2023 Annual Report to the School Community

School Name: Millwarra Primary School (5441)

- 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 22 April 2024 at 10:18 AM by Rodney Barnard (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 29 April 2024 at 09:51 AM by Catherine Branson (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

Millwarra Primary School is a small two campus school in the Upper Yarra Valley. Our aim is to provide a happy, safe and secure learning environment, where students are valued and encouraged to maximise their potential within a caring supportive framework. We focus on the development of the whole child, therefore providing a wide range of opportunities and experiences. This in turn helps students develop skills and personal qualities, positive attitudes and values of a high standard which will equip them for future challenges in their life. The school fosters a climate of respect, tolerance, co-operation and success to enhance individual self esteem and a love of learning.
The School Community has a strong emphasis on Respectful Relationships and has our wellbeing teacher embedding the Respectful Relationships Program across the two campuses. Millwarra has been part of the Family Violence Initiative Pilot Program which has skilled staff to support families in this situation.
The staffing at Millwarra is as follows. 1 Principal Class, 1 Learning Specialist, 5 Classroom Teachers, 2 Specialist Teachers, 7 Education Support and 2 Office Support Staff. The specialist programs are physical education, art and library.
The enrolments at Millwarra have seen a decline over the past 5 years. One of the major factors for this has been the lack of affordable rentals in the valley. Many homes that were for rent previously have now been changed to B&B which has placed an enormous burden on many of our families. The majority of families particularly at our Millgrove Campus rely on rent availability.

Progress towards strategic goals, student outcomes and student engagement

Learning

Millwarra has placed emphasis in 2023 on numeracy and numeracy literacy. It has been apparent that many of our students can solve maths problems when they have the problem read to them or dicussed but there is a shortfall in their ability to read and understand what is being asked of them. Reading has been an ongoing issue and students have been disadvantaged in their maths knowledge because of their inability at times to read the question. As can be seen in the data year 3 students 50% are in the top 3 bands, this falls away with year 5 students having only 16.7 in the top 3 bands. This is not the same cohort obviously but it does require close attention. We as a school are hoping that the work we have been doing in PLC (Professional Learning Communities) over the 2023 school year in numeracy will flow over to the results in the coming years. NAPLAN has been revised this year so we will be tracking data over the next 4 years to show comparisons and get a much more accurate idea of exactly where we sit. Our Year 3 students were a much stronger cohort in 2023 which makes looking at data sets more complicated. The learning data on percentages in strong or exceeding shows a close comparison in years 3&5. This year we embarked on the PLC process for the first time having trained in it during 2022. Understanding and learning to use this process has taken time and we are only at the early stages of implementation. The teacher judgements for English and Mathematics show our students at approximately the same level as similar schools. The Tutor Learning Initiative has been a very welcome initiative in our school and it supports us with one on one and small group literacy and numeracy intervention. Our data shows that this initiative is improving the outcomes for those students engaged in the program.

Wellbeing

At Millwarra we pride ourselves on providing individual support for all students. The respectful relationships program underpins all of our wellbeing initiatives in the school. Providing a balance for students so that they feel valued and positive in their outlook. The sense of connectedness endorsement has Millwarra at 89.4% more that 10 percentage points above the state average. This is an important area for student voice as our 30 minute conferences with teachers, students and parents twice yearly enables students to take responsibilty for their own learning. In Management of Bullying Millwarra sits more than 16 percentage points above the state average in endorsement. These figures show that the hard work our staff puts in to this area is paying dividends. we believe that the positive attitude in this area is due in many ways to the programs that we provide to support the students. The bike building program, Ben's Shed woodwork, garden activities, bike education, cooking, craft workshops, art therapy, African Drumming and keyboard. These along with participation in the many sporting events within the sports association, camps and excursions add to a well rounded and positive education. This is why the data is strong in this area. All these areas can be included in engagement as well because they cross over and provide a very balanced curriculum.

Engagement

At Millwarra we are working tirelessly to improve the absenteeism within the school. The school provides a mini bus which will pick up students from their front door if necessary. Engagement and wellbeing go hand in hand as we provide a breakfast program, special lunches and the fruit program all implemented to try and improve attendance as well as supporting needy families. In student absences Millwarra is close in percentages to similar schools but we also know that attendance will drive our data in a positive way. To support families we also run after school clubs in dance, gymnastics and craft, these are attended by students from both campuses as well as students from surrounding schools. Every second year we present a school production which includes all students. This is an opportunity to engage and express themselves in front of a larger audience.

