

# 2021 Annual Report to The School Community



**School Name: Mount Clear Primary School (0427)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 28 April 2022 at 04:00 PM by Cameron Landry (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 28 April 2022 at 10:51 PM by Scott Mason (School Council President)

## How to read the Annual Report

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### 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.

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

The Performance Summary includes the following:

#### School Profile

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

#### Achievement

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

#### 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.

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### 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)

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

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

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

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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

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### School context

Mount Clear Primary School's vision is to provide the very best education possible for our children in a safe, secure and happy environment. School staff, parents, students and community work together to develop broad thinkers who can apply their skills, attitudes, values and knowledge in a changing world. The values and beliefs that form a basis for education at Mount Clear Primary School include Respect, Care, Honesty and Personal Best. We promote and demonstrate these values in all interactions between all members of the school and wider community.

Mount Clear Primary School, located 5km south of the Ballarat CBD, had an enrolment of 277 students in 2021. The school's SFOE was .4643, which has reduced slightly from 2020. Our overall socio-economic profile was medium. In 2020, 118 students were equity funded.

The staffing profile was made up of 1 principal, 1 assistant principal, 1 Learning Specialist who coordinated the Tutor Learning Initiative, 16 teachers (17.8 EFT), 7 education support staff (5.44 EFT) and a Business Manager (0.8 EFT). In 2021, we continued to the school with composite classes, 13 in total. Due to the changing enrolments our classes profile was: 2 x Foundation, 4 x 1/2, 4 x 3/4 and 4 x 5/6 classes. This structure allowed for enrolments throughout the school year. A new substantive principal was appointed at the end of term 1. .

Our school maintained a focus on improving student achievement in Literacy and Numeracy. Learning experiences were enhanced by our specialist program comprising of Physical Education, Environmental Science, Visual Art and Chinese. Our positive results across parent, student and staff surveys indicate a mid-high level of satisfaction within our school community.

The school delivered a Remote & Flexible Learning program for students for extended periods in 2021. This was due to the COVID-19 Global pandemic. The school invested in a school owned Chromebook program for all students in years 3 - 6. This ensured all students in these areas had a device to access the remote and flexible learning program. We purchased a bank of iPads for all classrooms in F-2. The school continually refined the remote learning program and the feedback was positive from both students and families.

The school has continued to maintain our facilities, with a painting program through some of our spaces and rectifications to our playground equipment.

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### Framework for Improving Student Outcomes (FISO)

In 2021, the School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Evaluating Impact on Learning, Curriculum Planning & Assessment and Empowering Students and Building School Pride.

This included:

- To increase the percentage of students achieve the expected or greater learning growth as measured by the Victorian Curriculum in reading.
- To increase Student voice and agency in AToSS from 59% to 70%
- To increase School Connectedness in AToSS from 68% to 80%

We assessed ourselves as partially meeting these targets.

We identified a staff members to coordinate the Tutor Learning Initiative.

• Action plan to accelerate improvement

- Increase / maintain the percentage of students with high or medium learning gains as measured by NAPLAN in Reading and Numeracy.
- Develop students as active and empowered learners.

Foundation - year 2 teachers, Assistant Principal and Tutor Learning Coordinator completed the Initialit professional development session to support the implementation of the Initialit process in the F-2 literacy block. The process was implemented, reflected upon and refined throughout 2021.

The FISO Key Improvement Strategies changed as the effects of COVID-19 forced schools to continue to reflect and embed a remote and flexible learning program for large parts of 2021. Staff continued to implement a successful online teaching approach to allow for all students engage in learning tasks. The approach was continually reflected upon and improved to suit the wellbeing and learning needs of all students. The FISO focus shifted from 'Develop students as active and empowered learners' to 'Happy, active and healthy kids priority.' The wellbeing needs of our staff, students and families was of the highest priority as we were all continued to experience long periods of isolation. The KIS strategies outlined in the AIP weren't achieved due to COVID-19.

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## Achievement

Students, staff and families responded well to the introduction of the Initialit process in Foundation to year 2. Students responded really well to moving to the level they needed to be in.

The Tutor Learning Initiative funding ensured a high percentage of students received support for their learning in a variety of ways. Minilit & Macqlit have been implemented as intervention programs to support the literacy needs of identified students in years 2 - 6. These program compliment the Initialit process.

We had 6 staff complete the Professional Learning Communities training during terms 3 & 4. Each instructional leader engaged in one round of the PLC Inquiry Cycle.

We currently have 11 students who are support under the PSD program. Our students were supported with Individual Education Plans and regular Student Support Group meetings.

