

2014 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: 28th April 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

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 135 years. Enrolments at the school have continued to rise over the past few years. In 2014, our student population was 274 (143 female and 131 male) and had grown by 100 students in six years. Our staffing profile consisted of 18 full time equivalent teaching staff members, including 1 Principal class and 12 Teacher class members. We had 1 part-time LOTE teacher who taught Chinese Mandarin and we had 1 full-time and 6 part-time Education Support staff members.

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, tolerance and striving for excellence in everything we do.

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.

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. Every second year all students participate in our whole school musical production. A wide range of lunchtime club activities is offered to students throughout the year.

Students in grades three to six participate in our camping programs. Our grade two students have the opportunity of a 'sleepover' each year, to help prepare them for school camps the following year. A major priority at the school is to ensure that all staff members receive regular professional learning opportunities, to ensure that they themselves continue to learn and grow both personally and professionally.

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.

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.

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 2014 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.

The 2014 Annual Report achievement data relating to 'Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) show that the percentage of students in Years Prep to 6 with a grade 'C' or above in English and Mathematics is higher than that of the average for all other Victorian government schools. A 'C' rating means that a student is at the standard expected at the time of reporting. A pleasing number of Year Prep to Year 6 students gained an 'A' or 'B' rating. It should be noted that we are having an increasing number of ESL (English as a Second Language) students attending the school. Many of these students have limited or no English when they arrive and are supported in this area through our quality classroom and literacy support programs.

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. Year 3 NAPLAN results reflect achievement well above the Band 2 minimum standard but in reading and numeracy, results are a bit lower than the state average. All students achieved Band 4 and above for reading and numeracy. The 4-year averages in reading and numeracy are more positive. Within this cohort of students, are a considerable number of students with some aspects of learning difficulties and quite a number of students who have recently enrolled in the school. These students are receiving additional assistance to support their individual needs. Year 5 NAPLAN results reflect achievement in all areas above the state average. For Year 5, the National minimum standard is Band 4. All students achieved Band 6 and above in reading and numeracy.

NAPLAN Learning Gain achievement data refers to those students in all sectors in the same year level who had the same score two years prior. 30 of our students sat both the year 3 and year 5 NAPLAN assessments. Results over this two-year period are monitored and strategies employed to address any areas of need. In 2014, as part of teacher professional development, we worked with a Mathematics consultant and in 2015 we will work with a Literacy consultant to ensure that all of our students are given the best opportunities possible to prepare them for the future needs.

Engagement

The Department of Education and Training (D.E.T.) is committed to providing safe, secure and stimulating learning environments in all Victorian government schools. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Mulgrave Primary school endorses the department of education's philosophy and addresses positive student engagement through our policies and programs.

Successful and effective student engagement is crucial and very closely related to a student's educational achievement. Many measures are used to evaluate how effectively students are engaged in their learning at school. Academic, as well as social and emotional factors all impact on how a student engages and achieves at school.

The Student Attitudes To School Survey, undertaken by all Year 5 and 6 students annually, gives the school community insight into how this cohort of students rate areas such as - their connectedness to school and their peers, their teachers and their learning. In 2014, in the 'Teaching and Learning' category of the survey and for the factors – School Connectedness, Stimulating Learning, Student Motivation, Teacher Effectiveness and Teacher Empathy, students responded very positively in all areas with the factor scores being higher than the average scores for similar schools in the state. Likewise, in the 'Student Relationships' category and for the factors – Classroom Behaviour and Student Safety, responses were higher than the average scores for the state. These responses, combined with a range of other tools used to ascertain student feedback, are carefully evaluated by school staff to ensure that we are aware of our students' perceptions of their school environment. We encourage the use of 'the student voice' in a range of situations to engage students in their learning and provide them with opportunity to share their viewpoints and ideas.

Student Attendance is closely monitored. The school uses an accurate electronic roll-marking system which involves using codes to document the reasons for student absences. Our upgraded phone system has an absence line facility which allows parents to leave a message if their child is to be absent from school. As it is imperative that attendance is high in order to maximise learning time, we strongly encourage students to have good attendance when they are healthy enough to be at school. The average attendance rate by year level for 2014 was –
Prep 94%, Year 1 93%, Year 2 93%, Year 3 92%, Year 4 93%, Year 5 93% and Year 6 93%. The most common reasons for non-attendance in 2014 included illness and extended family holidays. The school regularly promotes the Department of Education’s ‘Every Minute Counts’ initiative through our newsletter and regularly communicates with parents to promote good attendance.

Wellbeing

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 2014 our school became a Kids Matter school 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. In 2014, the school was awarded a grant to enable us to have a Student Wellbeing Officer for the next two year period. This will provide social, emotional and pastoral care for our students and families, particularly those who at times, require specific assistance.

