

# 2020 Annual Report to The School Community



School Name: McKinnon Primary School (4366)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 March 2021 at 08:40 AM by Simone Eirth (Principal)

The 2020 Annual Report to the school community:

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

Attested on 27 April 2021 at 03:04 PM by Natasha Hosein (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

McKinnon Primary School is committed to developing internationally minded learners, who reach their potential, in a safe and nurturing environment, where students are empowered to develop 21st-century skills and attitudes. As an International Baccalaureate (IB) school, McKinnon Primary School's values are aligned with the guiding principles outlined in the IB Learner Profile. The IB Profile represents 10 attributes that support to guide individuals and groups to become more responsible members of local, national and global communities. As learners we strive to be: Caring, Open-Minded, Courageous, Thinkers, Inquirers, Reflective, Knowledgeable, Principled, Communicators, Balanced. The school community is culturally diverse with a high percentage of families with a language background other than English. We celebrate that we are a multi-cultural community. Parents are actively involved in all aspects of school life, whether it be School Council, Parents' Club, classroom helpers, fundraising or social activities. A learning partnership is established between the teacher, parent and student, where conferences (Three-Way or Student-led) are conducted regularly throughout the year to reflect on learning achievement and establish future goals. At the conclusion of 2020, McKinnon Primary School had a student population of 775, The staffing structure includes 3 Principal Class Officers, 3 Leading Teachers and 2 Learning Specialists, 32 classroom teachers and 8 specialist teachers. There is a strong educational support team including the administration team inclusive of the business manager, 3 office assistants and a first aid officer. Additionally, we have a library technician, literacy intervention and 10 education support staff working directly with students and teachers.

### Framework for Improving Student Outcomes (FISO)

In 2020 the school continued to focus on two areas from the Framework for Improving Student Outcomes (FISO):

1. Excellence in Teaching and Learning - Building Practice Excellence
2. Positive Climate for Learning- Empowering students and building school pride.

These specifically identified areas were emphasised as part of the Strategic Plan review process that was completed in 2019. Our 2020 Annual Implementation Plan (AIP) unfortunately was not implemented the way we expected due to the global pandemic. However, McKinnon Primary School delivered on our Key Improvement Strategy to embed our instructional model. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by focusing on student assessment and implementing a continual reporting process by developing student portfolio pieces that were released during remote learning. We also focused on the balance of synchronised and asynchronised models and worked to support our learners and families during this time. Overall we were able to continue to deliver on some of our AIP actions relating to literacy and numeracy, however, we had to modify our approach to delivering the curriculum online. As a school we continued with our meeting schedule using Microsoft Teams and WebEx to collaborate across the school, whole school, team leaders, leadership and year level planning, Maths and English PLT, daily team meetings and ES meetings, specialist meetings and birthday morning teas. There was a high degree of vertical collaboration through sharing expertise and knowledge developing ICT capabilities.

### Achievement

In English McKinnon Instructional Model was evident through remote online learning along with a focus on multiple exposures and worked examples in the area of writing. Additional digital reading resources were sourced and purchased to support reading from Foundation to Year 2. In addition, support was provided for parents to enhance their children's learning within a lockdown environment.

There was evidence of teachers scaffolding learning to meet the needs of EAL/low literacy students during online learning where these students had less access to their peers for support. Teacher knowledge to cater for the needs of identified students was enhanced by the provision of tailored resources (e.g. Maths bilingual shape language booklet, pre-reading activities for EAL learners) and through professional discussions in planning and individual mentoring by English/EAL team leader. Deployment of language and literacy staff to support to student needs during this time was an additional strategy used to foster student literacy growth.

All teams from Year 3 – 6 engaged with the new spelling approach to different degrees. They learnt how to implement and analyse the CoST spelling test and some teams used the Daffern spelling resources and other used materials created by the English/EAL leader based on the Daffern approach. All staff have access to a database of evidence based spelling resources. An adapted version of the Daffern approach to spelling was implemented fully in Year 2. Planning for a spelling scope and sequence and instructional approach document was begun and will be finalised in 2021.

In 2021 focus on improving students' writing will continue targeting understanding of reading to write. Emphasis will be placed on fostering a joy of writing, function and audience and writing complete published pieces. Additionally, the English Professional Learning Team (PLT) will lead a focus on the mechanics of writing including conventions (spelling and punctuation), sentence fluency, word choice.

In Mathematics the use of curriculum day in Term 1 built depth and capacity in the staffs understanding of using evidenced based data discussion dialogues, supported our strategic plan strategy of developing the capacity of staff to use data to inform planning. This work which began before remote learning started created a platform for teams to use a consistent approach.