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## Engagement

The development of student voice at Mount Clear Primary School was still challenging in 2021 as we did not have students on site for a significant period of time. Early in the year we managed to establish clear leadership roles and responsibilities for our grade 6 student leaders. All grade 6 students were elected to a variety of student leadership roles. The year 6 students actively participated in the GRIP Leadership conference.

2021 opened up many new avenues for us as we were forced into new ways of teaching, however, many things became more challenging. While becoming more creative with our "Voice" we also were unable to fully explore additional surveys, developing greater agency and developing a representative group. A number of the planned activities must be carried over into 2022 or beyond as we extend the time-frames. As we have been unable to complete or measure results due to COVID-19. Moving forward will require some additional planning and refining as well as further development of teacher understanding of voice and agency.

The school used a variety of strategies to address attendance issues for a small percentage of the students population. During the periods of remote and flexible learning staff would make regular contact with families through phone calls, emails and text message to attempt to engage the student and families to attend the remote learning session. The school also used a flexible timetable for those identified students. The school has worked with the families to address the attendance issues of certain students. There are regular posts in our newsletter around attendance and how important it is to attend everyday and also around punctuality. There is a weekly attendance award for the class who has the best the attendance each week and then a term and yearly award. This has improved our attendance data since it was implemented. The school has worked with families to identify the reasons for non-attendance. We have engaged with agencies and health professionals to address these needs for students. We have organised and personalised timetables for students with high absences. We will continue to monitor and improve our attendance strategies.

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## Wellbeing

The health and wellbeing of all stakeholders in the school was the highest priority as the year progressed as students and families went in and out of lockdowns and extended periods of remote and flexible learning. Our data in the

majority of areas in the AToSS is consistent with similar, network and state schools.

The school identified a cohort of students who required extra assistance in supporting their wellbeing and reconnecting back to face to face teaching after periods of remote and flexible learning. These students engaged in a variety of approaches to support their return to onsite learning.

The school ensured all students had access to a device to engage in remote and flexible learning. All students were expected to attend their Google Meet each morning to understand the days teaching instruction.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results. The focus on improved school communication is now above the state. .

The results of the School Staff Survey indicated a trend of increased positive results in majority of surveyed areas. Our results are significantly higher than the state in School Leadership, School Staff Safety and Wellbeing and Professional Learning.

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### Finance performance and position

Mount Clear Primary School has continued to maintain a very sound financial position in 2021, building on our surplus as a result of good management practices regarding the school workforce. The Financial Performance and Position report shows an end of year surplus of \$174,000. The program budget reports confirm that budget allocations catered for subject and student needs. Our school equity funding (credit) assisted in the employment of Education Support staff who worked with students in small group intervention programs as well as with the release of our 'Engagement and Wellbeing' Leading Teacher from classroom duties for 2 days per week, supporting the wellbeing needs of our students. Our equity funding (cash) was targeted towards our AIP focus areas of Mathematics, English and Wellbeing. The required Financial Attestation was completed by both the Principal and Business Manager, as per department requirements.

**For more detailed information regarding our school please visit our website at**  
<http://mountclearps.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 277 students were enrolled at this school in 2021, 138 female and 139 male.

4 percent of students had English as an additional language and 5 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).

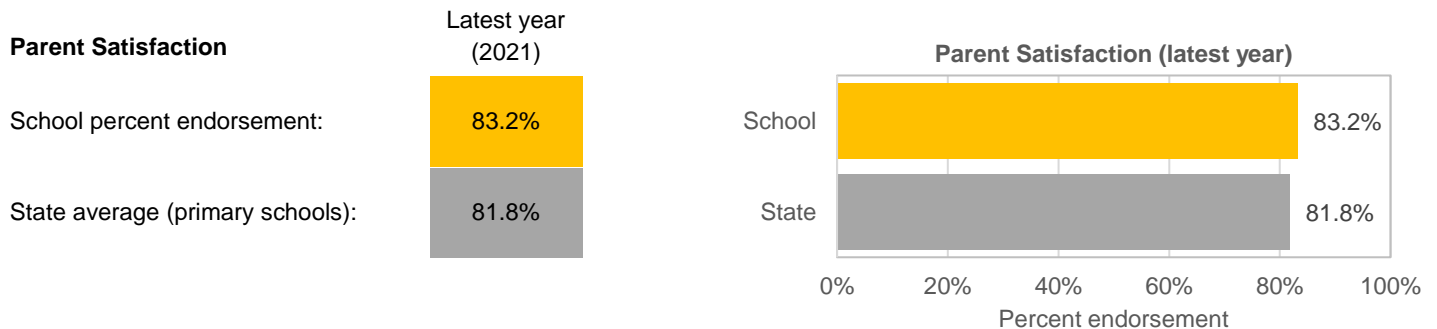
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

