

2018 Annual Report to The School Community



School Name: Mulgrave Primary School (2172)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 14 March 2019 at 01:27 PM by Charles Spicer
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2019 at 10:15 PM by Edmond Meszaros
(School Council President)

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. As a result of our peer review in 2017, our school values are now our motto – “Motivated, Persistent, Successful” and highlight 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 dates back to 1879. Enrolments at the school have continued to rise over the last decade and in 2018, our student population was 369 (174 female and 195 males), reflecting our growing reputation for high quality student outcomes. 25% of our student population are classified as EAL students (English as an Additional Language).

Our staffing profile consisted of 25 teaching staff members (Full Time equivalent 25.1), including a Principal, Assistant Principal and Leading Teacher. In addition, the school is supported by 8 non-teaching staff (Full Time Equivalent 5.16), including a full time Business Manager and part time Education Support 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 (above) which are underpinned through a shared set of school rules that include respect, responsibility, safety, resilience and listening.

Teachers are very skilled in delivering quality classroom programs that are effective and reflect current best practice. Our focus is on each student’s individual point of need and 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 opportunities 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, STEM (Science, Technology, Engineering and Mathematics) and Chinese Mandarin. Private music lessons are offered to all students. Ongoing, diagnostic assessment is implemented at all year levels to ensure that teachers can analyse progress, with an eye on aiming for 18 months learning growth over a 12 month period, ensuring that every child is supported to achieve their best. All curriculum planning, implementation and assessment is based on the Victorian Curriculum. 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 with every classroom equipped with an interactive whiteboard or interactive television. We strongly believe that it is the school’s responsibility to provide 21st century learning tools for our students who regularly use a wide range of devices in their learning e.g. netbooks, desktops, laptops and ipads, although our learning programs are not dependent on technology and we are mindful of screen time. 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. The school also delivers a strong wellbeing program and provides additional counselling resources to engage our students and support them wherever needed.

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 and continue to enhance the physical learning environment. 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.

In 2018, the school was able to secure funding for master planning and the construction of a new competition

sized stadium will commence in Mid 2019. This acknowledges the growth of the school and its strong role in the broader Mulgrave community.

Framework for Improving Student Outcomes (FISO)

Collaboration is a significant component of the state government's 'Education State' direction and within this, the 'Framework for Improving Student Outcomes'. Building communities of practice is a significant step in improving student outcomes across the state and Mulgrave PS has formed a 'FISO Network' to achieve this aim in partnership with Kent Park and Scoresby Primary Schools. The aim of our network is to build teacher capacity and practice excellence in the delivery of our instructional models and to improve differentiation.

This collective effort will build leadership teams and see our network of schools share resources, improve accountability practices, moderate across schools and develop greater consistency in our curriculum planning and assessment to ensure that every student's point of need is catered to.

In 2018, Mulgrave Primary School's professional learning was described by DET officials as visionary and of the highest standard. The school was able to deliver a curriculum day presented by the internationally renowned Dr. Mary Jean Gallagher that focused on improving reading through differentiation and worked with various consultants to improve how we assess student work and use this information to inform our practice. By working beyond our individual schools, exploring cutting edge research and embedding high quality teaching and learning, our FISO network sought to improve our practice from "good to great".

In addition to our FISO work, Mulgrave and Pinewood Primary Schools worked together on a School Improvement Partnership (SIP) project to improve the data literacy of both staff groups and to review and document a new and improved whole school curriculum map, including consistent whole school planning documents to ensure that a teacher could walk into a classroom at a moment's notice and deliver a high quality curriculum that followed best practice.

Achievement

Student achievement results for 2018 reflect a commitment to high quality teaching and learning programs that meet each student's individual point of need. All staff members have engaged in quality professional learning aligned to educational best practice, focusing on our 4 yearly review and revising our assessment practices to better measure academic growth. Diagnostic assessment data is collected regularly and analysed by teachers and the school's leadership team to ensure that we are meeting and responding to the needs of each student. Teacher judgements of student outcomes remains exceptionally high. Our 2018 achievement data showed that the percentage of students in Years Prep to 6 who are at or above the expected level in English was 95% and in Mathematics was 96%.

We also strongly encourage our students to participate in the NAPLAN. In Reading and Numeracy at Year 3 and Year 5, our student results were above the median of all Victorian government primary schools. In particular, all areas showed that MPS was ahead of the median in terms of students performing in the top 3 bands, with Year 3 Reading the standout at 89.6% compared to the state median of 74.3%. In fact, Mulgrave Primary School Year 3 students, on average, performed at close to Year 5 achievement standards. Schools reflect on NAPLAN growth data from Year 3-5 and in 2018, all NAPLAN assessment areas showed that MPS has reduced the instances of low academic growth to well below the national mean (25% of students achieving low growth), ensuring that we have high percentages of students who are making the expected growth or greater. In 2019, the school will continue to refine it's practice of teaching to the individual student point of need, with a focus on increasing the percentage of students who achieve 18 months of academic growth within a school year.