Financial performance

Millwarra is in a strong financial position and has been able to address all the needs of the current budget. The new AIMS portal has enabled us to address maintenance issues in a timely manner. The school has purchased a new set of computers and other major items over the past twelve months. $100,000 will be going across from cash to credit at the commencement of 2024 as a planned staffing adjustment. We chose to use part of our social disadvantage money to keep classes small therefore providing more small group support to our students. Millwarra continues to support Emergency Management Victoria with the maintenance of the Community Fire Refuge at Warburton East, money is received through fire preparedness grants from the department. Funds were also received over the past twelve months for the installation of shade sails at each campus. These have been completed and acquitted.

For more detailed information regarding our school please visit our website at
www.millwarraps.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 70 students were enrolled at this school in 2023, 25 female and 45 male.

0 percent of students had English as an additional language and 10 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.

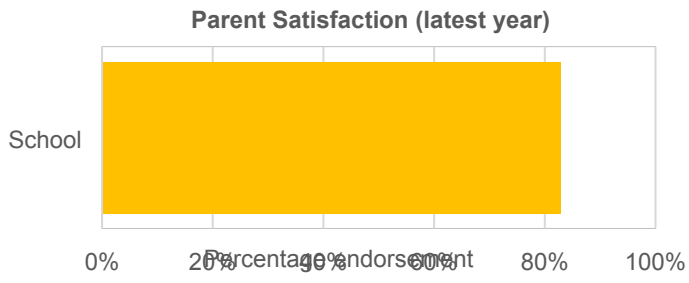
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	NDA
State average (primary schools):	82.8%



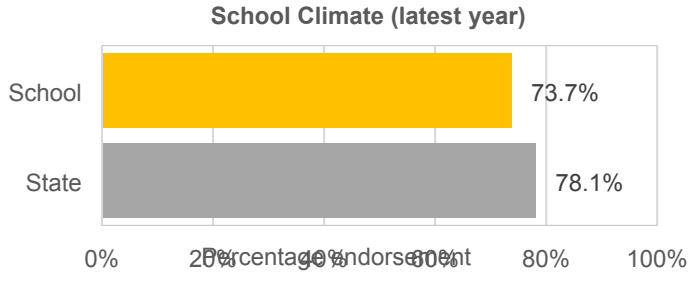
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	73.7%
State average (primary schools):	78.1%



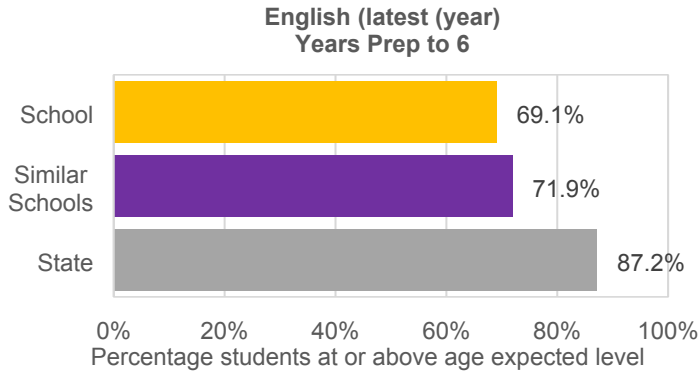
LEARNING

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.***

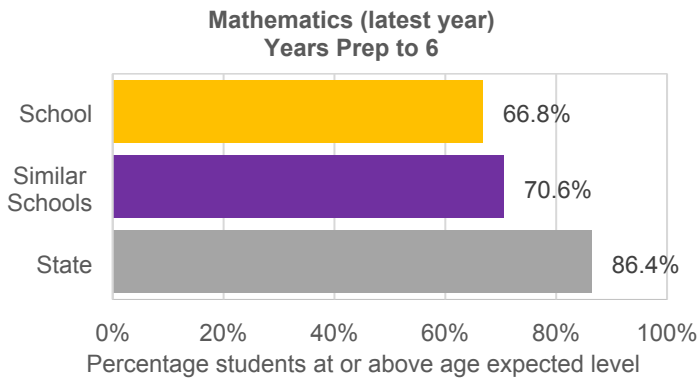
Teacher Judgement of student achievement against the Victorian Curriculum

