

2016 Annual Report to the School Community

School Name: Mulgrave Primary School

School Number: 2172



Our School Motto

'Striving for the best in everything we do'

OUR SCHOOL VALUES

PRIDE RESPECT RESPONSIBILITY
INTEGRITY OPTIMISM TOLERANCE

Name of School Principal:

Charles Spicer

Name of School Council President:

Karen Stach

Date of Endorsement:

21st March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



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 2016, our student population was 318 (160 female and 158 males) and had doubled in size in six years, reflecting our growing reputation for high quality student outcomes. 30% 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 21.2), including a Principal, Assistant Principal and Leading Teacher. In addition, the school is supported by 7 non-teaching staff (Full Time Equivalent 4.3), 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 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 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. Students regularly use a wide range of devices in their learning e.g. netbooks, desktops, laptops, ipads, flip video cameras, still cameras, 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. 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 and were successful in obtaining a grant for new shade structures for our playground spaces. 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.



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 Jells Park, Brandon Park and Albany Rise Primary Schools. The aim of our network is to build teacher capacity and **practice excellence** in the delivery of our shared writing programs.

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. By working beyond our individual schools, exploring cutting edge research and embedding high quality teaching and learning, our FISO network will seek to improve our practice from “good to great”.

Achievement

Student achievement results for 2016 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 2016 Performance Summary achievement data relating to ‘Teacher assessments from the Victorian Curriculum 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 strongly encourage all of our students to participate in these assessments. In both Reading and Numeracy at Year 3 and Year 5, our student results were above the median of all Victorian government primary schools. Year 3 Reading showed significant improvement on the four-year trend and the school has begun work on replicating those exceptional results in Year 5. Comparisons are made based on 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 2016 our major focus area was the adoption of the new Victorian Curriculum. Staff reviewed existing practice by auditing our teaching and learning scope and sequence to ensure that the school was well placed to transition from AusVELS to the Victorian Curriculum in 2017. The school reported against the Victorian Curriculum in Science after investing in a specialist teacher to improve our delivery of teaching and learning in this area. This significant investment reflects initiatives at both a State and Federal level to promote increased engagement and improve student results in Science, Technology, Engineering and Mathematics (STEM).

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



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 2016 student attendance was positive with all year levels achieving a 93% or 94% attendance rate. This achievement was higher than the state average attendance rate. 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 continues to be very positive. Data reported in relation to 'Connectedness to School' and 'Student Perceptions of Safety' continues to be high by comparison to the state average. 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 2016 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 continued employment of a Student Wellbeing Officer in 2016 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.

For more detailed information regarding our school please visit our website at
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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 318 students were enrolled at this school in 2016, 160 female and 158 male. There were 30% 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 and Education index which takes into account parents' occupations and Education.



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 primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Lower</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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: ◆

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>34%</td> <td>40%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>44%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>44%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>61%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>61%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	40%	26%	Numeracy	39%	44%	17%	Writing	42%	44%	14%	Spelling	11%	61%	28%	Grammar and Punctuation	19%	61%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	34%	40%	26%																							
Numeracy	39%	44%	17%																							
Writing	42%	44%	14%																							
Spelling	11%	61%	28%																							
Grammar and Punctuation	19%	61%	19%																							



Performance Summary

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:

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. 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	93 %	93 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	94 %	93 %	93 %	94 %										



Performance Summary

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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

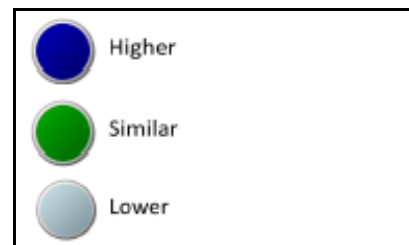
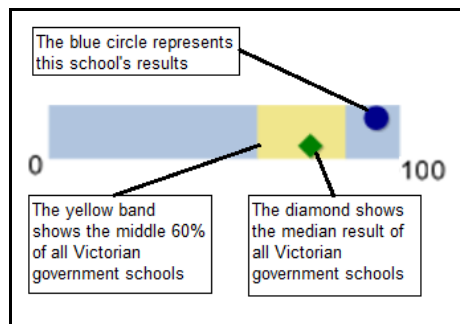
What are student outcomes?

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, P-12 and specialist schools, 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.

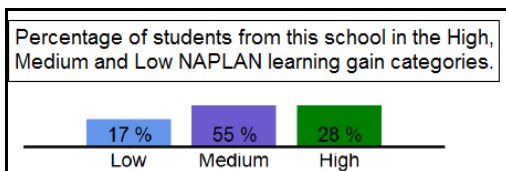
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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.

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 and position commentary

All funds received during 2016 (Department of Education & Training, locally raised funds and other grants) were effectively expended by Mulgrave Primary School Council to support the achievement of the best educational outcomes for all students and for the operational needs of the school. We were fortunate to receive a Grant in 2016 for the installation of Shade Sails and this installation will be completed early in 2017, giving shade to our junior playground and to our new seating area between the admin building and the hall. The seating for this area was purchased as part of our fundraising monies which raised approximately \$21,000 for the school. An additional Buddy Seat was also purchased and this has already been well used by students. The installation of new roller blinds throughout the school commenced with completion due early in 2017. With our growing student numbers, additional IT equipment was purchased and/or leased to ensure we have up to date technology available for all students. Expenditure of funds held will continue to be consistent with Department policies, School Council approval and for the purpose and intent that funds were provided or raised.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,256,646
Government Provided DET Grants	\$275,710
Government Grants Commonwealth	\$2,498
Government Grants State	\$24,400
Revenue Other	\$7,375
Locally Raised Funds	\$191,096
Total Operating Revenue	\$2,757,725

Expenditure	
Student Resource Package	\$2,139,599
Books & Publications	\$1,631
Communication Costs	\$3,485
Consumables	\$58,002
Miscellaneous Expense	\$125,039
Professional Development	\$9,143
Property and Equipment Services	\$147,470
Salaries & Allowances	\$26,431
Trading & Fundraising	\$21,140
Utilities	\$22,429

Total Operating Expenditure **\$2,554,370**

Net Operating Surplus/-Deficit **\$203,355**

Asset Acquisitions **\$14,740**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$201,646
Official Account	\$29,000
Total Funds Available	\$230,646

Financial Commitments	
Operating Reserve	\$62,606
Asset/Equipment Replacement < 12 months	\$17,917
Capital - Buildings/Grounds incl SMS<12 months	\$86,486
Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Revenue Received in Advance	\$25,000
School Based Programs	\$600
Other recurrent expenditure	\$7,572
Capital - Buildings/Grounds incl SMS>12 months	\$5,466
Total Financial Commitments	\$230,646

Student Resource Package Expenditure figures are as of 06 March 2017 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.