

2023 Annual Report to the School Community

School Name: Mount View Primary School (4923)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2024 at 06:21 PM by Justine Mackey (Principal)

- This 2023 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 16 April 2024 at 04:33 PM by Zoe Huang (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Mount View Primary School, established in 1965, is situated in the suburb of Glen Waverley. 971 students were enrolled at the school in 2023. This figure includes 35 students enrolled in the school's Deaf Facility.

The school is proud of the diverse cultural representation which reflects the characteristics of the local community. A school neighbourhood boundary was introduced in 2011, and the school population mainly comprises students living locally. In 2023 students were grouped into forty single year level classes across the school. School facilities feature a diverse range of classroom arrangements, including two original Light Timber Construction blocks (1965), a Visual Arts complex (c1975), a full-size Gymnasium (2003), a Performing Arts Centre (c2005), Senior Learning Centre (2012) and a range of contemporary portable classrooms. Outdoor facilities include three fully equipped playgrounds, a fully sheltered outdoor basketball court, a large synthetic sports field and a school owned, shared use, community oval.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 teacher judgement data demonstrate consistent learning achievement in English (97.3%) and Mathematics (96.5%) of students achievement at or above age expected standards. The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years, however the student achievement has shown that at least 90% of all students in Year 3 & 5 have NAPLAN results in both reading and numeracy in strong and exceeding. These results also indicate that our students are performing above students in similar schools and well above the state average.

There was significant increase in School Climate data from 61.9% to 75.7%. In particular, there was a marked increase in Teacher Collaboration from 35% to 65%, Guaranteed & Viable Curriculum from 47% to 72% and Instructional Leadership from 38% to 66%. There has been a deliberate focus on building collaborative structures to enhance student learning including the appointment of leadership positions with whole school responsibilities. They led collaborative planning structures through Professional Learning Communities (PLC) to build teacher confidence and capability in curriculum planning. The collaborative efforts supported development in the following areas:

- establishment of the Mount View Instructional model to provide consistent teaching practice across the school. This was informed by the Department of Education workshop model.
- strong focus on reading through developing best teacher practice and identifying students needs and learning goals.

Wellbeing

The school strengthened its strategic focus on Wellbeing through effective leadership, program development and resource management. The school's Leading Teacher- Student Wellbeing and Inclusion supported teams to implement whole school curriculum approaches such as the Resilience Project and Respectful Relationships. Teams were provided with professional learning and other resources to implement these effectively. Staff were provided with additional support to ensure that they could implement wellbeing strategies to support individual students and their families. This included the use of restorative practice in accordance with our partnership with Real Schools. The use of Compass to document and track student behaviours and concerns has provided a platform for discussion and management of wellbeing concerns including the management of bullying. Students have shown increased confidence in knowing where to seek help by sharing their concerns with teachers and teachers have become more confident to follow whole school approaches to support student wellbeing. The Attitudes to School Survey showed a slight increase in positive endorsement of School Connectedness from 85.5% to 87.4%. In 2024, the school will develop a Disability Inclusion strategy and provide additional resources to support student wellbeing through the Mental Health Funding.

Engagement

Improvements in student engagement in learning throughout 2023 has indicated positive endorsements for:

- Student Attitude to School Survey - sense of inclusion (90%), stimulated learning (81%) and sense of connectedness (91%).

- PAT ACER well-being survey
- School staff survey factors- trust in colleagues (78%), teacher collaboration (65%) and collective responsibility (87%).

Student engagement was enhanced with the involvement of students through the planning process of Unit Of Inquiries. Student voice and agency was evident throughout the teaching and learning programs across the schools, with a highlight in Year 6 Exhibition where students were empowered to take ownership in their learning and take action with their chosen topic.

The continual development of Individual Education Plans has ensured students are successfully engaged in their learning, this is evident through authentic and purposeful learning goals. Students had many opportunities to engage in a variety of clubs during lunchtimes as part of our whole school student club program. Activities included yoga, art, dance, choir, running, games and wellbeing clubs.

