

# 2012 Annual Report to the School Community

Mulgrave Primary School  
School Number: 2172



#### **Mulgrave Primary School**

Mulgrave Primary School is a thriving school with growing enrolments. In 2012 we had 13 full time equivalent staff members which included 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 3 part-time Education Support staff members.

The physical environment of the school is very pleasing and boasts lots of space for children to play and interact with each other. The school has an oval and soccer pitch, quality playgrounds, basketball, sandpit and beautifully established gardens which are cared for by our students. We pride ourselves on the great school community we have at Mulgrave Primary School and foster the partnerships between home and school. Parents are most welcome in our classrooms and to actively be involved in the school.

At Mulgrave Primary School, a strong emphasis is placed on consolidating the fundamentals of learning with a particular focus on literacy and numeracy. The school is extremely well resourced in the area of computer technology with every classroom having the use of an Interactive Whiteboard which is used daily by both students and teachers. We have a mix of desktops, laptops, netbooks and ipads being used by students across the school. Our teachers have a wide range of skills and expertise and are encouraged to further their own personal learning to ensure that we are continuing to provide the best teaching and learning opportunities for all. All staff members are passionate about catering for the individual needs of our students, preparing them for their future. Our school motto is – “Striving for the best in everything we do” and we aspire to maintain this focus at all times.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>At Mulgrave Primary School we have continued to enhance teaching and learning programs across the school. Staff teams regularly engage in professional learning themselves which ensures that our students receive an education that reflects 21<sup>st</sup> century practices.</p> <p>Student achievement results for 2012 in NAPLAN at Years 3 and 5 were very positive as can be reflected in the Government Schools Performance Summary. Year 3 Reading and Numeracy results show achievement at Band 4-5 where the minimum standard level is Band 2. At Year 5, results show achievement for Reading and Numeracy at Band 6 where the minimum standard level is Band 4.</p>	<p>In 2012 one of our school goals was to build the capacity of students to be motivated and engaged personal learners by improving student abilities in self-managing their social and learning behaviours. The Student Attitudes To School survey that is undertaken by all Year 5 and 6 students, reflects that the elements of student motivation, connectedness to peers and connectedness to school results, to be much higher than the results for the state.</p> <p>Student attendance rates continue to be very pleasing. Teachers stress the importance of regular attendance and the impact on learning. We also promote the “It’s Not Okay To Be Away” program to</p>	<p>Mulgrave Primary School is steadily growing in size. Increased student enrolments are in part due to our Prep Transition Program. Communication with the local kindergartens enables us to promote our “Step Into Prep” sessions and tour dates. Many opportunities are taken to involve the local kindergarten in our school programs. Pre-school children have the opportunity of visiting the school on several occasions prior to starting school, taking part in structured transition visits.</p> <p>Our Secondary Transition Program has become much stronger also. Staff from local secondary colleges visit our students and discuss their programs and routines. Our</p>

<p>Teacher assessment against VELS (Victorian Essential Learning Standards) reflects the school results for Prep-Year 6 to be higher than the median of all Victorian government schools in all subject areas.</p> <p>In 2013, major focus areas in our planning will continue to be on reading, writing and numeracy. Maximising the use of computer technology in everyday learning will prepare students for the electronic world of today. In line with broader education goals in Victoria, we will continue to focus on 'the whole child' in our programs.</p>	<p>encourage good attendance. The school newsletter is often used as a means of highlighting the importance of regular attendance. Processes in place at the school accurately track student absences and any issues are addressed promptly.</p> <p>An integral part of our whole school philosophy is to involve students in their learning and to ensure that they have a 'voice' in decision-making processes. Students across the school take on leadership roles. Our senior leaders are proactive in running many of the events that take place in the school and are excellent ambassadors who can represent the school well when attending off-site events.</p>	<p>students also visit local secondary colleges for sessions and experience secondary school life first hand which is very valuable for them. Results from the annual Parent Opinion Survey that parents undertake, rate Student Motivation very highly which is reflective of programs in place at the school to adequately cater for student needs in this area. We actively encourage building stronger links with outside organisations that are willing to work with us in preparing our students for the future.</p>
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For more detailed information regarding our school please visit our website at

