

2021 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2022 at 01:33 PM by Simone Eirth (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 09 May 2022 at 12:55 PM by Louise Schirmer (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

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

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 guiding 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.

In 2021, our enrolment began at 758 students and grew to 775 by the end of 2021, this is a normal trend for McKinnon. The staffing structure includes 3 Principal Class Officers, 3 Leading Teachers and 3 Learning Specialists, 32 classroom teachers and 8 specialist teachers. We have a highly-skilled educational support team including the business manager, 3 office assistants, first aid officer, library technician, literacy intervention and 9 education support staff working directly with students and teachers.

Framework for Improving Student Outcomes (FISO)

In 2021, the AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment, Health and Wellbeing and Building Communities.

This included:

- Implementation of the tutoring program, remote learning program and learning support for students
- Engagement in the Professional Learning Community initiative
- Monitoring of students who require specific interventions and are engaged with external agencies and supports
- Engaging parents using remote alternatives to connect to student learning
- Completed our PYP evaluation reviewing planning documents, units of inquiry and strength of student voice in their learning

As a result of the continued focus on student learning and the continued effort to engage students in their own learning, we have seen positive gains in our student achievement data across all areas.

Achievement

In 2021 the school focused on the DET Key Improvement Strategies (KIS) of Learning, catch-up and extension priority. To support this KIS a focus on formative assessment conversations became part of the meeting structure and a team of teacher leaders participated in the Professional Learning Community initiative with the DET. As a result of this there has been increased attention on assessment data and the upskilling of teams to use this data in planning sessions. Individual Learning Plans (ILP) have been audited to ensure best practice. This was supported by the tutor program and the Victorian High Ability Program for identified students.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans. As a school we continued to focus on improving students' writing and will continue targeting understanding of reading to write. Emphasis was placed on fostering a joy of writing, function and audience and writing complete published pieces.

This year we have benefited from the collaboration with MAV, along with embedding the use of data to guide planning for 2021. 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 (problem solving, understanding, reasoning and fluency), instructional model and support of Mathematics Leading Teacher in planning sessions.

In 2021 we also complete our International Baccalaureate evaluation and gained recognition of the collaborative planning and teaching of units of inquiry that are data-driven and reactive and attentive to the individual learner and cohort.

As a result of this combined collaborative efficacy we have seen teacher judgement of students achievement and the 2021 NAPLAN results for Years 3 and 5 all be above similar schools and well above the state average in all curriculum areas.

Engagement

This year our school focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2021 included programs such as School Leaders Program, Step Up / Transition Program along with student mentor partnerships. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school.

- Students were authentically engaged as stakeholders in the International Baccalaureate school review process via forums, surveys and workshops.
- Curriculum continued to be developed with a clear emphasis on seeking student input. Units were designed reactively, gathering interests and prior knowledge to help tailor students learning experiences.
- Student surveys were a regular method of collecting feedback on curriculum and incorporated into subsequent learning.
- The online learning phase allowed for high amount of accessibility to our school community. The McKinnon Science Fair received hundreds of submissions with students given clear roles in supporting and giving feedback to their peers.
- Online events such as RUOK Day as well as Student Social Groups were initiated and supported through student leadership groups such as the SRC and Year 6 leaders.
- Student action was celebrated in different year levels, a student action day was organised by the Year 4 students raising awareness and providing a platform to share student identified issues and interests.
- Year 6 students took responsibility for their learning during the exhibition process. Developing a body of learning that was shared online to the school community.

In 2021, McKinnon Primary continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send messages to parents, requesting them to notify the school of any absences, and made phone calls after extended periods of absences. Our attendance during remote learning was similar to the attendance while onsite. Our overall attendance has improved to 9.5 days per child which is well below our 4 year average of 12 days.

Wellbeing

Staff have collaboratively developed and implemented wellbeing action plans within each team. This includes social and emotional learning daily activities built into daily routine as part of remote learning and return to onsite. Students and teachers supported Bullying No Way Day through lessons and student created visuals. Professional readings have been shared targeting restorative classrooms and increase in physical activity was also included and build into timetables. The ILP process was refined to support staff to create SMART learning, social and emotional goals. The Whole school curriculum day with Heidi Rogers guided staff through strategies to support students who may have been displaying anxiety and to better understand their directory of emotions as well as whole class strategies to frame speaking about anxiety and scripts to support through difficult periods. The Wellbeing PLT developed a plan to support

the student's social learning returning to onsite learning providing structure of who, where, what students are playing and a plan for what to do if something doesn't go well in a game. Review of Wellbeing Model with a renewed emphasis on proactive restorative classrooms is planned for 2022.

