

2022 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 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 27 March 2023 at 01:28 PM by Suzanne Khatib (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 27 April 2023 at 08:17 AM 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 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

McKinnon Primary School is recognised for high academic standards and outstanding achievements for all students in an inclusive environment. We are committed to developing internationally-minded learners in a safe and nurturing environment. Students are empowered to develop 21st-century skills and attitudes that develop respect, compassion, caring and understanding for their role as global citizens. McKinnon Primary School is an authorised International Baccalaureate (IB) World School implementing the Primary Years Programme (PYP) from Foundation to Year 6. 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, and Balanced. Our "Be Expectations" also support student learning and behaviour - Be Caring, Be Safe, Be a Learner and Be Respectful.

The school community is culturally diverse with a very high percentage of families with a language background other than English. We celebrate that we are a multicultural 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, three-Way or Student-led conferences are conducted regularly throughout the year to reflect on learning achievement and develop future goals. At the conclusion of 2022, McKinnon Primary School had a student population of 785 students (this number also includes our international students). The staffing structure includes 3 Principal Class Officers (1 Acting Principal, 1 substantive Assistant Principal and 1 Acting Assistant Principal), 1 Leading Teacher and 3 Learning Specialists, 36 classroom teachers and 9 specialist teachers. There is a strong educational support team including the administration team inclusive of the business manager, 3 office assistants, a first aid officer (registered nurse) and a facilities manager. Additionally, we have a library technician, literacy intervention, English as a Second Language (EAL) and 12 education support staff working directly with students and teachers.

Progress towards strategic goals, student outcomes and student engagement

Learning

86% of students in Year 3 and 70% of students in Year 5 were in the top two bands for Reading in 2022 NAPLAN data showing we have met and exceeded our Annual Implementation Plan target, with similar schools showing 64%, Network schools 63% and State sitting at 44%. The school's analysis of the Year 5 Writing data for students performing in the top 2 bands was 55% in 2022 showing we have met and exceeded our target with Similar schools showing 48%, Network schools at 47% and State at 29%. We have seen significant growth in the top 2 bands in 2022. In Numeracy in 2022, 65.49% of students in Year 3 and 52.64% of students in Year 5 achieved outcomes in the top two bands. In 2022, 90.3% of students were meeting or above benchmark growth from Year 3 to 5 which was an increase of 5.3%. NAPLAN attainment in Numeracy sees us rate in the Influence performance group for achievement in Numeracy from the 2022 School Performance Report.

The school strengthened its approach with the Professional Learning Community (PLC) Initiative developing and embedding a rigorous process for all teaching teams. The PLC process has supported teachers' ability to analyse and use data effectively to identify target groups of students and discussions around effective teaching strategies. Teaching teams have begun to use coaching opportunities with learning specialists to work on their crumb/practice, which involves identifying a small area of difficulty and honing in on this area to target improvement in teaching and learning. In 2022, all staff were trained in SMART SPELLING which has aided by bringing consistency in approach and language around spelling through each year level. Recent forums have seen students voice their appreciation of the consistency of this approach. There has also been a consistent use of "Bump It Up Walls" particularly in writing as a focus, building staff capacity through Professional Learning, this also involved coaching, and learning walks to provide feedback about the effectiveness of how the approach was embedded in teams and classrooms across the school.

A new structure for learning support has been developed which now incorporates a new EAL intervention/support role 5 days per week from a dedicated staff member. This has enabled 52 students to now access this targeted EAL support. The Learning Support/Intervention team now consists of 1 Tutor (TLI), 2 staff working in Mini-Lit, and 1 staff member working in EAL. This team is led by a Learning Specialist who has supported learning referral processes and communication with all staff.

Wellbeing

The McKinnon Whole School Wellbeing Model details 9 wellbeing approaches/strategies which are supported by all levels and specialist areas. In 2022 the vertical Professional Learning Team ran whole school professional learning to support the practice of Responsive Wellbeing Monitoring after research showed that for wellbeing strategies to be effective they should respond to the current needs of a cohort of students and that there should be greater levels of agency and voice in wellbeing learning in schools. All teaching teams planned a variety of ways to gather more information about student needs in wellbeing and use this to inform planning and selection of which wellbeing strategy would most benefit their student cohort needs. This has seen a shift in the idea of just "covering wellbeing" areas and instead planning responsively. Staff trialled the use of student wellbeing surveys to gather greater consistent regular data on student needs in preparation for the rollout in 2023.

