

2022 Annual Report to the School Community

School Name: Murrumbeena Primary School (3449)



*Excellence
through Endeavour*

- 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.

- 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

About Our School

School context

Murrumbena Primary School (Murrumbena PS) is committed to providing a safe, supportive and inclusive environment for students, staff and the school community. A partnership between the school and parents/ carers is important to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Our vision reflects that of the International Baccalaureate® which 'aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.' To further support this vision, our mission is to provide exemplary teaching, with rich, engaging learning experiences; to foster an environment where students' curiosity flourishes. Our school provides opportunities for students to be challenged and become life-long learners in a global society and for students to learn in partnership with the school to develop self-belief and ownership of their learning.

Murrumbena PS has a strong tradition of excellence within the community, which covers the areas of Murrumbena, Carnegie, Hughesdale, and East Malvern. Most parents are involved in professional occupations, and all have high expectations for their children's achievements. The school had an enrolment of 511 students in 2022, 227 female and 284 male, with 20 percent of students having English as an Additional Language and two Koorie students. In 2022 the school had 42 equivalent full-time staff, comprising 2 Principal Class, 30 teachers, 7 support staff, 2 office personnel and 2 Specialists who run the Stephanie Alexander Kitchen Garden program.

All staff work in a team environment to support a comprehensive and engaging learning program for all students. Our school motto is, "Excellence Through Endeavour" and the whole school community supports the school's values of: Respect, Responsibility, Resilience and Relationships. The school is an authorised International Baccalaureate Primary Years Program (IB PYP) World School, with teaching pedagogy based on student-centred inquiry learning with consideration of indigenous and cultural perspectives.

Classroom programs focus on catering for individual learning styles and abilities and are supported by specialist programs in Physical Education, Visual Art, Performing Arts and Japanese. The Stephanie Alexander Kitchen Garden (SAKG) program is included in the Years' 3 and 4 curriculum. It provides an opportunity for children to learn sustainable practices through planting, harvesting, preparing and sharing food produced at school. Our school also continues to offer a range of extracurricular activities which include: Family Life, interschool sport, performance groups, a student leadership program, buddy program, interest-based clubs, camps and an extensive incursion and excursion program. In addition, we outsource instrumental music lessons, after school coding and various sporting activities.

Progress towards strategic goals, student outcomes and student engagement

Learning

Murrumbena Primary School achieved high academic standards as measured through the 2022 NAPLAN and other standardised assessments, however numeracy was a notable strength. 90.4% of our year 3 students are in the top three academic bands which has increased from 86.9%. The year 5 students in the top three bands saw a slight dip from 87.3% to 85.7%, however 60% of our year 5 students are in the top two bands compared to the state average of 27%.

Numeracy

Our achievements in numeracy resulted from a focus on teachers using student work and assessment data to plan for the different needs of the learners. Teachers in each year level meet weekly to discuss and analyse student work and then plan lessons to meet the different levels of ability. Students are provided opportunity to set 'just right' goals and to show agency by making choices about which math activities they need to complete to achieve those goals. Lessons are also planned to provide students with opportunities to share their learning, teach, question and challenge each other. Students were given timely feedback from the teacher about their learning.

Teachers engaged in peer observations so they could view each other's maths lessons and provide each other with feedback about how the lesson had been differentiated.

Writing

Developing writing skills in our students has been a priority within our school for the past four years and this continued emphasis has consolidated our instructional approach. The NAPLAN results reflect our success in this area with 85% of year 3 students being in the top two bands. This is compared to the state average of 51% and an improvement from our 2021 results where 79% of our year 3 students were in the top two bands. Year 5 NAPLAN results reflected 59% of our students being in the top two bands in writing compared to the state average of 29% and a significant improvement on our 2021 results.

We have developed a six-week writing cycle which aligns with the units of inquiry. In the first week of the cycle, students are immersed in the genre they will be studying during that writing cycle and unpack how that text type is typically structured along with identifying the language features and techniques authors use. Students do a 'Big Write' in that text type which is then assessed against a rubric. Teachers and students then analyse that piece of writing to identify the student's individual writing goals. Over the subsequent four weeks, students are involved in the process of writing with mini lessons delivered to explicitly teach genre-specific writing skills. In the final week of the cycle, students choose one of their process pieces to publish and celebrate. This final piece provides the student and teacher with evidence of the writing goals (skills) that have been achieved.

Wellbeing

Every year, students across years 4, 5 and 6 complete the 'Attitudes to School Survey' (AToSS) with questions being collated into eleven identifiable areas of wellbeing. Our 2022 AToSS school results reflect that we are 'excelling' in all eleven areas. Two key measures are students' sense of connectedness with 92.4% of our students making positive responses and the students' perception on bullying with 93.3% believing the school manages bullying behaviours.