Our Attitudes to School survey results indicate through performance data we are above similar schools and states averages in Sense of Connectedness and Management of Bullying. Student wellbeing continues to be a focus because if students are not feeling safe learning can often be difficult. In 2021 the school continued to promote school wide expectations and restorative practices with our students.

Finance performance and position

McKinnon Primary School completed 2021 in a financially sound position. The School Strategic Plan, along with the 2021 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 \$595,930 and this has been factored into 2022 as part of the school's financial management. The school's commitments were closely monitored by the School Council.

Significant expenditure during 2021 related to the upgrade of the completion gymnasium area, with completion of an air-conditioning system and video cube wall, tree maintenance and inspections, new mobile whiteboards, upgrades to existing classroom air-conditioners and a new bank of laptop computers for student use.

The school received maintenance funding for roof repairs in 2022. 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 758 students were enrolled at this school in 2021, 357 female and 401 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

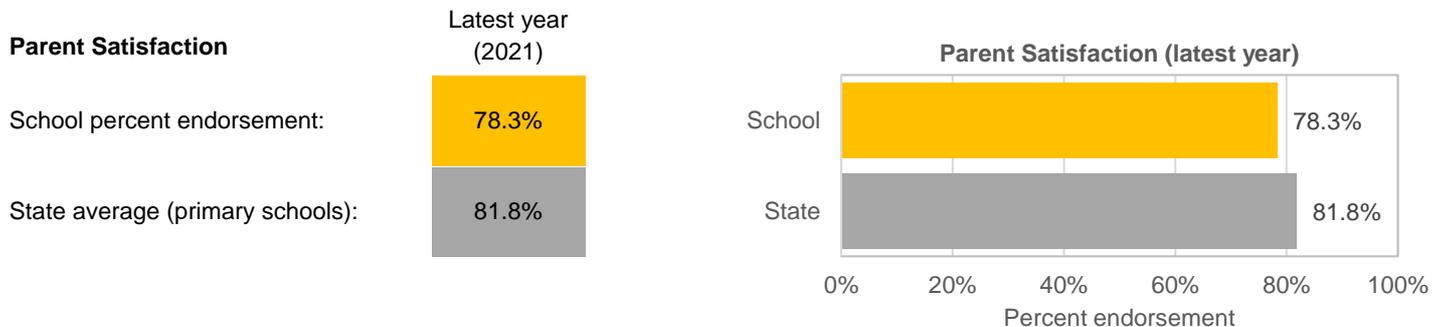
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