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 2018 student attendance was positive with the school achieving a 94% attendance rate. Common reasons for non-attendance included illness and extended family holidays. As a result of our engaging programs, our students enjoy attending school

and this has a positive effect on overall outcomes. 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 Years 4-6 students continues to be a strong area of focus. In 2018, MPS was able to reduce the number of students experiencing bullying by 15%. As a school community we take bullying very seriously and were proud to participate in the National Day of Action Against Violence and Bullying. Our whole school focus will continue in 2019, as will be the development of new strategies to increase student voice and agency.

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, reviews of units of work studied and school values, all assist with achieving our goal of delivering social, emotional and academic growth.

Wellbeing

Mulgrave Primary School provides experiences for all students that enhance motivation and readiness to continue the next step in their learning. The school has links with local preschools and secondary settings and our school's Buddy and 'Step Into Prep' programs ensure that children feel socially and emotionally secure coming to school. Likewise, our secondary transition programs effectively develop confidence and security for students moving into the next phase in their education.

Significantly, our incidents of bullying are low and getting lower. This is an area where the school continues to improve (as above). As a result of steps taken, the school was able to identify areas where we could increase student voice and a renewed whole school commitment to ensure a positive climate for learning for our students. A significant student agency program will be developed in 2019 to ensure that bullying remains an isolated practice at MPS.

The school also incorporates many wellbeing initiatives into our curriculum including eSmart, cybersafety, lunchtime clubs, camps, excursions and explicit consequences and disciplinary processes including Restorative Practice.

The continued employment of a Student Wellbeing Officer has enabled us to provide social and emotional care for our students and families, particularly those who at times, require specific assistance.

Financial performance and position

2018 was a massive year for Mulgrave Primary School and begins a period of sustained growth and development. Not only did it receive \$3.8m in state government funding for a new competition sized stadium, the school also secured a grant of \$200,000 to build an inclusive sensory play space. A master plan has been developed to provide a road map for future developments at the school.

Significant investments were made into new technologies in 2018, representing a large percentage of our operating budget. In addition, the professional learning budget was doubled in 2018 as a result of receiving a special \$30,000 grant under the School Improvement Partnership program. This enabled the school to develop the capacity of all staff and invest in many leaders, established or aspiring.

The operating surplus was supported through a wonderful effort from the PFA who raised \$25,000 and this also enabled the school to invest in infrastructure including the creation of a senior school precinct that will be further developed in 2019, as noted by the \$46,000 commitment under Capital - Buildings/Grounds.

Mulgrave Primary School will continue to use the resources provided to ensure we maximise the learning growth of our students, with all decisions made by School Council taken with students at the centre of our work.



For more detailed information regarding our school please visit our website at
<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.





Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 369 students were enrolled at this school in 2018, 174 female and 195 male.</p> <p>25 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>19%</td> <td>60%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>61%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>67%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>60%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>56%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	60%	21%	Numeracy	20%	61%	20%	Writing	11%	67%	22%	Spelling	22%	60%	18%	Grammar and Punctuation	18%	56%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>92 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	95 %	93 %	94 %	95 %	95 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	95 %	93 %	94 %	95 %	95 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>● Similar</p> <p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>● Similar</p> <p>○ Lower</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,778,452	High Yield Investment Account	\$199,710
Government Provided DET Grants	\$363,142	Official Account	\$19,554
Government Grants Commonwealth	\$7,392	Total Funds Available	\$219,264
Revenue Other	\$9,795		
Locally Raised Funds	\$243,980		
Total Operating Revenue	\$3,402,760		
Equity¹			
Equity (Social Disadvantage)	\$23,429		
Equity Total	\$23,429		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,725,753	Operating Reserve	\$95,064
Books & Publications	\$1,952	Other Recurrent Expenditure	\$11,061
Communication Costs	\$3,662	Funds Received in Advance	\$36,502
Consumables	\$88,059	Capital - Buildings/Grounds < 12 months	\$46,000
Miscellaneous Expense ³	\$225,789	Maintenance - Buildings/Grounds < 12 months	\$31,455
Professional Development	\$14,964	Total Financial Commitments	\$220,082
Property and Equipment Services	\$225,217		
Salaries & Allowances ⁴	\$61,367		
Trading & Fundraising	\$21,658		
Travel & Subsistence	\$469		
Utilities	\$20,402		
Total Operating Expenditure	\$3,389,291		
Net Operating Surplus/-Deficit	\$13,469		
Asset Acquisitions	\$16,312		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

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

(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

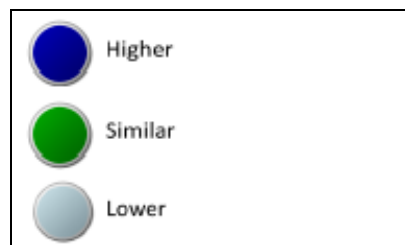


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').