During remote learning the use of PLT and whole staff online meetings to develop maths assessment tasks aligned to the model of continuous reporting. Professional learning sessions developed to design formative assessment online and the use of resources to support the implementation of Maths Online Interview F-2. PAT Maths assessment was implemented in Years 3-6 in Term 4.

Additionally, the collaboration with Mathematics Association of Victoria (MAV) resulted in the formation of Maths Improvement Team and an action plan was developed with initial steps completed, though ceased in Term 2 due to the pandemic and will recommence in 2021

In 2021 we will continue to collaborate with MAV, along with embedding the use of data to guide planning. The focus on building consistency across the school with the development of a shared planning agenda for all teams being implemented with an increased focus on Mathematics proficiencies, instructional model and support of maths Leading Teacher in planning sessions.

## Engagement

A high proportion of students at McKinnon School who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. As we pivoted to online learning, all students were distributed devices and internet access where needed. This information was collected via parent survey and personal contact made by school staff.

Supporting families with behaviour management and re-engagement plans which were individualised based around student voice. Key strategies involved students monitoring their progress throughout day with visuals, communicating this progress and learning the skill of asking for help. All systems based on behaviour specific praise and positive reinforcement.

To support student engagement during the transition back to onsite learning, our school focused on student wellbeing and developing positive routines which encompassed activities that were student led and focused on reconnecting back to school life.

Primary Years Program (PYP) leader developed and delivered PL for new staff based on need. Staff engaged and shared in teach Meets for PYP and actively participated in online PL and worked to build networks remotely.

Attendance was monitored closely throughout remote learning and return to onsite learning required additional support for some families.

In 2021 our PLTs will focus on opportunities to continue building student agency in the classroom and prepare for our

IB evaluation in Term 4.

**Wellbeing**

Health and wellbeing supports such as incorporating a daily wellbeing focus was prioritised for staff, students and their families at McKinnon Primary. Resources to support wellbeing such as the Zones of Regulation, wellbeing webinars, tips and strategies from other parents and specialised parenting supports and services available were communicated through school newsletters. Our school modified the delivery of health and wellbeing supports to students and their families, by increasing access to school counsellors (via Teams) to utilise three counsellors enabling greater availability for one to one sessions. When difficulties in home learning for students were identified, extra supports were provided to enhance learning in the home environment. A list of vulnerable students was developed and tracked with relevant extra supports being put in place such as student wellbeing and learning support calls, counselling sessions, SSG meetings, targeted plans to re-engage students, and personalised at-home behaviour support folders with goals and rewards to motivate and support positive behaviours etc. Staff utilised the DET 'student check-in resource' to identify at risk behaviour: social, academic and emotional towards the end of 2020, supporting student transition to new teachers from a wellbeing perspective. Monitoring using this tool will continue throughout 2021.

Many of our students with ASD found online learning a positive experience as it allowed many to have greater levels of flexibility with the order in which they completed learning creating their own work schedules. Some of these students flourished with the reduction of social pressure with the need to manage social interaction lessened. The mini-lesson videos also allowed students to re-watch and review lesson content and instructions to maximise understanding of instructions before commencing tasks. A detailed daily plan gave more structure to students. ES Staff were integral in supporting students plan out their learning for their day and targeting set times to follow for specific tasks. Many students who do not have funding through the Program for Students with Disabilities were contacted and supported by ES Staff for student wellbeing to maintain engagement with online learning. ES staff worked in new ways to support students including set check-ins, supporting targeted learning blocks, creating resources to support students learning in the home environment. Whilst some students enjoyed online learning, the majority of students missed being at school and social connections and daily interactions with peers and their teacher. Attendance was tracked during remote learning and continued to be in focus as students returned to on-site learning.

**Financial performance and position**

McKinnon Primary School completed 2020 in a financially sound position. The School Strategic Plan, along with the 2020 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows a surplus of \$458,600 and this has been factored into 2021 as part of the school's financial management. The school's commitments were closely monitored by the School Council.

Significant expenditure during 2020 related to the upgrade of the gymnasium area, with the installation of an air-conditioning system, new books for literacy programs and the library, upgrades to existing classroom air-conditioners and a new bank of laptop computers for student use.

The school did not receive any targeted funding due to Covid-19. The Sporting Schools Grant was used for activities across the school.

Maintenance of buildings and grounds, the cost of leased computer equipment and innovative curriculum through the PYP program continue to be significant items of expenditure. McKinnon Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities and resources at the current high standard.

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

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 754 students were enrolled at this school in 2020, 362 female and 392 male.