Other highlights from the school year

School camps conducted in 2023 included:

- Year 3 Camp – Lake Dewar Camp
- Year 4 Camp- Phillip Island Adventure Resort
- Year 5 Camp- Coonawarra Farm Resort Camp
- Year 6 Camp- Warratah Beach Camp
- Deaf Facility Camp – City Camp
- Year 6 Ski Camp to Mount Buller

Other significant and successful whole school events that took place were:

- Year 5 Production - Newsie's
- House Athletics and Cross Country
- ICAS competition (Year 3-6)
- Year 4 Bike Education
- The Resilience Project presentations
- Cybersafety Project
- Year 6 Exhibition
- Year 1 & 3 Concerts
- Cultural Diversity Day
- Education Week
- Student Led Conferences
- Twilight School Carnival
- Science Week
- Art Show

Financial performance

A net operating reserve \$267,006 was achieved at the end of 2023. Equity funding \$25,536 has been allocated to resources for inclusive education such as assistive technology, de-codeable texts, Education Support in classrooms and online resources and tools. All locally raised funds through whole school fundraising events and activities have been allocated to student-based programs and activities as well as allocation to priority initiatives identified by student voice through SRC and school Council. Tutor Learning Initiative funding enabled the school to employ staff to deliver small group learning support to students who need it most, with a focus on literacy and numeracy.

For more detailed information regarding our school please visit our website at
<http://www.mountviewps.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 972 students were enrolled at this school in 2023, 469 female and 503 male.

71 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).

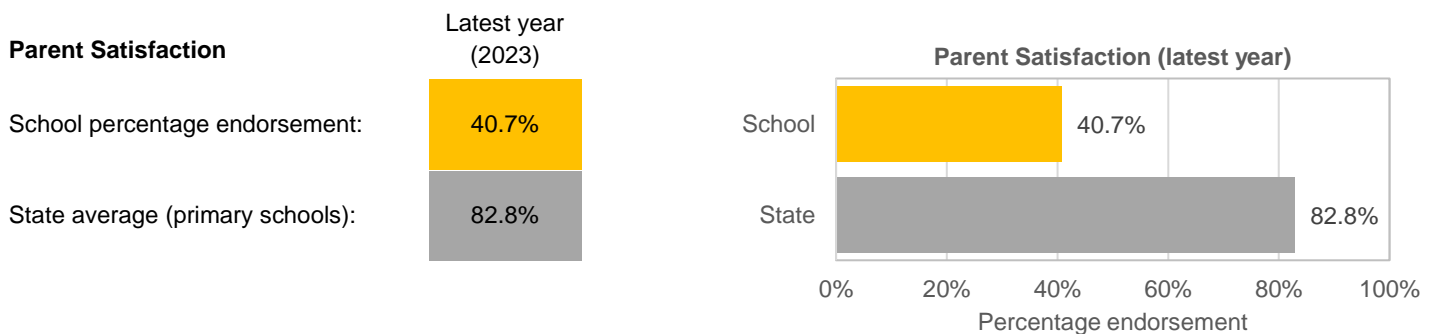
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