Students' Attitude to School Survey showed a decline in our four-year average for the area 'Sense of Connectedness' as well as 'Management of Bullying'. Both of these areas have been exceptionally high in previous years and consistently higher than similar schools. In order to best determine future actions and address this recent dip, staff held student forums in years 4-6 and conducted further school-based surveys with an action plan developed from this information.

In 2022, the school conducted a review of all the structures and initiatives in place. This was conducted to ensure the school supports students' wellbeing and social needs following the Response to Intervention Model which outlines a Tier 1 (available for all students), Tier 2 (targeted groups or cohorts) and Tier 3 (individual need) system. Staff identified strong practices in place at Tier 1 and Tier 3, with an opportunity to strengthen some of the initiatives in Tier 2 with a focus on explicitly teaching social skills. The use of the 'Social Thinking' program was rolled out for all students in Foundation.

Student Wellbeing Captains led a range of initiatives such as Bully No Way and R U OK Day. They regularly spoke to classes around the importance of wellbeing and promoted this around the school.

Engagement

Teachers ensure learning engagements throughout units of inquiry are designed to connect to the real world around the students as they explore significant concepts and encourage them to take action with their learning. In 2022, student surveys to review units of inquiry were a big focus. These were conducted towards the end of a unit to determine how to best improve learning and engagement and determine what the current cohort responded to and what kinds of engagements may work best in following units throughout the year.

The Student Representative Council (SRC) was a major focus for student agency and leadership in 2022. SRC weekly meetings had a strong emphasis on developing student skills in collaborating, communicating and problem-solving. Students regularly worked on collaborative routines to develop the skills of working together with others. The purpose of this was for students to be able to understand and gather meaningful issues highlighted by their peers and cohort and bring these to a forum where creative problem-solving could be the focus to support students to take action where possible.

The Year Six PYP Exhibition is a great celebration of learning and engagement and represents students' learning journey at McKinnon PS. In 2022, this was further refined to allow students to engage in their learning in a way that is meaningful to them across varied areas of the curriculum. Emphasis was placed on students creating interactive pieces of learning to support their presentations to the community and engage parents and students in the issue that was most important to them.

In 2021 McKinnon primary school received the result of 'Influence' with 95.2% for attendance rates. There has been an area of focus in the past 5 years with a push in promoting the importance of being at school through, newsletter pieces, policy promotion, messages on Compass, and work with the SRC to create slogans. This initiative encouraged teams to review the attendance data of their cohort, identifying students needing further support with involvement to support student and parent strategies for re-engagement. This was also particularly important when coming back to school after lockdowns. In 2022 attendance data shows an increase in the number of average days students are away from school, however, we know that many students were in isolation as well as extended family holidays to reconnect with close family members overseas that students were unable to see in the past 2 years.

Financial performance

McKinnon Primary School completed 2022 in a financially sound position. The School Strategic Plan, along with the 2022 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 \$539,359 and this has been factored into 2023

as part of the school's financial management. The school's commitments were closely monitored by the School Council.

Significant expenditure during 2022 related to shade sails above the student playground on the Eastern site, a new bank of iPads (including protective cases) for the Foundation students, a student reading tree, new safety rails on the gymnasium roof, playground maintenance and replacement.

The Sporting Schools Grant was used for new sporting equipment and specialized activities such as badminton, softball and rugby across the year levels.

Maintenance of buildings and grounds, the cost of leased computer equipment and the 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 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 756 students were enrolled at this school in 2022, 352 female and 404 male.

37 percent of students had English as an additional language and 0 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).

