school review undertaken during Term 3 reinforced the direction our school is developing improvement strategies for. It also supported the development of a new School Strategic Plan to refocus efforts and strategies for the next 4 years. This is reflected through the goals in the 2020 Annual Implementation Plan:

1. To improve the literacy and numeracy learning growth of every student.
2. To improve student voice & agency in learning.

Achievement

Our curriculum promotes deep learning and caters for a range of interests, abilities and learning styles.

Our teacher judgement demonstrates we are at or above the percentage of students working at or above age expected standards in English and Mathematics. This is a similar result to like schools.

In 2019 NAPLAN our Grade 3 students, in comparison with the middle 60% of Victorian Government Primary Schools, achieved higher outcomes in Reading and Numeracy. When comparing results with 'like' school types, our outcomes in Reading are above and in Numeracy are lower.

In 2019 NAPLAN our Grade 5 students achieved slightly lower results than the middle 60% of Victorian Government Primary Schools in Reading and Numeracy. In comparison to similar schools their achievement levels were lower. Averaged over the past 4 years, the percentage of students achieving in the top 3 bands of NAPLAN in comparison with like schools is lower.

NAPLAN Learning Gain, Years 3 to 5 in all domains demonstrate the majority of our students are showing medium gain. (45%-51%) A key focus of our 2020 Annual Implementation Plan is to increase the number of students who have a high relative gain from Years 3-5.

Teachers use a variety of assessment tools to monitor student progress. Information from the assessment is used to guide planning and teaching and to cater for individual student needs. Student achievement is tracked throughout the year to ensure appropriate progress is being made.

Engagement

Student attendance continues to be a school priority, producing results above state median, and performing similar in 2019 to 'like' schools. Children with a history of absenteeism are tracked and parents are contacted regularly to ascertain the reason why the children are away.

The results to the student 'Attitudes to School' survey indicated lower results to like schools in the area of connectedness to school and similar in the area of management of bullying. This work will continue throughout 2020 as we continue to focus on increasing student agency and voice and improving outcomes in learner characteristics and dispositions.

Montpellier Primary School operates a clearly defined code regarding student behaviour.

We pride ourselves on developing children who enjoy their learning, show compassion for others and develop as productive community members. Behaviours of using manners, showing kindness and supporting friends are every day happenings. When visitors are at our school, they comment on the politeness and friendliness of our students and the excellent overall general tone of the school.

Wellbeing

We facilitate smooth and successful transitions into, through and from our school. Our Kinder to Prep transition program is a highly successful one with many positive comments from parents and the Kindergartens. Over four sessions, children are introduced to Art, STEM, Technology and Physical Education. We provide a night session for adult family members. Emphasis is upon making the children familiar with the school and their 'Grade 5 Buddy'. Transition 'through' the school occurs in November over 3 sessions. Children in Prep to Grade 5 meet with their new teacher, working on class rules, organisational and management strategies. This is part of the 'Learning to Learn' program which also operates at the end of the previous school year and then in the first 2 weeks of the new school year.

Year 7 transition begins early in Grade 6 with the development of leadership skills, taking on responsibility, becoming more accountable for their work ethic and learning. The program concludes with transition programs in secondary schools in mid-December. Our Grade 6 'graduation' ceremony is a major highlight of the school calendar.

Financial performance and position

Montpellier Primary School continues to be in a healthy financial position, finishing the year in surplus. The Business Manager continues to manage the school's financial records to a high level within DET guidelines. We have ensured that we are retaining sufficient funds to service the current operating leases for photocopiers and computers across the school. The School Community has again been very supportive of our fundraising initiatives, including supporting our Building Fund and Computer Replacement Fund. The School Concert remains the largest fundraiser for the year outside of those programs. Maintenance of our buildings to ensure their safety, functionality and appearance and upgrading of our grounds continues to be a priority in the allocation of school resources. Our financial reserves which have been carefully developed over many years and ensure we will be in a position to finalise our grounds and purchase additional resources as required.




For more detailed information regarding our school please visit our website at
<https://www.montpellierps.vic.edu.au/>

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 650 students were enrolled at this school in 2019, 325 female and 325 male.

8 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).









