

# 2021 Annual Report to The School Community



**School Name: Morwell Central Primary School (5568)**



- 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.

«PrincipalSignDescription»

- 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

«PresidentSignDescription»

## About Our School

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### School context

Morwell Central Primary School is Morwell's newest primary school, opening in 2017. It was built specifically for the merger of three local primary schools; Commercial Road, Morwell Primary and Tobruk Street. The school is located close to the Morwell Leisure Centre precinct in the Latrobe Valley area of Gippsland. The current enrolment is 391 students with 35 teaching staff and 44 support staff. There are 18 homerooms operating in the school, which form four Learning Hubs. The proportion of single parent families and blended families in the school community is high and the Student Family Occupation [SFO] index is 0.76.

Morwell Central Primary has high quality, dedicated staff who strive to ensure all students reach their full potential – both academically and socially. We offer a broad range of curriculum programs, with a special emphasis on developing the essential skills of Literacy and Numeracy. Students participate in specialist programs; including Performing Arts; Music; Information, Communication and Technology; Physical Education; Design Technology (Years 3 to 6) and Mandarin. All members of the school community are committed, enthusiastic and engaged about student learning. Morwell Central Primary is dedicated to upholding a core set of values, where Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence (ASPIRE) are an integral part of all interactions. Students, staff and parents all endeavour to build positive relationships using the ASPIRE values.

All students spend the first half hour of the day with their home group and teacher; participating in a range of activities and discussions that focus on getting Ready to Learn. After home group meetings, students work in groups that are based on their learning needs and the next step in their learning and have the opportunity to work with all of the teachers within the Learning Hub. The student's learning needs and the next step in their learning, are determined by pre-assessments. Students are grouped according to their assessment data and next level of learning. These groups are flexible and change regularly. Morwell Central Primary fosters an environment where students are encouraged to take ownership of their learning. The Developmental Curriculum Model (P-2 Learning Hub) and the Inquiry Based Learning Model (3-6 Learning Hub) are implemented and teachers promote individual learning where students are supported to explore, inquire and reflect. Morwell Central Primary promotes and maintains our vision as a 'Curious and Connected Learning Community'.

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### Framework for Improving Student Outcomes (FISO)

In 2021 Morwell Central Primary's key improvement strategy were to build our staff's capacity to teach Reading. Our associated actions were to:

1. Plan whole school professional learning on the science of reading which included phonemic awareness, vocabulary and fluency.
2. Implement Literacy Daily Reviews.
3. Develop vocab knowledge of all students across the school.
4. Establish a consistent assessment schedule for Reading which included assessment of phonics, phonemic awareness and fluency.
5. Establish small group tutoring programs.
6. Establish PLC leaders who led and implemented whole school improvement using data and best practice.

Although some of these actions and professional development plans were modified due to remote learning they were all still met.

In 2021 Morwell Central Primary continued to have their four most experienced teachers released from each Learning Hub to lead their teams. The majority of their time was spent focusing on observing teacher practice, modelling best practice and providing one on one coaching for the teachers in each of their Learning Hubs.

## Achievement

In 2021 our NAPLAN learning gain results were outstanding when compared to similar schools. In all learning areas our high growth from Year 3 (2019) to Year 5 (2021) was higher than similar schools.

- In Reading we had a high gain of 33% of students when compared to 21% of students at similar schools.
- In Numeracy we had a high gain of 30% of students when compared to 21% of students for similar schools.
- In Writing we had a high gain of 16% of students when compared to 13% of students at similar schools.
- In Spelling we had a high gain of 24% of students when compared to 17% of students at similar schools.
- In Grammar and Punctuation we had a high gain of 36% of students when compared to 16% of students at similar schools.

Our NAPLAN results were extremely pleasing considering the amount of time students spent in remote learning. When students returned to school teachers, focussed on catching students up due to the lost learning that had occurred. We had a focus on improving the literacy and numeracy outcomes for all students.

NAPLAN results of students in the top three bands of testing in NAPLAN showed impressive results for our students.

- In Reading Year 3 - 76.5% of our students were in the top three bands (compared to 62.9% of like schools and 76.9% of the state).
- In Reading Year 5 – 50.9% of our students were in the top three bands (compared to 55.2% of like schools and 70.4% of the state).
- In Numeracy Year 3 – 58.7% of our students were in the top three bands (compared to 49.5% of like schools and 67.6% of the state).
- In Numeracy Year 5 – 31.6% of our students were in the top three bands (compared to 40.6% of like schools and 61.6% of the state).

In 2021 teacher judgements of student achievements against the Victorian Curriculum, a school comparison implies that for English and Numeracy, teachers at Morwell Central Primary have assessed students as having a slightly lower performance than would be expected in similar schools. In Literacy 61.2% of students were marked at or above age expected standards compared to 67.6% of similar schools. In Numeracy 60.2% of students were marked at age expected standards compared to 66% of similar schools. This has been an area for focus over the 2021 year and we have worked hard to ensure consistency of Victorian Curriculum judgements.

