2015 Annual Report to the School Community

Mulgrave Primary School

School Number: 2172

OUR SCHOOL VALUES
PRIDE
RESPECT
RESPONSIBILITY
INTEGRITY
OPTIMISM
TOLERANCE

Our School Motto

'Striving for the best in everything we do'

Name of School Principal:

Liz Watkins

Name of School Council President:

Karen Stach

Date of Endorsement:

26th April 2016

About Our School

School Context

Mulgrave Primary School is a vibrant and effective school that is proudly reflected in its enthusiastic, skilled and passionate staff. The school is committed to providing the best teaching and learning opportunities possible for each of our students, recognising their individual learning styles, social, emotional, academic and other specific needs. Our school motto – "*Striving for the best in everything we do*" encompasses our vision to fully develop the skills and abilities of each student.

Mulgrave Primary School is set in large, well-maintained spacious grounds with excellent facilities that are well utilised by the wider school community. The school has a history that goes back 136 years. Enrolments at the school have continued to rise over the past few years. In 2015, our student population was 284 (140 female and 144 males) and had grown by 100 students in six years. 23% of our student population are classified as EAL students (English as an Additional Language).

Our staffing profile consisted of 20 teaching staff members, including 1 Principal class. We had 1 part-time LOTE teacher who taught Chinese Mandarin and we had 6 non-teaching staff including 4 full-time equivalent non-teaching staff.

A strong partnership has continued to flourish between parents, students and staff which is reflected across all areas of the school. Mulgrave Primary School is committed to providing quality education that prepares all students to succeed and reach their full potential in our ever-changing world. The school community supports our school values which are based on pride, respect, responsibility, integrity, optimism and tolerance.

Teachers are very skilled in delivering quality classroom programs that are effective and reflect current best practice. Our focus is on explicit teaching, ensuring that literacy and numeracy are given a high priority. CAFÉ literacy and the Daily 5 model are features of our literacy instructional model. Our numeracy programs feature explicit teaching and incorporate lots of opportunity for students to engage in hands-on activities, to assist with the consolidation of mathematical concepts and new learning. Specialists programs at the school include Music, Art, Physical Education, Sport, Science and Chinese Mandarin. Private music lessons are offered to all students. Ongoing assessment is implemented at all year levels to ensure that teachers keep regularly informed of student progress, to ensure that students at both ends of the learning spectrum are supported, in order that they meet and aim to exceed their learning potential. All curriculum planning, implementation and assessment is based on the Australian and Victorian Curriculums. English and Mathematics continue to be the highest priorities for teacher professional learning and resourcing.

Continuous improvement in all areas of teaching and learning is a high priority at Mulgrave Primary School. Our school is very well resourced in computer technology. Students regularly use a wide range of devices in their learning e.g. netbooks, desktops, laptops, ipads, flip video cameras, still cameras. Every classroom has an interactive whiteboard or interactive television. Major events include our whole school musical production, swimming and camping programs. A wide range of lunchtime club activities are offered to students throughout the year. Sport is given a high profile at Mulgrave Primary School. All students participate in school-based sport and physical education, as well as tennis, soccer and other clinics. Our middle and senior students participate in interschool sports and have achieved considerable success. Student wellbeing has a high focus in the school. The 'KidsMatter' mental health and wellbeing framework is incorporated into the curriculum across all year levels.

Our school boasts a lovely garden environment area. We encourage all students to participate in growing and planting vegetables and experience the excitement of trying new foods and cooking up the produce. We have a recycling program in place across the school. Our Junior School Council representatives are actively involved in this program and other school beautification programs. Student leadership is a strong feature of our school's philosophy. Students are encouraged to take on responsibilities in many areas. This develops student confidence, self-esteem and a shared ownership and pride in the school.

Addressing the needs of 'the whole child' is a focus of Mulgrave Primary School's teaching and learning programs. The needs of each individual are constantly assessed and a tailored program is implemented to address those individual needs. We pride ourselves in preparing our students well for the future.

Achievement

Student achievement results for 2015 reflect a whole school commitment to providing high quality teaching and learning programs. All staff members have regularly engaged in quality professional learning aligned to current educational best practice. Student assessment data is collected regularly and analysed by both teachers and the school's leadership team, to ensure that we are capably meeting and responding to the needs of each of our students.