Our wellbeing vision is to cultivate a sense of community and belonging to create an inclusive, supportive environment in which happy, healthy and resilient staff and students perform at their best. A number of programs, opportunities and supports are in place to turn the vision into reality at our school.

We have established a response model to support students' mental health. This includes the implementation of the Resilience Rights and Respectful Relationships program across the school which teaches students how to recognise emotions and build their toolkit of age-appropriate strategies to build positive relationships and manage their responses.

In addition, we have consolidated year level programs to address the changing social needs of students at various ages and stages of development such as zones of regulation, peer mediation and the PLAY program.

Following our return from remote and flexible learning, we strengthened our Student Leadership Program. We recognise that student leadership is inherent within all learners and student leaders have an increased sense of responsibility to help others and model leadership principles and values. Many opportunities are provided including year 4 students being trained as PLAY Ambassadors, year 5 students undertaking training in Peer Mediation and year 6 students are involved in SALT (Student Action Leadership Teams).

In 2022, Murrumbeena Primary School provided mental health support to individual students through services offered by external agencies, including an Occupational Therapist and Psychologist.

Engagement

Engagement encompasses both the engagement of a student in their learning and engagement as measured through attendance. In 2022 our Student Attendance data indicated 3.5% of students with 20 or more absent days (compared to 4% in 2021). Our high attendance rate is reflected in the Attitudes to School Survey where 94% of our students believe that school attendance is vital. Students have a strong sense of connectedness (92.4%) with 95% of parents also reporting (through the parent opinion survey) a strong sense of connectedness. Students and parents have a great deal of pride in the school and prioritise education.

To measure engagement in reference to learning the following results were evidenced in the Attitudes to School Survey:

- * Providing a stimulated learning environment – 89%
- * Providing differentiated learning challenges- 89%
- * Student voice and agency- 79%

Throughout 2022, teachers participated in training and professional learning to broaden their range of classroom strategies to maximise participation of students in lessons, with a particular focus on providing academic extension for those working above their year level and in making appropriate adjustment to the task, or the process or the learning environment for those who have specific learning difficulties.

Other highlights from the school year

Following the two years of lockdowns, 2022 was a year with many highlights for the school. The School Council 'Social and Fundraising' committee organised and ran a highly successful carnival which brought the school and wider community together. The Carnival fundraising enabled the school to purchase and install 12 new air conditioning units so now the whole school is air conditioned.

Our 'Interior design team', comprised of year 5 and 6 students, were connected to TAFE 'interior design' students to review the open learning spaces. Students worked to a budget to measure the area, design the space and purchase new furnishings. This work was completed in 2022 with students proud to have created functional and creative areas for students and staff to work.

The Student Representative Council (SRC) enjoyed organising and running a variety of events for the students which culminated in a 'Colour Run'. The SRC was successful in achieving their goals to raise enough money to replace the old drinking troughs with colourful and more functional drinking fountains.

Our generous parent community has made significant contributions to the Building and Library Funds which has allowed us to completely renovate the library. We now have a newly painted, carpeted library with all new fixtures and fittings.

Further developments in the school included:

- DET outdoor classroom grant enabled us to install a Colourbond pergola over an area with decking making the area perfect for outdoor lessons in all weather.
- We were successful in attaining the Department of Health grant to install shade over the junior playground equipment.
- The school installed a new bike shed.
- Open learning areas, foyers and the front office were painted, and new flooring was installed.

Further educational highlights included:

- Performing Arts Program – we performed our very first production commencing with a Disney Spectacular by the Prep to Year 3 students followed by the production of Aladdin Jnr involving the rest of the school.
- Visual Arts program – a highly successful Art Exhibition supported by musical performances.
- Introduction of Student Citizenship Awards – students voted by students for displaying the school values and being acknowledging at a special breakfast with other recipients and their families.

Financial performance

Murrumbeena Primary School continues to maintain a secure financial position. Murrumbeena Primary School has achieved a financial result of a \$306,597 surplus for the 2022 year which is due in part to continued strong enrolments and effective staff employment. Additional funding of \$137,452 was received from the DET for the development of Tier 2 Wellbeing programs and \$98,055 for the Tutor Learning Initiative.

Murrumbeena Primary School expenditure was directly linked to identified goals and priorities specified in the 2022 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, engaging allied health professionals, student wellbeing and building the capacity of teachers to support students with disabilities.

School based profit-making programs contributed an additional \$122,018 to the school's revenue which included general fundraising, Outside School Hours Care licence fees and facility hire fees. These profit-making programs gave the school opportunities to invest in our facilities.

The High Yield account has remained stable, with an account balance of \$806,327 as of 31 December 2022.

Murrumbeena Primary School is financially well managed and is in a sound financial position. Murrumbeena Primary School is committed to continuing the provision of high-quality educational opportunities as well as maintaining the facilities at the current high standard.

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