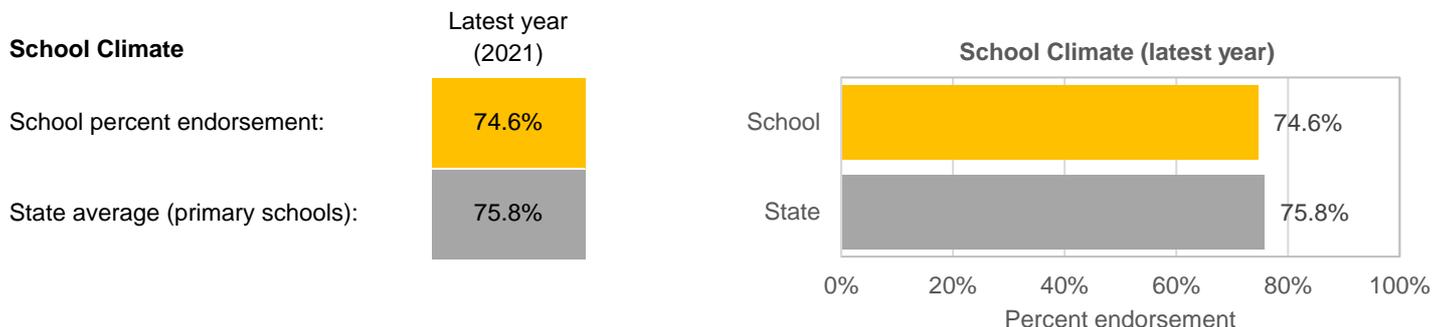


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

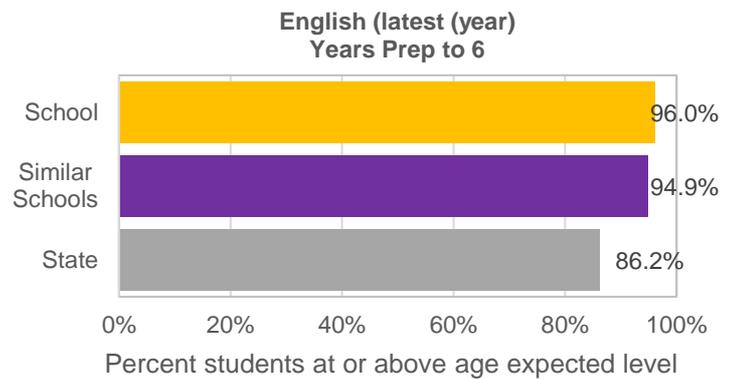
96.0%

Similar Schools average:

94.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

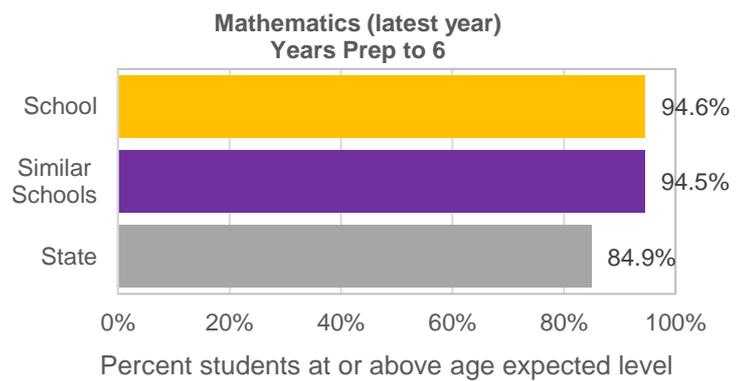
94.6%

Similar Schools average:

94.5%

State average:

84.9%



ACHIEVEMENT (continued)

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

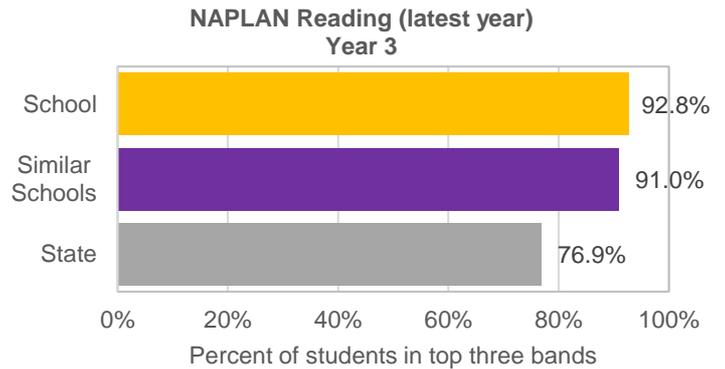
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

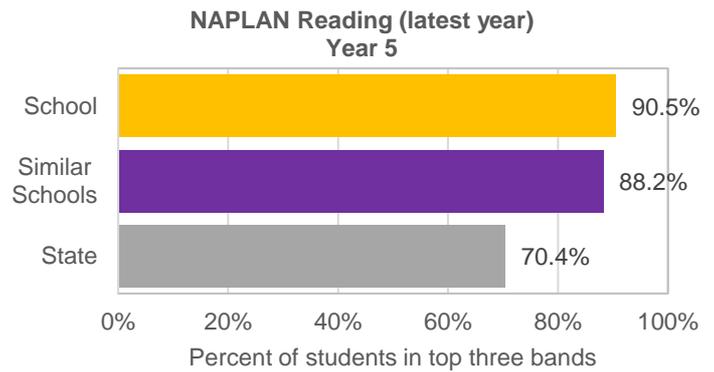
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.8%	89.5%
Similar Schools average:	91.0%	90.7%
State average:	76.9%	76.5%