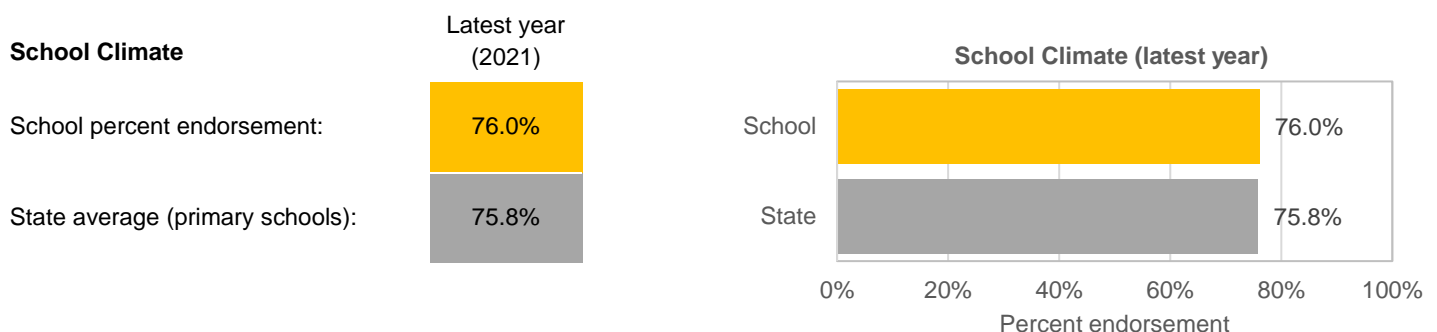


### School Staff Survey

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:

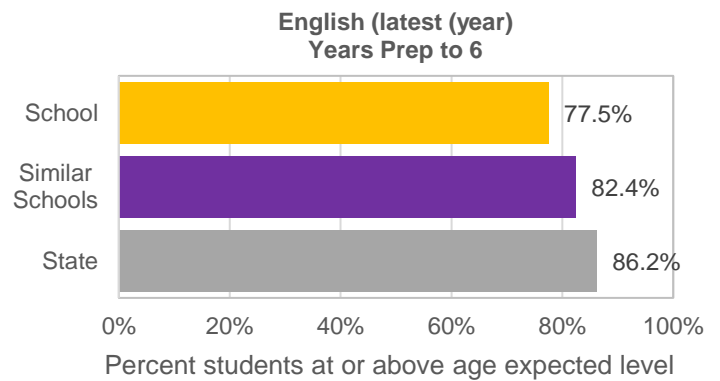
77.5%

Similar Schools average:

82.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

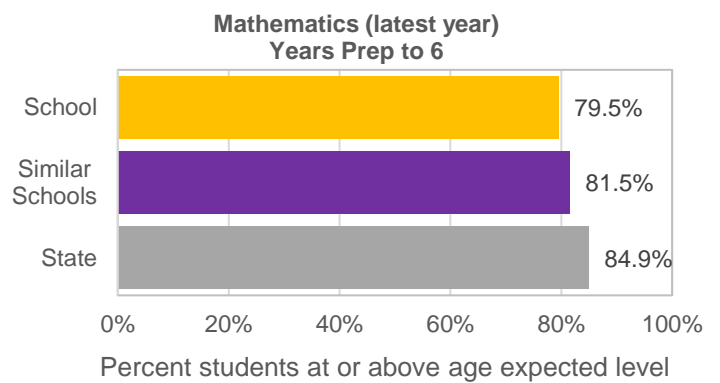
79.5%

Similar Schools average:

81.5%

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.

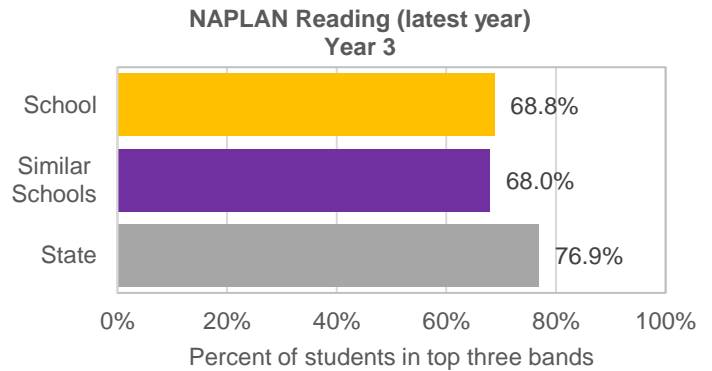
**NAPLAN**

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.