Over 2021 we have taken on the Science of Reading approach, incorporating the following components into reading instruction: Phonological and Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension. These changes have seen improvements in literacy outcomes for our students. Throughout 2022 we will continue to work on our literacy and numeracy outcomes and during this time staff made changes to the structure of the literacy block to ensure a daily review of concepts is included.

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## Engagement

2021 was yet another challenging year in relation to being able to foster authentic engagement activities with consistency and fidelity. That being said we were very committed to ensuring that our AIP goals around students' voice and agency were at the forefront when kids were onsite and during remote learning.

During periods of remote learning or forced school closures we had a professional development focus around developing our Education Supports' understanding of engagement work with a lens of student agency. This is work that we have previously done with our teachers and we felt that it was important for all staff to have a strong understanding of the work we do in this space. Whilst in remote learning, we used our online platform that was developed in 2020 to find ways to engage our students. Staff were fantastic in working together to plan a number of extra-curricular activities for students to complete both with their families or on their own.

At the beginning of the 2020 new roles and responsibilities were introduced to promote and activate student agency

and leadership. Student driven groups such as the ECO Kids, the Healthy Achievement Program, Junior School Council, Active Kids, Marvellous Mentors and various gardening groups were established. This work continued in 2021 and whilst it was often hard to maintain momentum, these students' groups celebrated some really big achievements for the year.

- 3 to 6 cross-curricular project between Design Technology and the Sensory Garden group. Every student designed and painted their own picket fence which then formed a student owned boundary around the designated area.
- Veggie Patch kids with Mrs Quinn worked hard to build and expand the Veggie Gardens and were successful in meeting their goal of having a caravan onsite to use as part of the garden for storage and an outdoor teaching space.
- The Eco Kids overhauled our waste management system and continued to audit current practice and deliver feedback to staff and students around appropriate waste management. They also managed our compost and worm castings.
- Healthy Achievement students met fortnightly to work towards completing the Healthy Achievement program modules. They also worked closely with the Veggie Patch kids to run some Hub based healthy eating events.
- Discovery and Inquiry learning was back to its best when we were onsite. The prep-2 Discovery stations were simply amazing with students particularly loving the NASA station that was set up in the Prep/1 Hub. Our 1/2 student had a ball engaging in Numeracy investigations also centred around the out of space theme. The Inquiry learning theme for the 3/4 Hub was Civics and Government and students were able to engage in authentic learning opportunities, however this ended up being modified as we went into remote learning in the middle of the inquiry. Our 4/5/6 Hub completed two Inquiry learning blocks. The first was centred around Chemical Science and the second was a huge success where the students put on a huge Feast catering for the entire school.

We continued to build our communication with parents/carers through regular phone calls whilst remote learning, virtual assemblies, communication videos and fun staff to family videos created throughout the year. Throughout the year we received many messages/emails and Facebook posts to thank us for the hard work and effort staff went to in order to keep our community connected.

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## Wellbeing

In 2021, Wellbeing was very much at the forefront for us at Morwell Central, with COVID-19 and remote learning significantly impacting the way in which schools operated. We once again found ourselves very quickly adapting to a new way of working. We had a dedicated team of teachers that spent many hours quickly modifying our online platform to deliver teaching and learning in an engaging and easily accessible manner for our community.

The key priorities for us over the course of the 2021 year were:

- To provide continuity of learning to all our students.
- To ensure that teaching and learning was delivered in a means that was accessible for all.
- To effectively support and meet the needs of our families and community.

In 2021 we modified our online learning platform that we created in 2020 based on feedback from students and families. We streamlined processes and teachers continued to plan and deliver teaching via video conference tools and new lessons and activities were provided to students and families on a daily basis.

As the COVID situation created significant challenges for everyone we prioritized the need to provide welfare supports and find ways to continuously communicate and engage with our school community:

- Video tutorials and communications were constantly shared with our community to ensure that they had step

by step guides to the information they required.

- Whole School Checklist was created to keep track of all communications, establish routine check-ins, gauge students/family engagement and hold staff accountable for ensuring that every student was connected in some way with one member of staff.
- Regular fun activities and videos were created to help staff and students maintain connections.
- Teachers were all provided with mobile telephones and expectations were in place for all staff to contact their identified students – Every student/family had a staff contact that regularly checked in regarding learning tasks as well as just to touch base to see how things were going whilst learning from home.

Although our students spent a great deal of the 2021 in Remoting Learning our 2021 Student Attitude to School Survey results were extremely positive.

- 92.2% of students in Years 4 to 6 felt a sense of connectedness, which was significantly higher than similar and state school averages.
- 96.5% of students in Years 4 to 6 indicated a positive responses to how the school managed bullying. This is significantly higher than similar and state school averages.

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## Finance performance and position

Overall, the school remains in a sound financial position although we had a planned deficit at the end of the 2021 year. A well planned annual income and expenditure budget has ensured the school's resources support the educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's finances. Actual revenue and expenditure during 2021 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2021 year.

Morwell Central Primary School is committed to continuing the provision of high quality, educational opportunities for all students.

**For more detailed information regarding our school please visit our website at**  
**[www.morwellcentralps.vic.edu.au](http://www.morwellcentralps.vic.edu.au)**