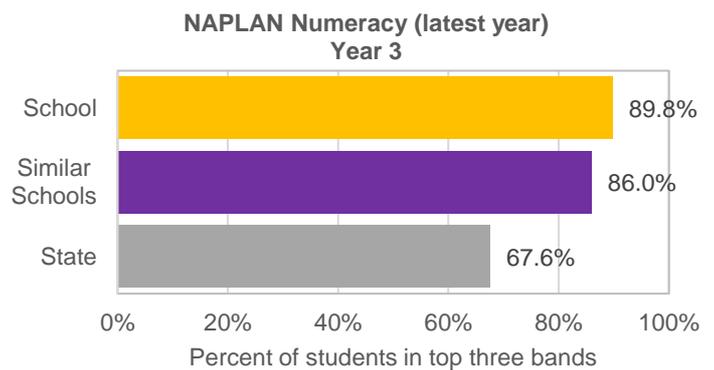
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.5%	82.7%
Similar Schools average:	88.2%	85.1%
State average:	70.4%	67.7%



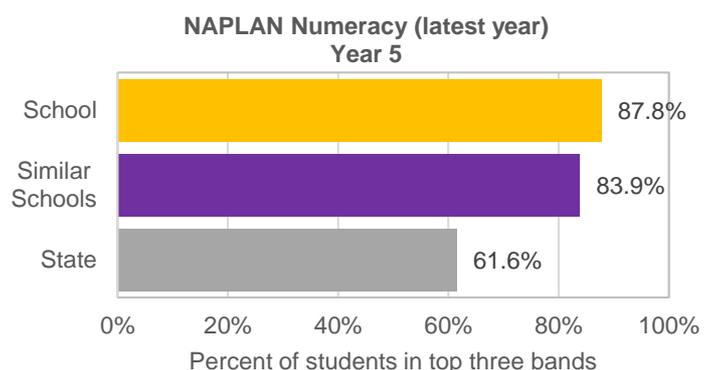
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.8%	83.9%
Similar Schools average:	86.0%	87.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.8%	79.3%
Similar Schools average:	83.9%	82.0%
State average:	61.6%	60.0%



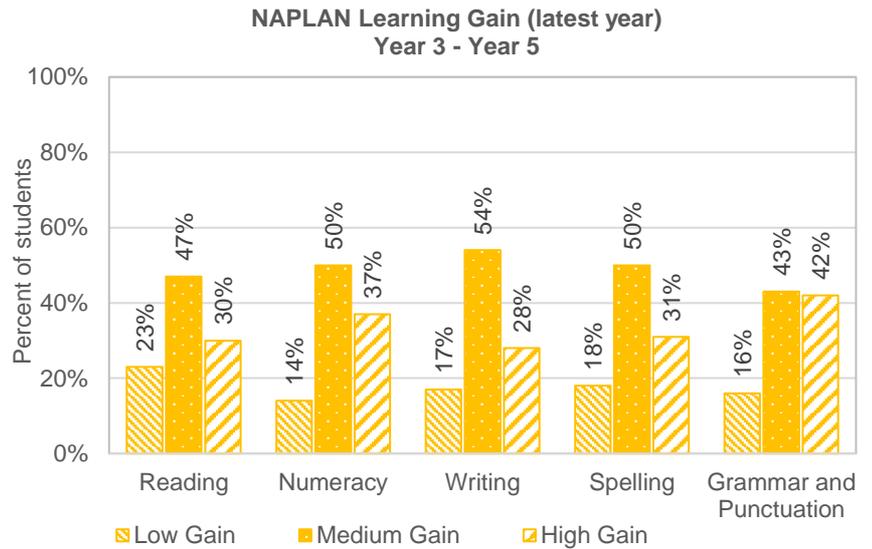
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	47%	30%	32%
Numeracy:	14%	50%	37%	34%
Writing:	17%	54%	28%	34%
Spelling:	18%	50%	31%	29%
Grammar and Punctuation:	16%	43%	42%	37%