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:	69.1%
Similar Schools average:	71.9%
State average:	87.2%



Mathematics **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	66.8%
Similar Schools average:	70.6%
State average:	86.4%



LEARNING (continued)

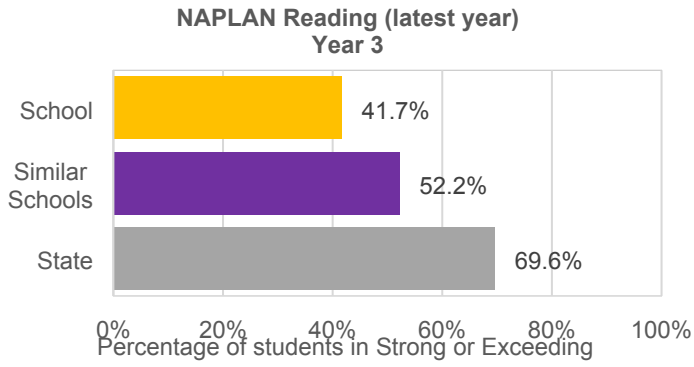
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

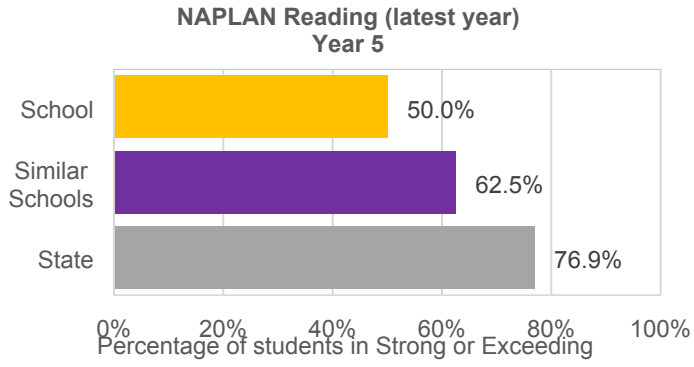
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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.

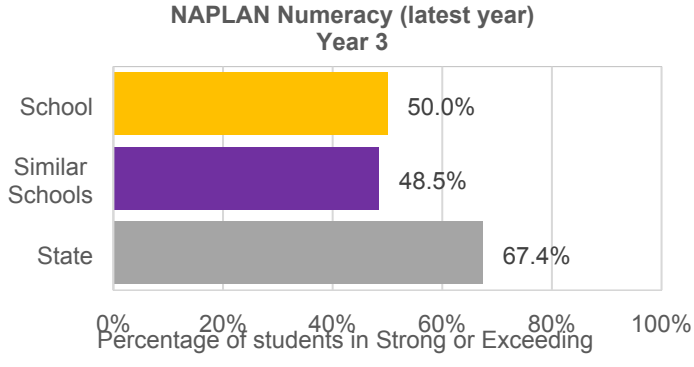
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	41.7%
Similar Schools average:	52.2%
State average:	69.6%



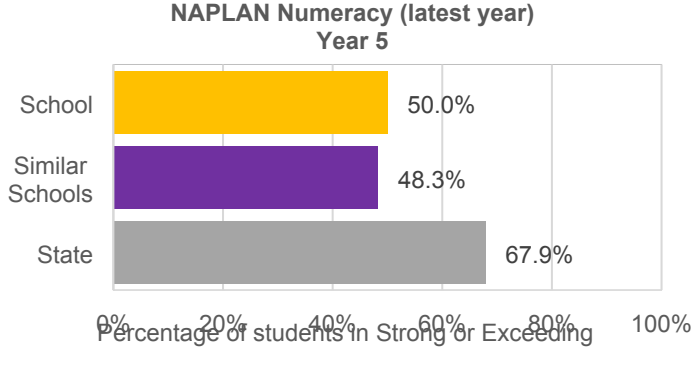
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	50.0%
Similar Schools average:	62.5%
State average:	76.9%



Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	50.0%
Similar Schools average:	48.5%
State average:	67.4%



Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	50.0%
Similar Schools average:	48.3%
State average:	67.9%



LEARNING (continued)

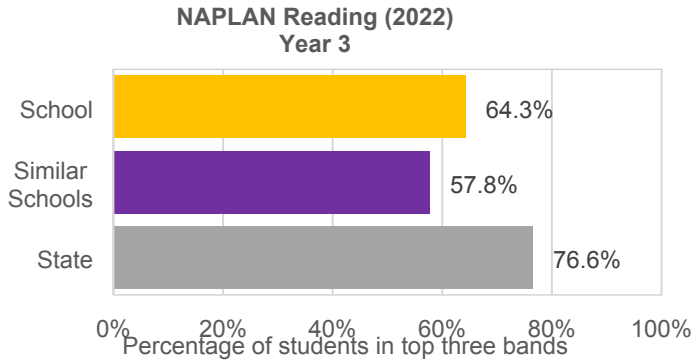
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

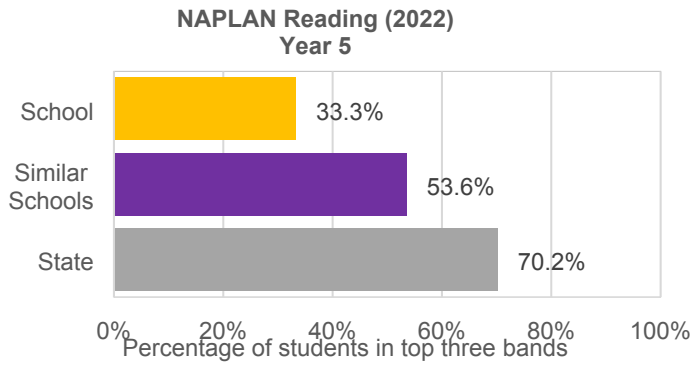
Percentage of students in the top three bands of testing in NAPLAN.

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

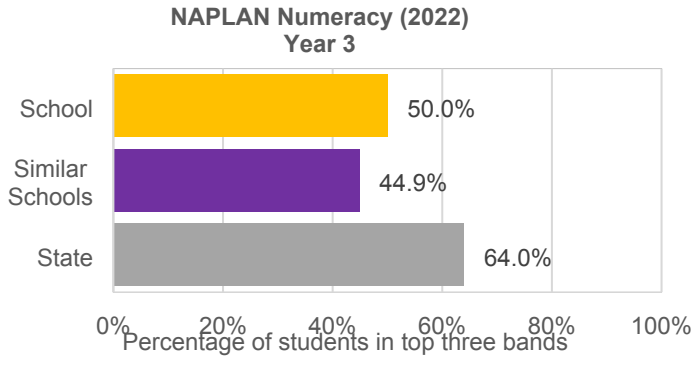
Reading Year 3	Latest year (2022)
School percentage of students in the top three bands:	64.3%
Similar Schools average:	57.8%
State average:	76.6%



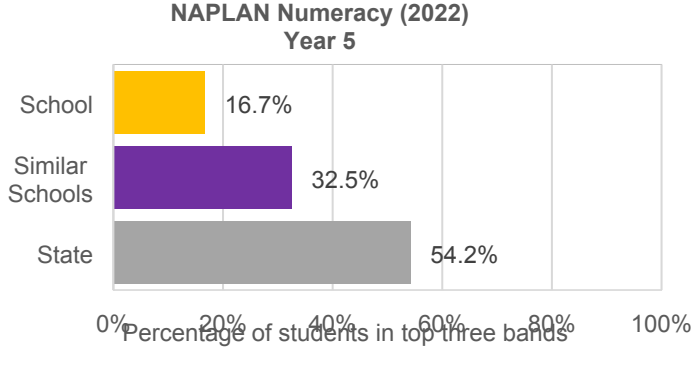
Reading Year 5	Latest year (2022)
School percentage of students in the top three bands:	33.3%
Similar Schools average:	53.6%
State average:	70.2%



Numeracy Year 3	Latest year (2022)
School percentage of students in the top three bands:	50.0%
Similar Schools average:	44.9%
State average:	64.0%



Numeracy Year 5	Latest year (2022)
School percentage of students in the top three bands:	16.7%
Similar Schools average:	32.5%
State average:	54.2%