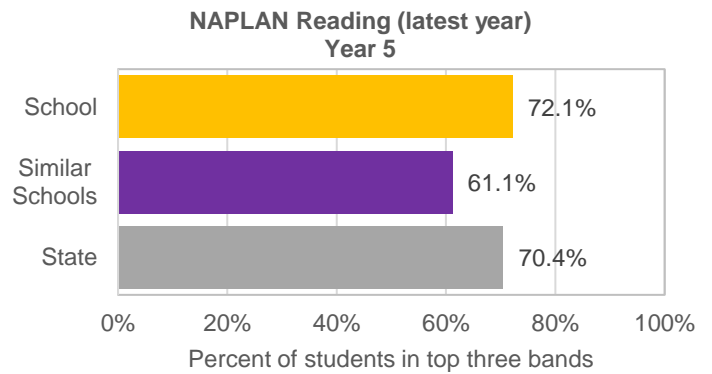
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.8%	66.4%
Similar Schools average:	68.0%	68.9%
State average:	76.9%	76.5%



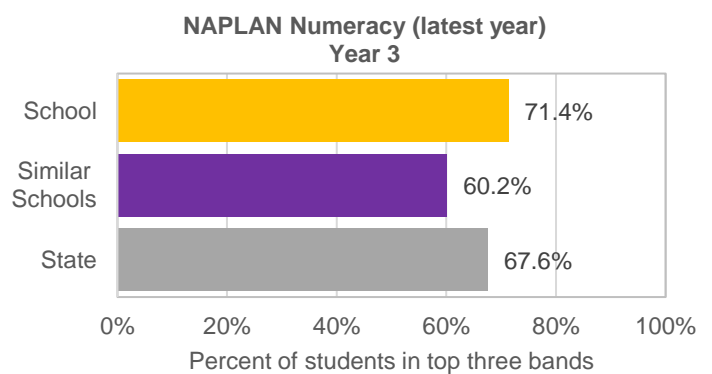
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.1%	68.0%
Similar Schools average:	61.1%	61.0%
State average:	70.4%	67.7%



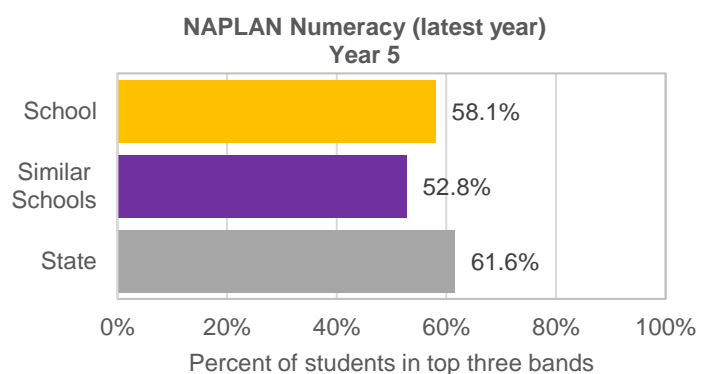
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	67.5%
Similar Schools average:	60.2%	61.9%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.1%	52.3%
Similar Schools average:	52.8%	50.9%
State average:	61.6%	60.0%



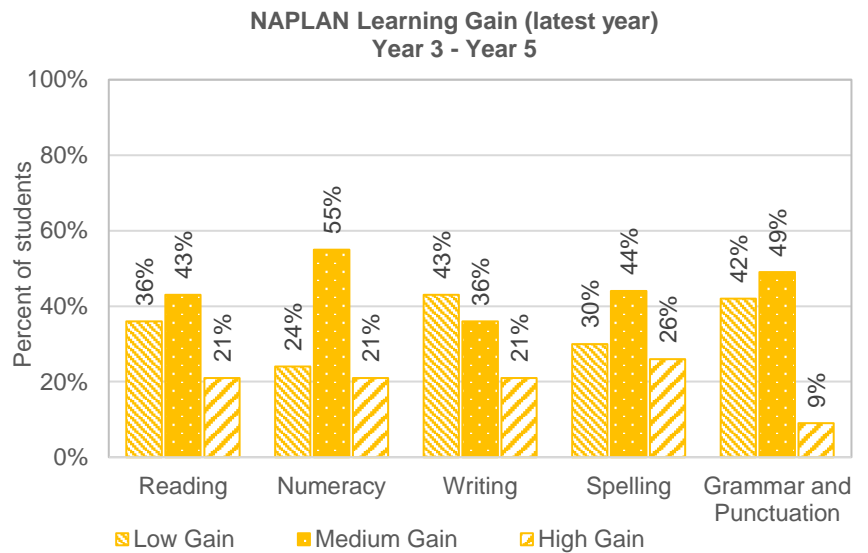
**ACHIEVEMENT (continued)**

**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:	36%	43%	21%	21%
Numeracy:	24%	55%	21%	20%
Writing:	43%	36%	21%	19%
Spelling:	30%	44%	26%	18%
Grammar and Punctuation:	42%	49%	9%	19%