ENGAGEMENT

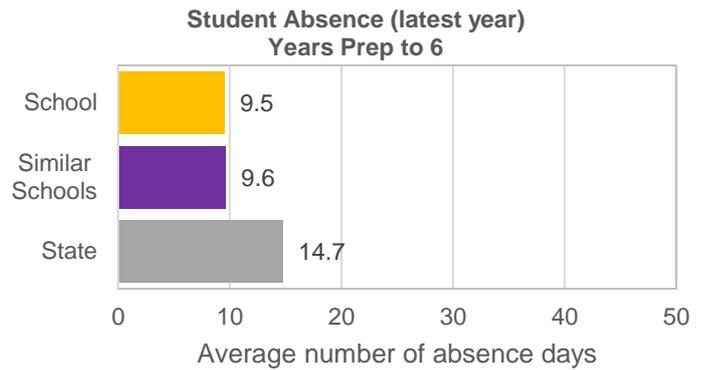
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.5	12.1
Similar Schools average:	9.6	11.5
State average:	14.7	15.0



Attendance Rate (latest year)

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

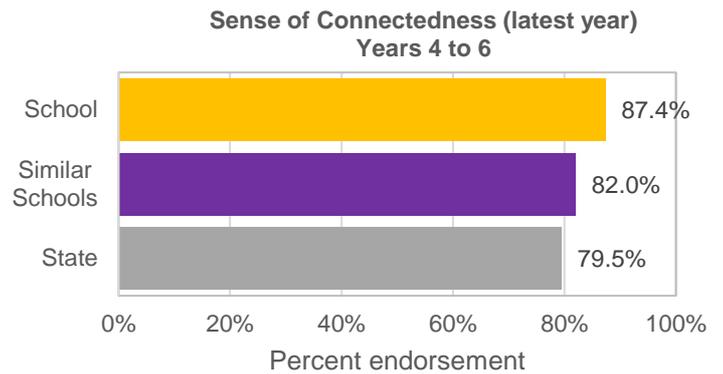
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.4%	88.2%
Similar Schools average:	82.0%	82.3%
State average:	79.5%	80.4%

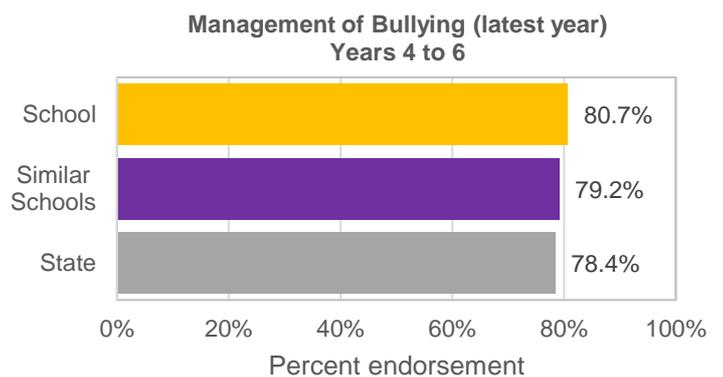


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.7%	85.6%
Similar Schools average:	79.2%	80.4%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,087,501
Government Provided DET Grants	\$577,131
Government Grants Commonwealth	\$11,477
Government Grants State	\$63,974
Revenue Other	\$16,460
Locally Raised Funds	\$581,468
Capital Grants	\$0
Total Operating Revenue	\$7,338,012

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,438
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,438

Expenditure	Actual
Student Resource Package ²	\$5,972,933
Adjustments	\$0
Books & Publications	\$531
Camps/Excursions/Activities	\$223,842
Communication Costs	\$9,525
Consumables	\$116,469
Miscellaneous Expense ³	\$27,321
Professional Development	\$17,569
Equipment/Maintenance/Hire	\$104,049
Property Services	\$161,866
Salaries & Allowances ⁴	\$215,333
Support Services	\$250,409
Trading & Fundraising	\$25,721
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,092
Total Operating Expenditure	\$7,163,661
Net Operating Surplus/-Deficit	\$174,351
Asset Acquisitions	\$130,277

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$465,817
Official Account	\$120,328
Other Accounts	\$9,785
Total Funds Available	\$595,930

Financial Commitments	Actual
Operating Reserve	\$178,360
Other Recurrent Expenditure	\$26,687
Provision Accounts	\$0
Funds Received in Advance	\$5,500
School Based Programs	\$11,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,600
Repayable to the Department	\$130,000
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$270,650
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$773,798

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.