38 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

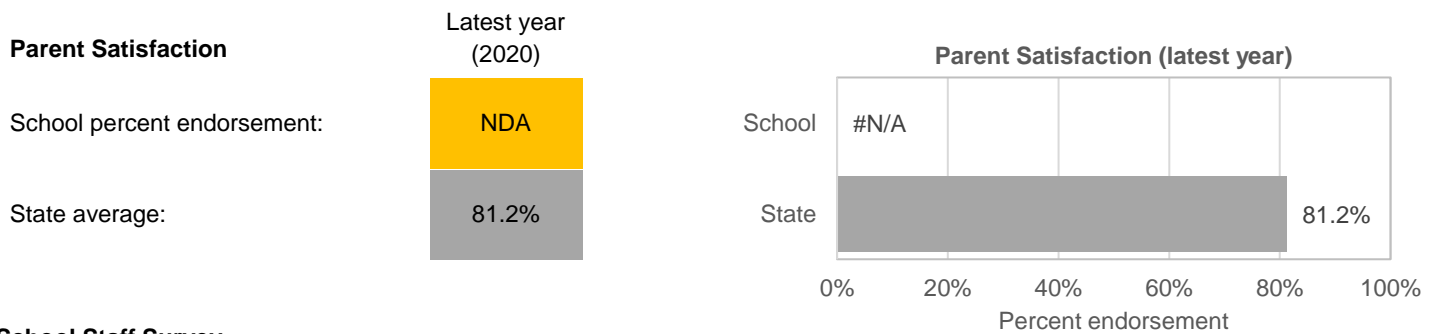
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

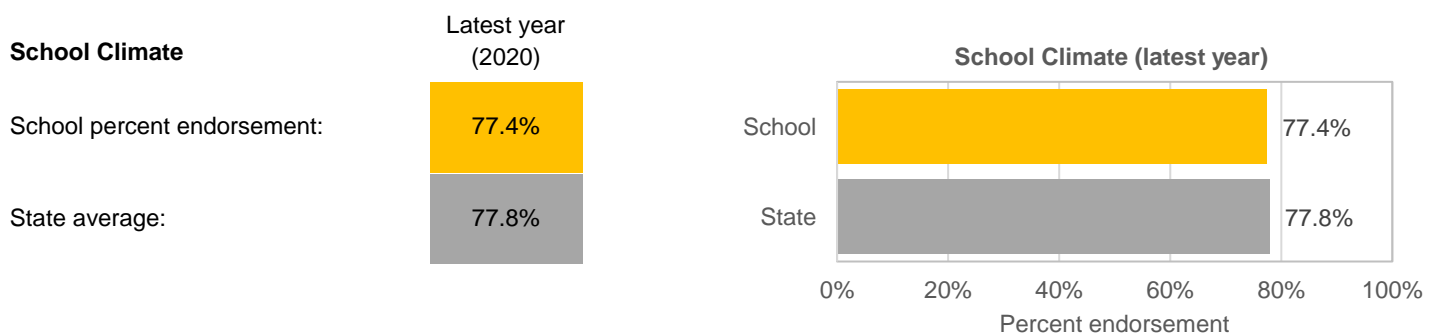


### School Staff Survey

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

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

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





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

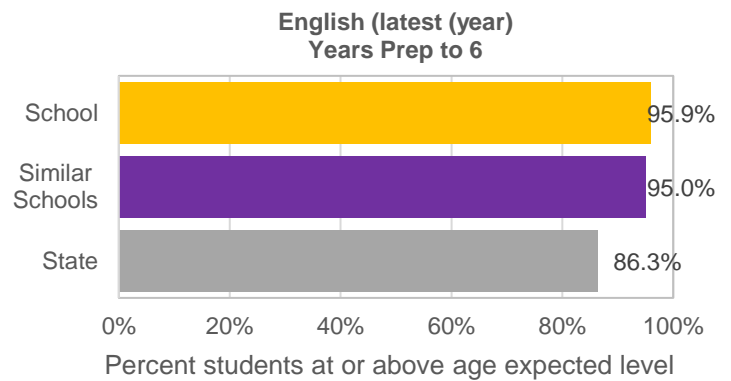
95.9%

Similar Schools average:

95.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

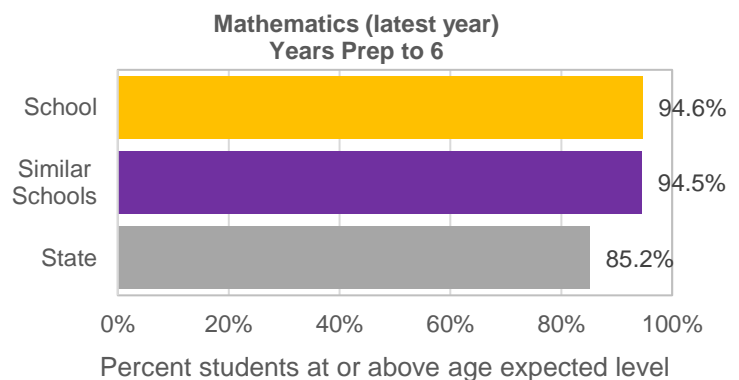
94.6%

Similar Schools average:

94.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

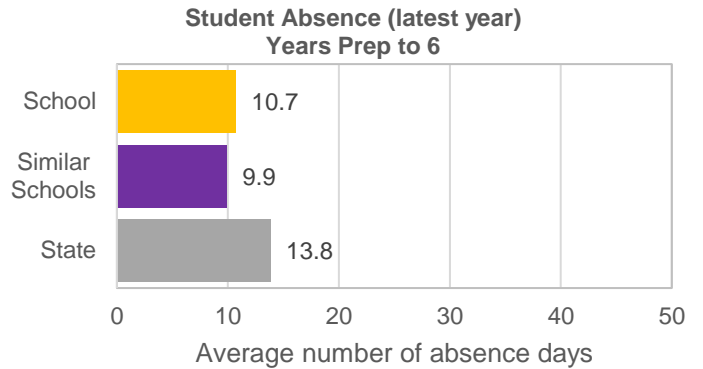
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.7	13.0
Similar Schools average:	9.9	12.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	95%	94%	95%	96%	93%	96%

## WELLBEING

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

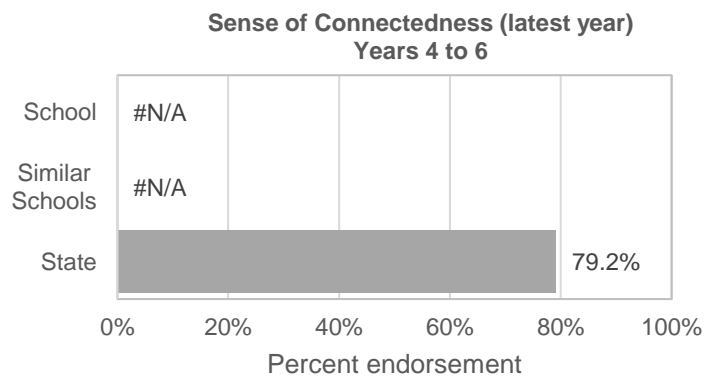
### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.9%
Similar Schools average:	NDP	82.9%
State average:	79.2%	81.0%



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

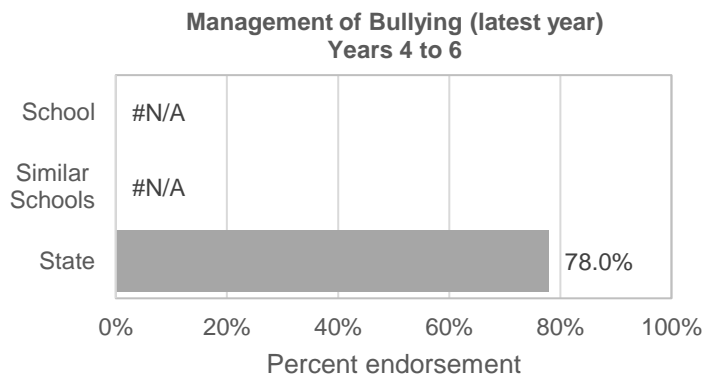
### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.0%
Similar Schools average:	NDP	81.3%
State average:	78.0%	80.4%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,886,820
Government Provided DET Grants	\$647,829
Government Grants Commonwealth	\$7,344
Government Grants State	\$12,924
Revenue Other	\$8,093
Locally Raised Funds	\$506,517
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$7,069,527</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,011
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$8,011</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,791,269
Adjustments	NDA
Books & Publications	\$8,807
Camps/Excursions/Activities	\$104,034
Communication Costs	\$7,483
Consumables	\$132,365
Miscellaneous Expense <sup>3</sup>	\$22,959
Professional Development	\$28,354
Equipment/Maintenance/Hire	\$86,021
Property Services	\$126,732
Salaries & Allowances <sup>4</sup>	\$106,585
Support Services	\$121,809
Trading & Fundraising	\$22,145
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$52,311
<b>Total Operating Expenditure</b>	<b>\$6,610,874</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$458,654</b>
<b>Asset Acquisitions</b>	<b>\$67,500</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$573,800
Official Account	\$259,848
Other Accounts	\$6,980
<b>Total Funds Available</b>	<b>\$840,627</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$120,763
Other Recurrent Expenditure	\$12,714
Provision Accounts	NDA
Funds Received in Advance	\$296,451
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$2,300
Repayable to the Department	\$130,000
Asset/Equipment Replacement < 12 months	\$140,000
Capital - Buildings/Grounds < 12 months	\$110,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$962,228</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.*