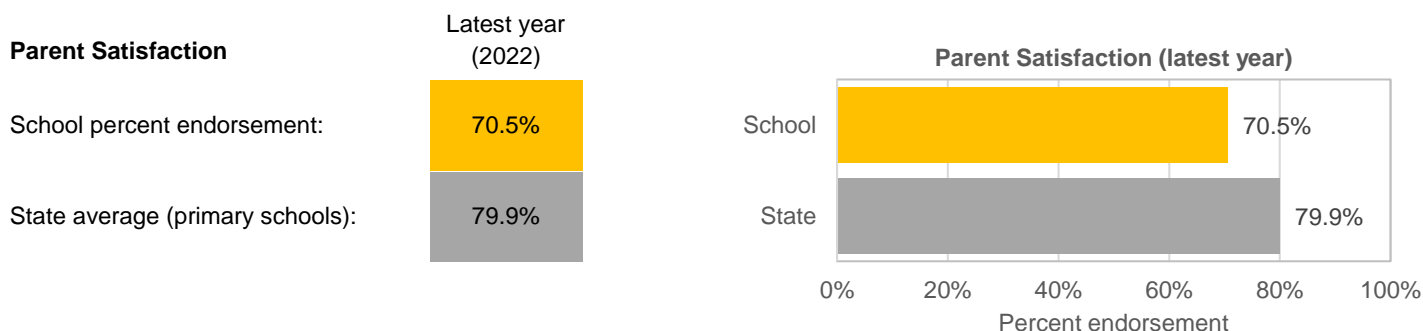
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

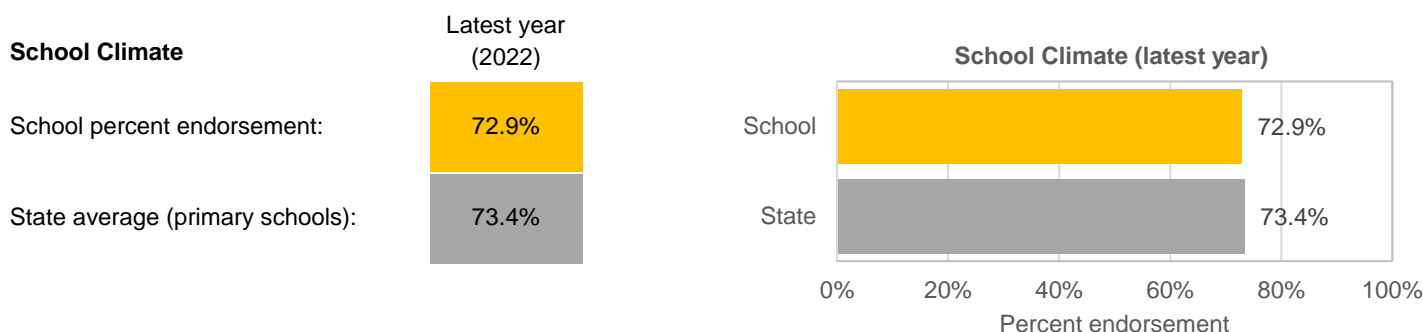


School Staff Survey

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:

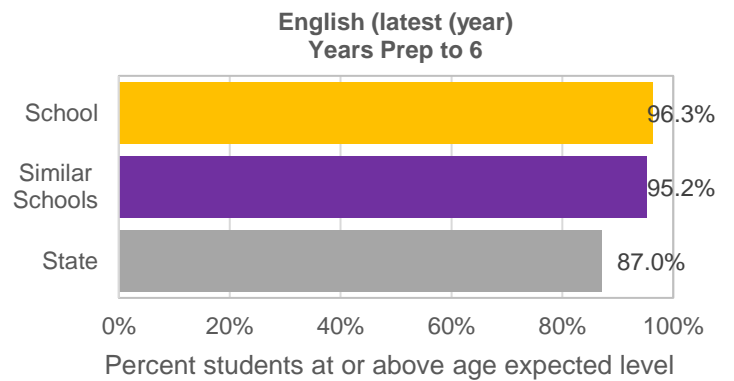
96.3%

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:

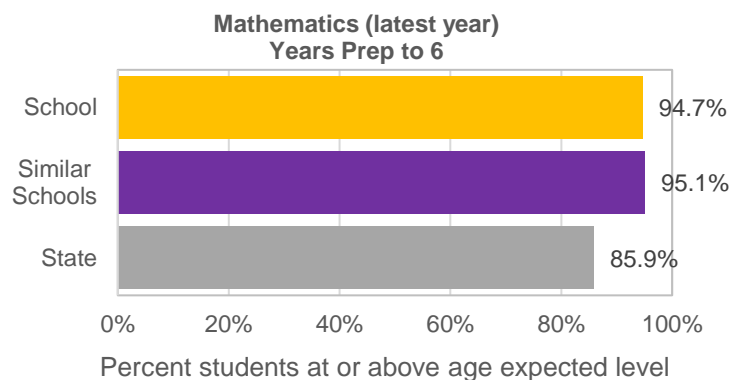
94.7%

Similar Schools average:

95.1%

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.