## ENGAGEMENT

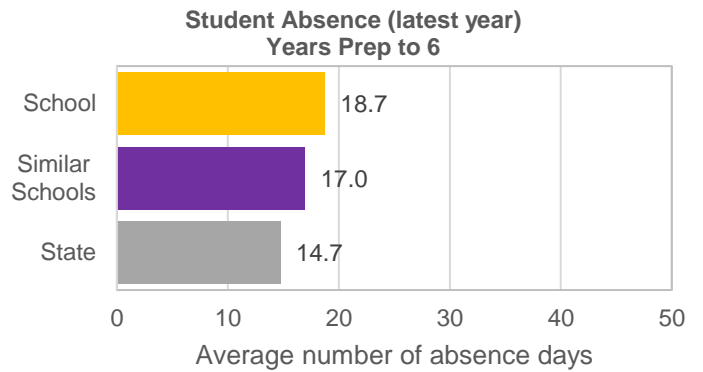
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.7	17.8
Similar Schools average:	17.0	16.3
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):	92%	89%	93%	92%	87%	91%	90%

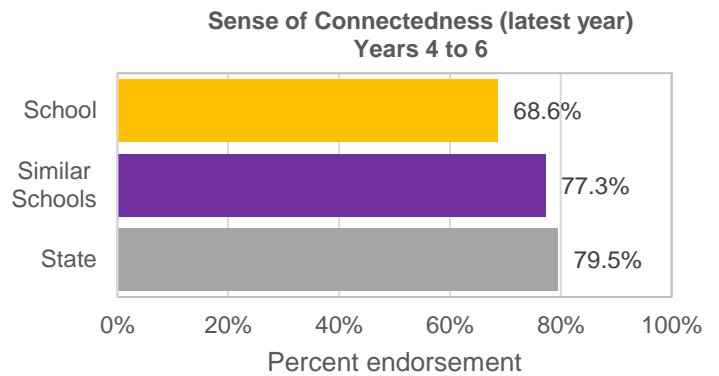
**WELLBEING**

**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:	68.6%	70.9%
Similar Schools average:	77.3%	78.4%
State average:	79.5%	80.4%

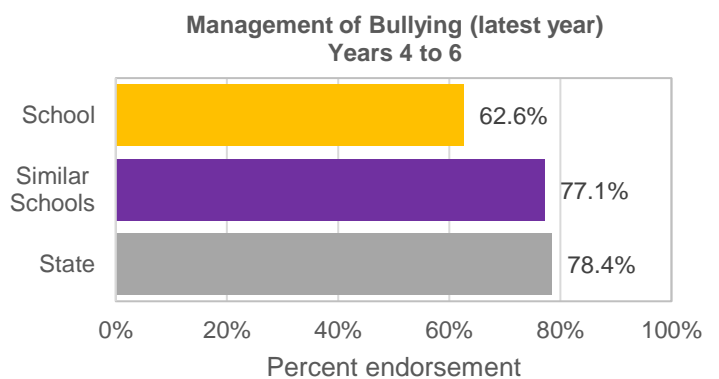


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	62.6%	68.9%
Similar Schools average:	77.1%	78.7%
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	\$2,692,617
Government Provided DET Grants	\$556,564
Government Grants Commonwealth	\$14,655
Government Grants State	\$0
Revenue Other	\$22,869
Locally Raised Funds	\$107,580
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,394,285</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$281,673
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$281,673</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,519,781
Adjustments	\$0
Books & Publications	\$4,500
Camps/Excursions/Activities	\$74,295
Communication Costs	\$7,433
Consumables	\$69,883
Miscellaneous Expense <sup>3</sup>	\$13,201
Professional Development	\$14,437
Equipment/Maintenance/Hire	\$61,018
Property Services	\$223,668
Salaries & Allowances <sup>4</sup>	\$119,011
Support Services	\$22,179
Trading & Fundraising	\$48,756
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,923
<b>Total Operating Expenditure</b>	<b>\$3,204,085</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$190,200</b>
<b>Asset Acquisitions</b>	<b>\$6,595</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$294,013
Official Account	\$8,356
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$302,370</b>

Financial Commitments	Actual
Operating Reserve	\$93,645
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$38,671
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,418
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$196,734</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*