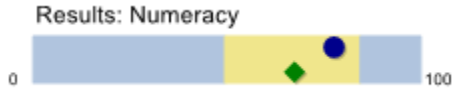
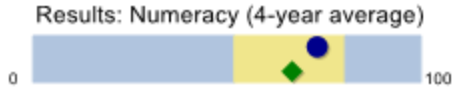








Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

| Achievement | Student Outcomes | Similar School Comparison |
|---|--|--|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p>  | <p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Above </p> |

Performance Summary

| Key: | | Key: | | |
|--|--|--|---|---|
| Range of results for the middle 60% of Victorian Government Primary Schools:  | | Similar School Comparison | | |
| Results for this school:  Median of all Victorian Government Primary Schools:  | |  Above |  Similar |  Below |
| Achievement | Student Outcomes | Similar School Comparison | | |
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Above </p> <p>Below </p> | | |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Below </p> <p>Below </p> | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

| Achievement | Student Outcomes | Similar School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). 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'.</p> | <table border="1" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>51%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>51%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>45%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>48%</td> <td>11%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 29% | 50% | 21% | Numeracy | 25% | 51% | 25% | Writing | 14% | 51% | 35% | Spelling | 35% | 45% | 19% | Grammar and Punctuation | 40% | 48% | 11% | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 29% | 50% | 21% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 25% | 51% | 25% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 14% | 51% | 35% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 35% | 45% | 19% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 40% | 48% | 11% | | | | | | | | | | | | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

| Engagement | Student Outcomes | Similar School Comparison | | | | | | | | | | | | | | |
|--|--|--|------|------|------|------|-----|-----|------|------|------|------|------|------|------|--|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p> | <p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p>Above ●</p> | | | | | | | | | | | | | | |
| <p>Average 2019 attendance rate by year level:</p> | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 94 % | 94 % | 93 % | 94 % | 92 % | 92 % | <p>Similar school comparison not available</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 94 % | 94 % | 93 % | 94 % | 92 % | 92 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

| Wellbeing | Student Outcomes | Similar School Comparison |
|--|------------------|---|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | | <p>Below ●</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | | <p>Below ●</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2019 | | Financial Position as at 31 December, 2019 | |
|--|--------------------|---|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$4,738,520 | High Yield Investment Account | \$525,429 |
| Government Provided DET Grants | \$611,671 | Official Account | \$48,406 |
| Government Grants Commonwealth | \$8,162 | Other Accounts | \$22,773 |
| Government Grants State | \$56,597 | Total Funds Available | \$596,608 |
| Revenue Other | \$15,955 | | |
| Locally Raised Funds | \$431,099 | | |
| Total Operating Revenue | \$5,862,003 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$21,271 | | |
| Equity Total | \$21,271 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$4,617,511 | Operating Reserve | \$150,915 |
| Books & Publications | \$2,389 | Other Recurrent Expenditure | \$14,465 |
| Communication Costs | \$7,552 | Funds Received in Advance | \$49,869 |
| Consumables | \$68,383 | School Based Programs | \$4,329 |
| Miscellaneous Expense ³ | \$244,859 | Funds for Committees/Shared Arrangements | \$1,231 |
| Professional Development | \$21,406 | Asset/Equipment Replacement < 12 months | \$40,000 |
| Property and Equipment Services | \$265,553 | Capital - Buildings/Grounds < 12 months | \$119,712 |
| Salaries & Allowances ⁴ | \$267,237 | Maintenance - Buildings/Grounds < 12 months | \$9,323 |
| Trading & Fundraising | \$39,570 | Asset/Equipment Replacement > 12 months | \$56,750 |
| Travel & Subsistence | \$122 | Capital - Buildings/Grounds > 12 months | \$150,000 |
| Utilities | \$42,533 | Total Financial Commitments | \$596,594 |
| Total Operating Expenditure | \$5,577,114 | | |
| Net Operating Surplus/-Deficit | \$284,889 | | |
| Asset Acquisitions | \$83,169 | | |

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

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

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.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

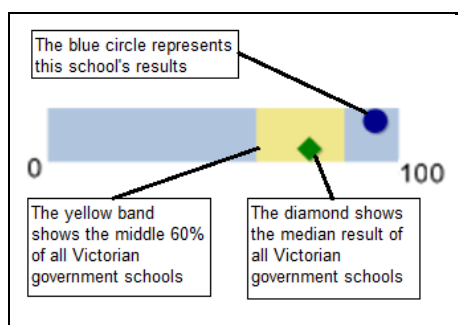
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

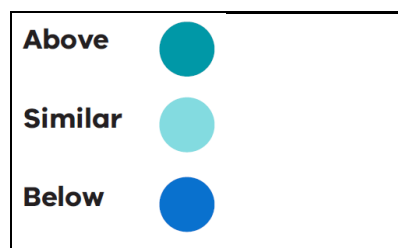


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').