Our 2015 Performance Summary achievement data relating to 'Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) shows that the percentage of students in Years Prep to 6 with a grade 'C' or above in English and Mathematics is much higher than that of the median for all other Victorian government primary school levels. A 'C' rating means that a student is at the standard expected at the time of reporting.

NAPLAN (National Assessment Program – Literacy and Numeracy) assessment is conducted at Year 3 and Year 5. We encourage all of our students to participate in these assessments. In both Reading and Numeracy at Year 3 and Year 5, or student results were above the median of all Victorian government primary schools. Year 3 Reading was lower and Year 5 higher on adjusted school performance where a school comparison is made that takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. Both Year 3 and Year 5 Numeracy results were similar to those of other schools based on the adjusted school performance measures.

To support continuous improvement, teachers regularly engaged in professional learning. In 2015 a major focus area was literacy. Julie Shepherd, Literacy Consultant, worked with our whole school team throughout the year to further enhance our literacy programs with a major emphasis on reading.

Engagement

Mulgrave Primary School aims to provide experiences for all students in order that they develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values in line with the school's Student Engagement and Inclusion Policy. In 2015 student attendance was positive with all year levels achieving a 93% or 94% attendance rate. This achievement was rated as 'similar' to other schools. Common reasons for non-attendance included illness and extended family holidays. The school will continue promoting improved levels of attendance through school communication and other tools and strategies that have been put in place.

The Attitudes to School Survey data for Year 5 and 6 students was very positive. Data reported in relation to 'Connectedness to School' and 'Student Perceptions of Safety' continues to be high and ranked 'similar' to other schools. Whole school programs and activities along with a harmonious school community, assist our students to feel a sense of belonging and engagement when at school. Transition programs, lunchtime activities, review of Units of Work studied, school values, all assist with achieving our goal of 'Striving for the best in everything we do'.

Wellbeing

Mulgrave Primary School continues to provide experiences for all students that enhance enthusiasm and readiness to continue the next step in their learning. This includes starting school, transitioning between year levels and moving into the secondary school setting in a confident and resilient way. The school has continued to establish links with local preschools and secondary settings. Our school's Buddy Program and 'Step Into Prep' program have ensured that children feel socially and emotionally secure in coming to school. Likewise, our secondary transition programs effectively develop confidence and security for students moving into the next phase in their education.

Student Wellbeing is a most important aspect of a child's time at school. The school caters for the wellbeing of students in a wide variety of ways. In 2015 our school continued to integrate the KidsMatter framework which promotes a whole-school approach that involves all members of the school community – school staff, parents and carers, students and the broader community – building and refining a thriving positive culture where everyone feels a sense of belonging. This means the school is committed to addressing the needs of the school community. It involves looking at what the school teaches in relation to social and emotional learning, ensuring that teaching is interactive and inclusive,

building partnerships with families and the broader community that are inclusive and respectful, and reflecting the diversity of the school community in the development of policies and procedures. It is widely recognised that effective and sustainable interventions in schools occur when a whole-school approach is implemented. Initiatives we incorporate into our curriculum include eSmart, cybersafety, lunchtime clubs, camps and excursions, positive learning environments, excellent recreational spaces, recognised welfare and discipline procedures including Restorative Practice and many extra-curricular activities.

The employment of a Student Wellbeing Officer in 2015 has been most positive and effective for all members of our wider school community. We have been able to provide social, emotional and pastoral care for our students and families, particularly those who at times, require specific assistance.

Productivity

Resources are carefully managed to ensure that our focus remains on students and their learning needs. In 2015, we continued to retain small to medium class sizes across the school, with our Foundation (Prep) classes having only 15 students in each. The appointment of a substantive Assistant Principal has provided additional support for all staff, students and families. An Acting Leading Teacher was appointed to support teachers in their work and to drive teaching and learning across the school. Student enrolment numbers continue to grow and each year we have been able to employ more staff. The appointment of a Student Wellbeing Officer has been most positive for everyone in the school community.

Teachers receive a generous planning time allocation in excess of the Government School's Agreement which promotes collaboration and collegiality and provides additional time for professional learning and sharing of professional practice. Our Music program was more formalised with all classes timetabled for this subject. Timetabled Science for all year levels has continued to be very much enjoyed and appreciated by the wider school community.