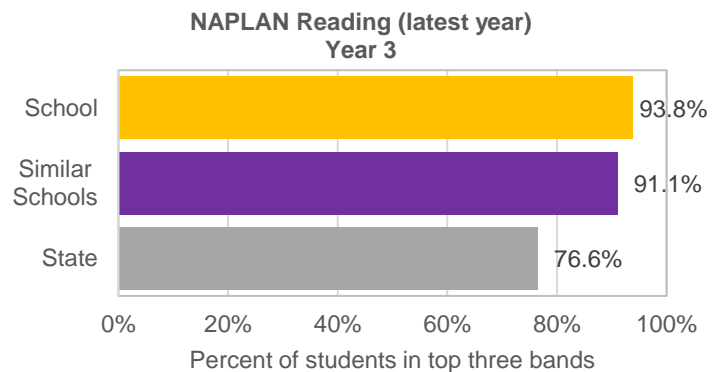
NAPLAN

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.

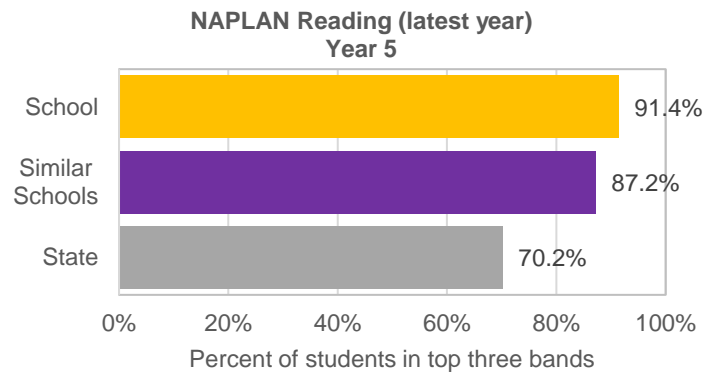
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.8%	91.8%
Similar Schools average:	91.1%	90.8%
State average:	76.6%	76.6%



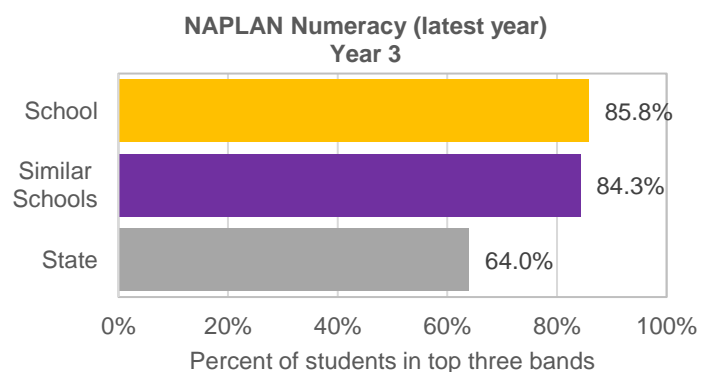
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.4%	87.5%
Similar Schools average:	87.2%	86.9%
State average:	70.2%	69.5%



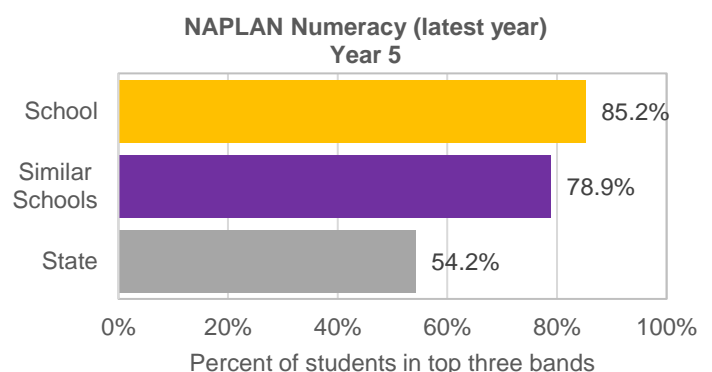
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.8%	85.9%
Similar Schools average:	84.3%	85.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.2%	82.6%
Similar Schools average:	78.9%	81.7%
State average:	54.2%	58.8%