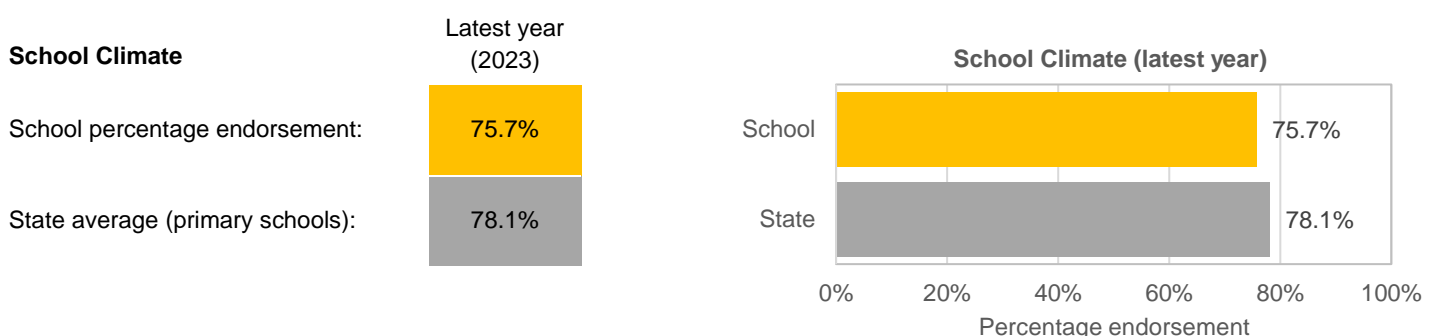


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

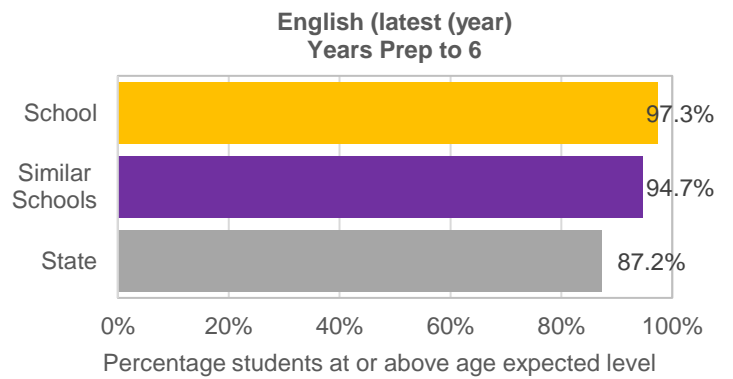
97.3%

Similar Schools average:

94.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

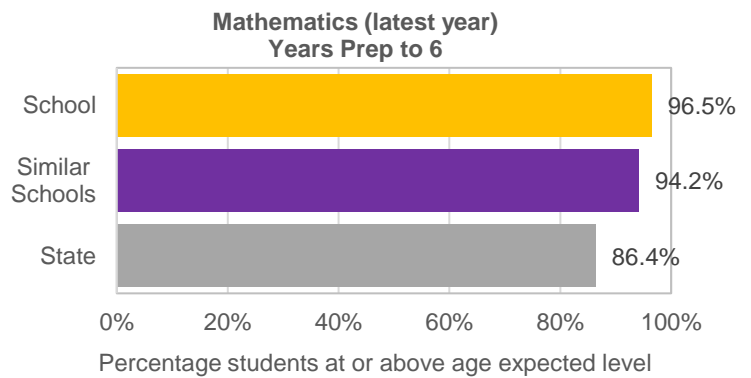
96.5%

Similar Schools average:

94.2%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.2%

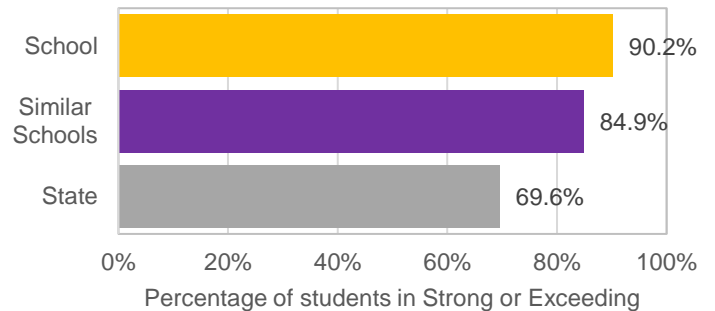
Similar Schools average:

84.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.8%

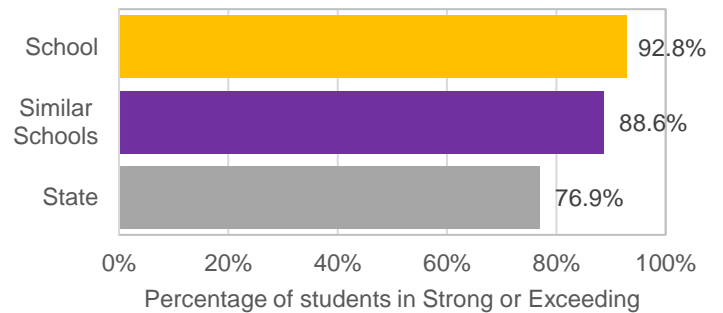
Similar Schools average:

88.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.2%

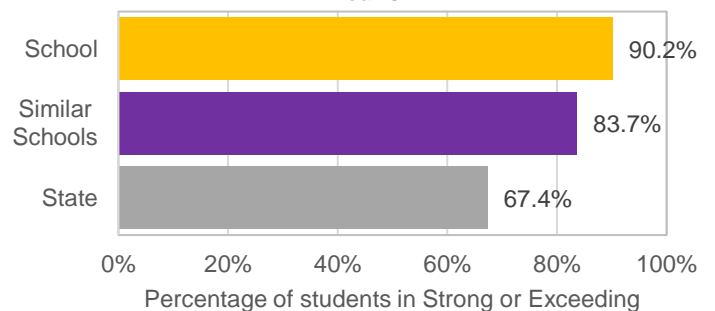
Similar Schools average:

83.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.1%

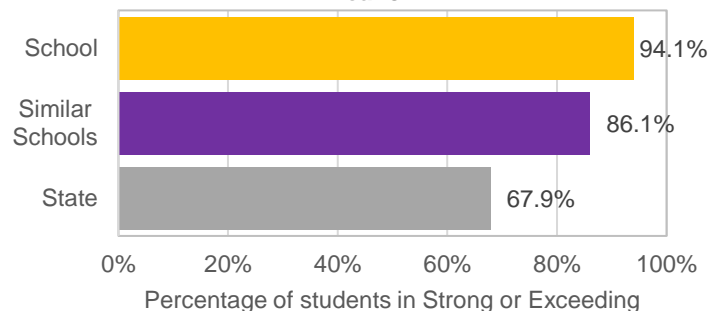
Similar Schools average:

86.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

91.3%

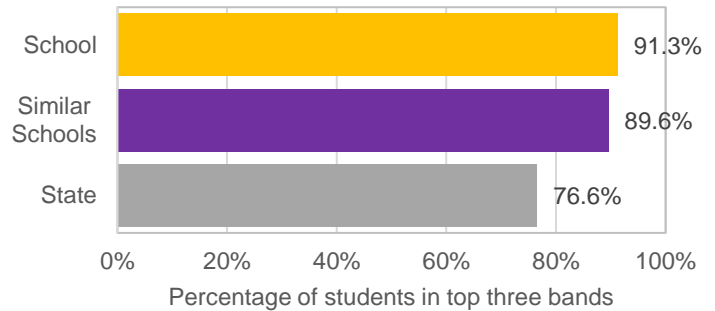
Similar Schools average:

89.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

90.2%

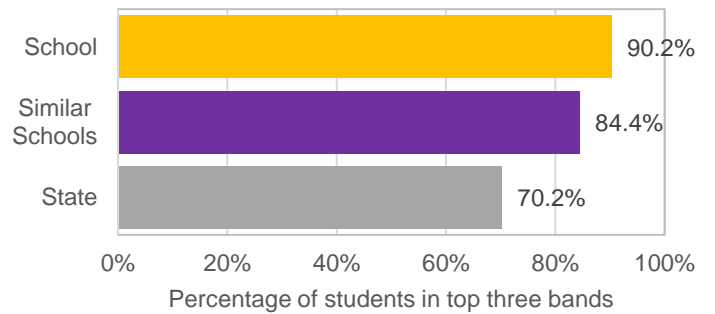
Similar Schools average:

84.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

88.4%

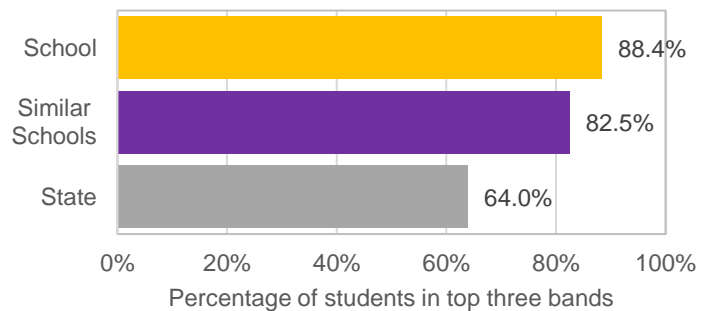
Similar Schools average:

82.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

86.4%

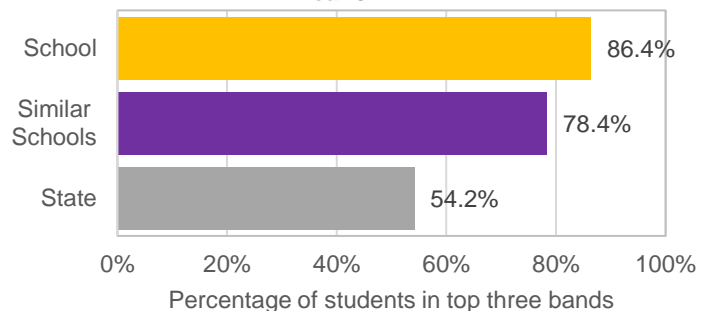
Similar Schools average:

78.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

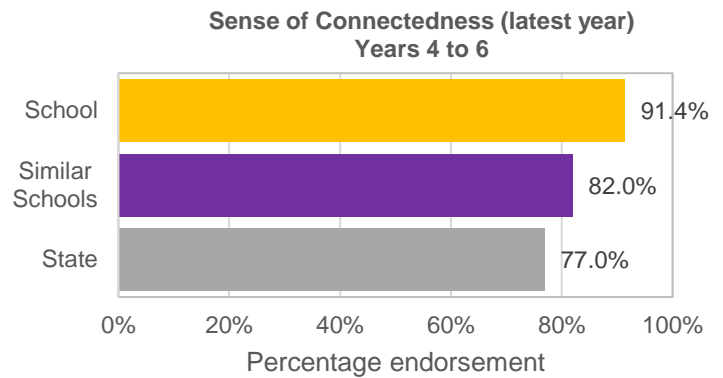
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	91.4%	87.4%
Similar Schools average:	82.0%	82.4%
State average:	77.0%	78.5%

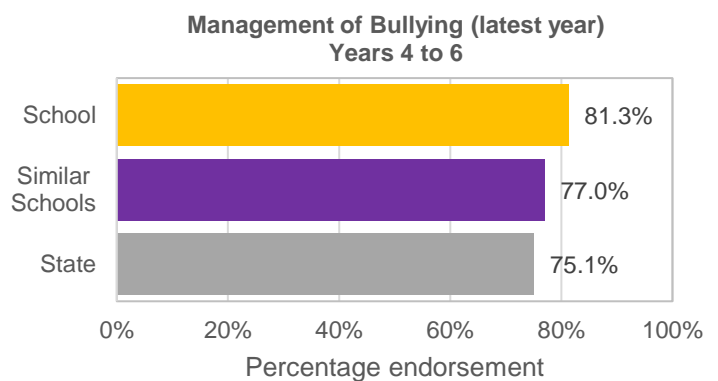


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.3%	79.2%
Similar Schools average:	77.0%	77.7%
State average:	75.1%	76.9%



ENGAGEMENT

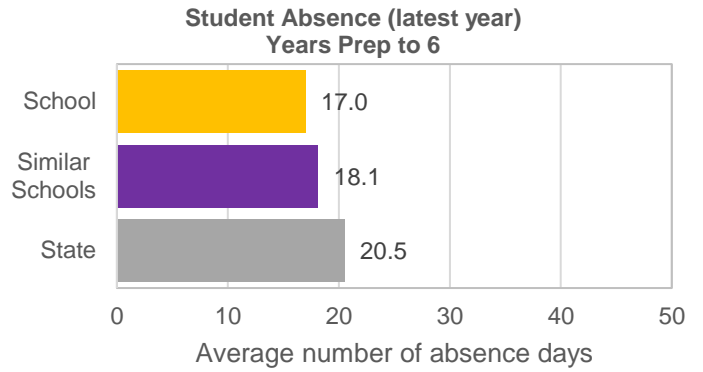
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.0	14.6
Similar Schools average:	18.1	15.3
State average:	20.5	18.1



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 (2023):	90%	91%	92%	92%	92%	92%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$9,277,095
Government Provided DET Grants	\$991,744
Government Grants Commonwealth	\$17,077
Government Grants State	\$0
Revenue Other	\$58,740
Locally Raised Funds	\$1,672,406
Capital Grants	\$0
Total Operating Revenue	\$12,017,062

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,447
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$23,447

Expenditure	Actual
Student Resource Package ²	\$9,464,053
Adjustments	\$0
Books & Publications	\$17,194
Camps/Excursions/Activities	\$740,021
Communication Costs	\$9,048
Consumables	\$265,267
Miscellaneous Expense ³	\$91,499
Professional Development	\$78,007
Equipment/Maintenance/Hire	\$159,899
Property Services	\$115,226
Salaries & Allowances ⁴	\$918,151
Support Services	\$160,118
Trading & Fundraising	\$83,694
Motor Vehicle Expenses	\$1,691
Travel & Subsistence	\$142
Utilities	\$62,166
Total Operating Expenditure	\$12,166,177
Net Operating Surplus/-Deficit	(\$149,115)
Asset Acquisitions	\$189,430

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$124,444
Official Account	\$27,608
Other Accounts	\$114,954
Total Funds Available	\$267,006

Financial Commitments	Actual
Operating Reserve	\$267,006
Other Recurrent Expenditure	\$19,152
Provision Accounts	\$0
Funds Received in Advance	\$223,990
School Based Programs	\$148,000
Beneficiary/Memorial Accounts	\$38,499
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$28,178
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$28,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$902,826

All funds received from the Department of Education, 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.