Our School Strategic Plan 2014-2017 is regularly reflected upon, as is our Annual Implementation Plan. We have continued to invest significant expenditure in facilities. These include new office upgrade, new blinds, sustain an excellent ratio of ICT devices for student use including class sets of iPads and interactive whiteboards or interactive televisions in all classrooms.

For more detailed information regarding our school please visit our website at
http://www.mulgraveps.vic.edu.au

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: ⬤   Median of all Victorian government primary year levels: 🔷

School Profile

Enrolment Profile

A total of 284 students were enrolled at this school in 2015, 140 female and 144 male.
There were 23% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

low	low-mid	mid	mid-high	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 ▬▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬▬ 100	🟢 Similar 🟢 Similar
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Lower Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Higher Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison

**NAPLAN Learning Gain
Year 3 - Year 5**

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

Reading
10 % (Low) | 48 % (Medium) | 43 % (High)

Numeracy
32 % (Low) | 45 % (Medium) | 23 % (High)

Writing
25 % (Low) | 55 % (Medium) | 20 % (High)

Spelling
19 % (Low) | 43 % (Medium) | 38 % (High)

Grammar and Punctuation
24 % (Low) | 52 % (Medium) | 24 % (High)

NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Results: 2015

0 ━━━━━━━━━━ 50

Results: 2012 - 2015 (4-year average)

0 ━━━━━━━━━━ 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	94 %	94 %	93 %	94 %	94 %

Similar

Similar

Performance Summary

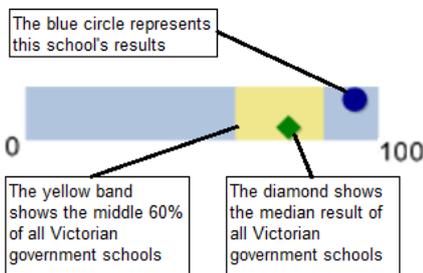| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

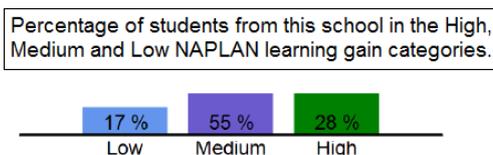| 28 % | 46 % | 26 % |
| Below | At | Above |

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.
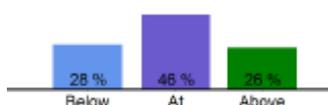
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Higher

Similar

Lower

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	

Revenue	Actual
Student Resource Package	$2,010,900
Government Provided DET Grants	$239,869
Government Grants Commonwealth	$1,687
Revenue Other	$17,695
Locally Raised Funds	$143,531
Total Operating Revenue	**$2,413,682**

Funds Available	Actual
High Yield Investment Account	$156,581
Official Account	$10,187
Total Funds Available	**$166,768**

Expenditure	
Student Resource Package	$1,906,665
Books & Publications	$10,305
Communication Costs	$3,433
Consumables	$46,337
Miscellaneous Expense	$90,349
Professional Development	$6,513
Property and Equipment Services	$169,994
Salaries & Allowances	$34,756
Trading & Fundraising	$16,666
Travel & Subsistence	$29
Utilities	$28,866

Financial Commitments	
Operating Reserve	$53,465
Asset/Equipment Replacement < 12 months	$49,884
Revenue Receipted in Advance	$25,430
School Based Programs	$800
School/Network/Cluster Coordination	$4,745
Other recurrent expenditure	$13,444
Asset/Equipment Replacement > 12 months	$7,000
Maintenance -Buildings/Grounds incl SMS>12 months	$12,000
Total Financial Commitments	**$166,768**

Total Operating Expenditure	**$2,313,911**

Net Operating Surplus/-Deficit	**$99,771**

Asset Acquisitions	**$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

Mulgrave Primary School Council has once again effectively expended all monies received including those from the Department and from our locally raised funds. Part of the school's maintenance funding from previous years had been kept aside for the refurbishment of our administration office which finally took place during 2015. The result is a more effective and professional working space for our office staff and a more welcoming environment for our whole school community. The School Council also committed to the changeover of all our existing lighting to LED's which took place during the summer school holidays. This will mean long term savings for the school with both maintenance and electricity costs to be reduced. Our fundraising contributed a net profit of just over $20,000.00 to our locally raised funds, assisting with many projects, including new soccer goals for our junior students, new outdoor seating (to be installed in 2016) and an upgraded security system.