WELLBEING

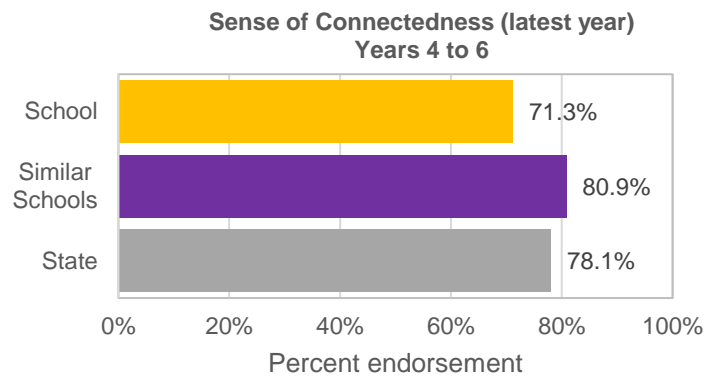
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	71.3%	82.9%
Similar Schools average:	80.9%	81.7%
State average:	78.1%	79.5%

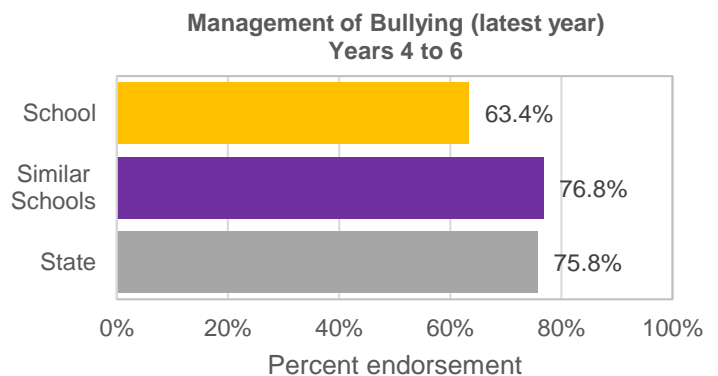


Student Attitudes to School – Management of Bullying

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:	63.4%	77.9%
Similar Schools average:	76.8%	79.1%
State average:	75.8%	78.3%



ENGAGEMENT

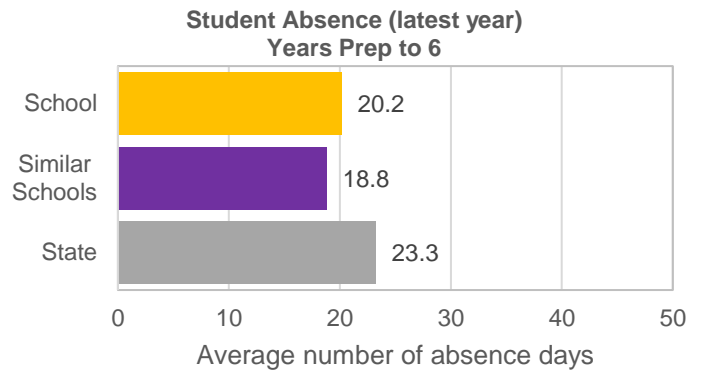
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.2	13.7
Similar Schools average:	18.8	13.1
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%	90%	91%	91%	90%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,508,117
Government Provided DET Grants	\$747,738
Government Grants Commonwealth	\$20,064
Government Grants State	\$25,000
Revenue Other	\$23,377
Locally Raised Funds	\$797,965
Capital Grants	\$0
Total Operating Revenue	\$8,122,261

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,984
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,984

Expenditure	Actual
Student Resource Package ²	\$6,276,279
Adjustments	\$0
Books & Publications	\$1,358
Camps/Excursions/Activities	\$348,427
Communication Costs	\$6,205
Consumables	\$133,280
Miscellaneous Expense ³	\$68,606
Professional Development	\$30,168
Equipment/Maintenance/Hire	\$126,067
Property Services	\$120,880
Salaries & Allowances ⁴	\$222,449
Support Services	\$422,078
Trading & Fundraising	\$27,216
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$61,922
Total Operating Expenditure	\$7,844,936
Net Operating Surplus/-Deficit	\$277,325
Asset Acquisitions	\$89,320

- (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	\$424,181
Official Account	\$105,278
Other Accounts	\$9,900
Total Funds Available	\$539,360

Financial Commitments	Actual
Operating Reserve	\$249,587
Other Recurrent Expenditure	\$34,721
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$138,550
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$503,858

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.