In the Wellbeing section of the Student Attitudes to School Survey, the factors of student distress and student morale, reflected that our students had high morale and did not feel distress at school.

Productivity

The school has established processes and procedures in place that support quality planning, decision making and accountability. Resources are allocated carefully to ensure that the focus is on students and their learning needs. In 2014 we appointed a substantive Assistant Principal and increased the number of education support staff we have in our classrooms. We also appointed a Student Wellbeing Officer who will work with the whole school community in 2015. Teachers have a generous planning time allocation which promotes collaboration and collegiality and provides additional time for professional learning and sharing of professional practice. Our School Strategic Plan 2014-2017 is regularly reflected upon, as is our Annual Implementation Plan. There has been significant expenditure in facilities: new floor in school hall; completion of air-conditioning to the whole school; 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>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 274 students were enrolled at this school in 2014, 143 female and 131 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
 Result for this school: Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>40%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>63%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>53%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	40%	30%	Numeracy	27%	40%	33%	Writing	20%	63%	17%	Spelling	13%	47%	40%	Grammar and Punctuation	17%	53%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	92 %	93 %	93 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	92 %	93 %	93 %	93 %										

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

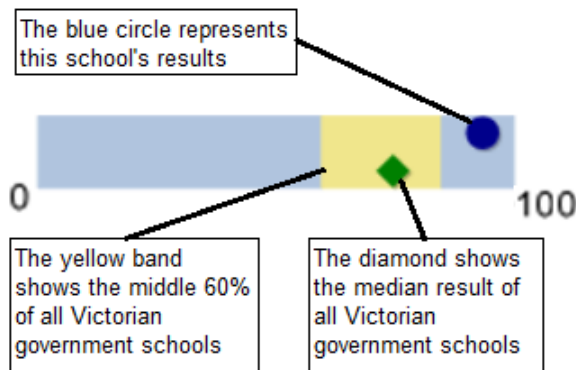
What are student outcomes?

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.



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.

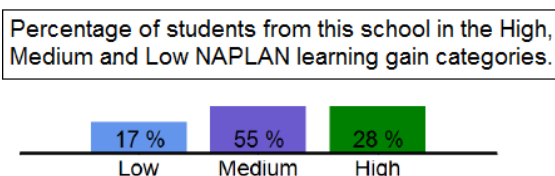
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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.

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'.



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, 2014

Revenue	Actual
Student Resource Package	\$1,877,899
Government Provided DE&T Grants	\$222,378
Government Grants Commonwealth	\$2,497
Revenue Other	\$6,395
Locally Raised Funds	\$176,404
Total Operating Revenue	\$2,285,574

Expenditure	
Student Resource Package	\$1,823,917
Books & Publications	\$8,174
Communication Costs	\$2,707
Consumables	\$41,470
Miscellaneous Expense	\$85,154
Professional Development	\$9,875
Property and Equipment Services	\$180,695
Salaries & Allowances	\$35,593
Trading & Fundraising	\$17,674
Travel & Subsistence	\$5,591
Utilities	\$17,652

Total Operating Expenditure **\$2,228,501**

Net Operating Surplus/-Deficit **\$57,072**

Asset Acquisitions **\$0**

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.

Financial performance and position commentary

Mulgrave Primary School Council has continued to efficiently expend all monies received, whether through Government grants or via locally raised funds, during 2014. We were fortunate to be allocated another relocatable to accommodate our increasing student numbers. This required a commitment of funds over and above the grant received for furnishing, however we are proud of what we have achieved, giving the relocatable the same standard of security and equipment we have been able to provide in our other classrooms. Our fundraising group worked hard to raise additional funds for our school, achieving above our set budget and providing the school with just under \$17,000 to put towards our many projects for the year which included the purchase of additional iPads and the lease of additional laptops for classrooms. We also purchased new uniforms for our soccer and football teams to wear during interschool sport. Our students and spectators will also benefit from the new outdoor shelters purchased in each of our house colours. Special donations from many families also enabled us to purchase a defibrillator for our school hall. This is not only available if needed for students and staff but also for the school community who utilize our hall facilities in the evening and on weekends. Our financial position reflects our commitment to ensure all funds received are expended in a timely manner and for the benefit of our school community.

Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$151,032
Official Account	\$9,935
Total Funds Available	\$160,967

Financial Commitments	
Operating Reserve	\$53,466
Asset/Equipment Replacement < 12 months	\$14,000
Capital - Buildings/Grounds incl SMS<12 months	\$30,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$16,000
Revenue Received in Advance	\$18,990
School Based Programs	\$1,113
Region/Network/Cluster Funds	\$3,414
Other recurrent expenditure	\$23,984
Total Financial Commitments	\$160,967