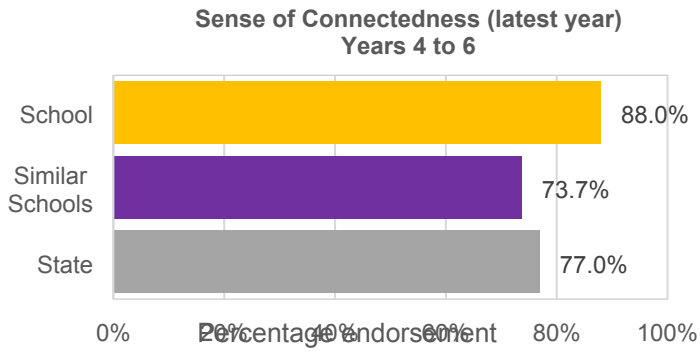
WELLBEING

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).

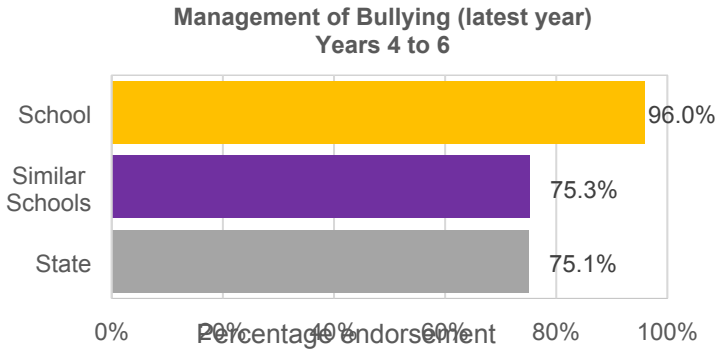
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	88.0%	89.4%
Similar Schools average:	73.7%	73.8%
State average:	77.0%	78.5%



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:	96.0%	93.1%
Similar Schools average:	75.3%	75.0%
State average:	75.1%	76.9%



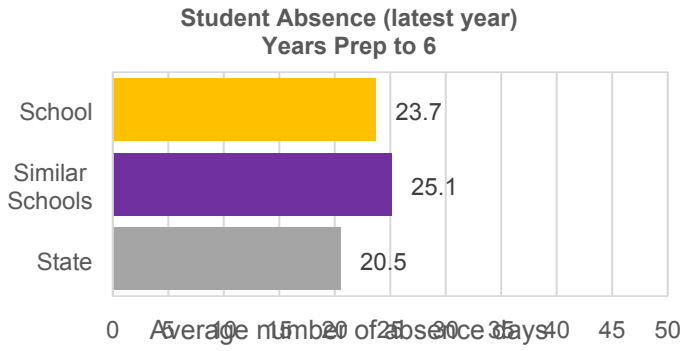
ENGAGEMENT

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:	23.7	22.4
Similar Schools average:	25.1	23.2
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):	94%	88%	84%	87%	87%	90%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$1,422,577
Government Provided DET Grants	$275,022
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$23,729
Locally Raised Funds	$33,991
Capital Grants	$0
Total Operating Revenue	**$1,755,320**

Equity [1]	Actual
Equity (Social Disadvantage)	$153,386
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$153,386**

Expenditure	Actual
Student Resource Package [2]	$1,432,376
Adjustments	$0
Books & Publications	$2,198
Camps/Excursions/Activities	$16,844
Communication Costs	$5,832
Consumables	$22,397
Miscellaneous Expense [3]	$4,126
Professional Development	$2,593
Equipment/Maintenance/Hire	$48,865
Property Services	$118,732
Salaries & Allowances [4]	$61,246
Support Services	$6,585
Trading & Fundraising	$7,453
Motor Vehicle Expenses	$7,531
Travel & Subsistence	$0
Utilities	$25,973
Total Operating Expenditure	**$1,762,750**
Net Operating Surplus/-Deficit	**($7,430)**
Asset Acquisitions	**$19,108**

(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	$247,792
Official Account	$11,007
Other Accounts	$478
Total Funds Available	**$259,277**

Financial Commitments	Actual
Operating Reserve	$36,495
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$1,458
School Based Programs	$1,857
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$36,237
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$30,549
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$106,596**

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.