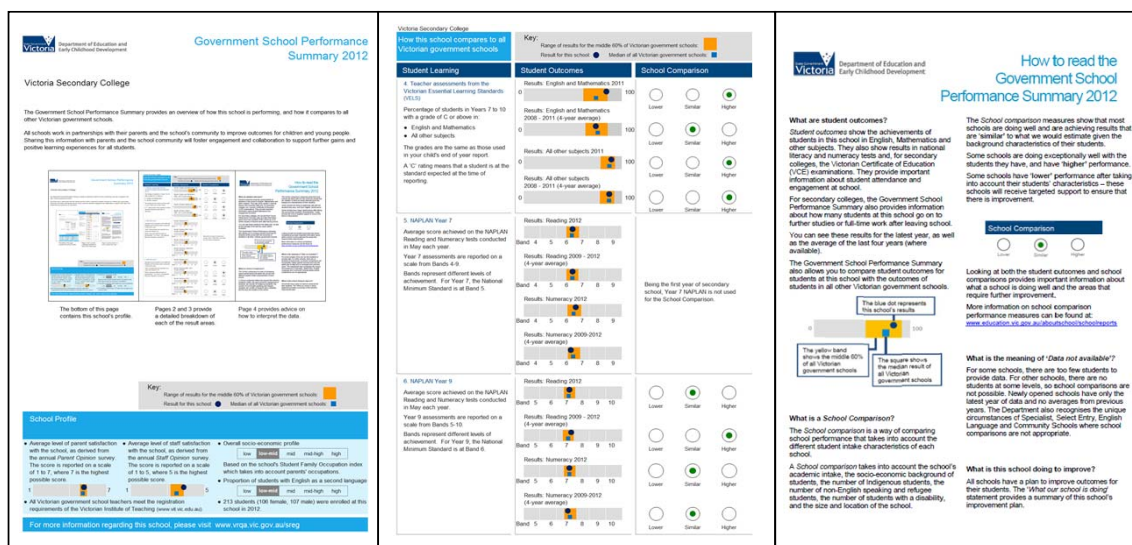
[www.mulgraveps.vic.edu.au](http://www.mulgraveps.vic.edu.au)

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

## Mulgrave Primary School

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.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

### Key:

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

## School Profile


- 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.
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).



- 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 The number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.
- 224 students (114 female, 110 male) were enrolled at this school in 2012.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

# How this school compares to all Victorian government schools

## Key:

Range of results for the middle 60% of Victorian government schools: 

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

### Student Learning

#### 1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

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.

### Student Outcomes

#### Results: English and Mathematics 2011



#### Results: English and Mathematics 2008 - 2011 (4-year average)



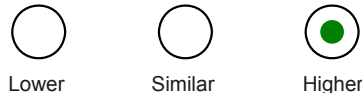
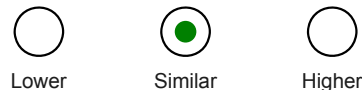
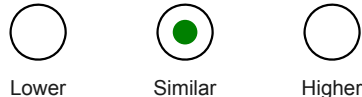
#### Results: All other subjects 2011



#### Results: All other subjects 2008 - 2011 (4-year average)



### School Comparison



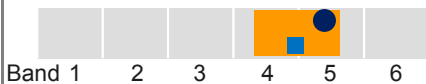
#### 2. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

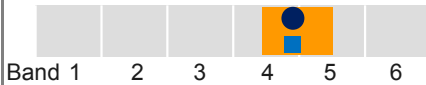
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

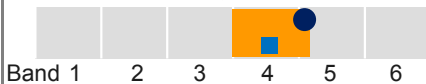
#### Results: Reading 2012



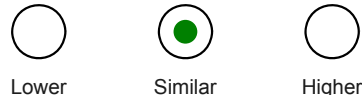
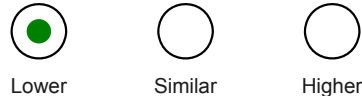
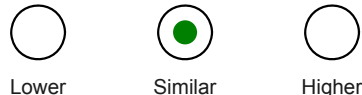
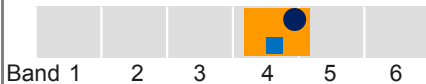
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012



#### Results: Numeracy 2009-2012 (4-year average)



#### 3. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

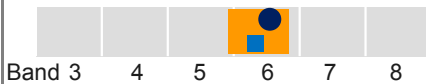
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

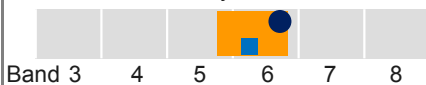
#### Results: Reading 2012



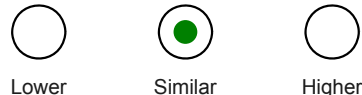
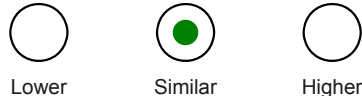
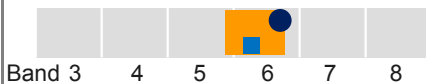
#### Results: Reading 2009 - 2012 (4-year average)



#### Results: Numeracy 2012






#### Results: Numeracy 2009-2012 (4-year average)



## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools: 

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

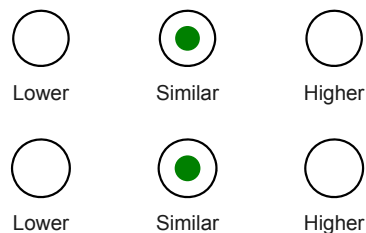
### Student Engagement and Wellbeing

#### 4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.



### School Comparison



Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	92%	94%	93%	93%	93%	95%

#### 5. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



# How to read the Government School Performance Summary 2012

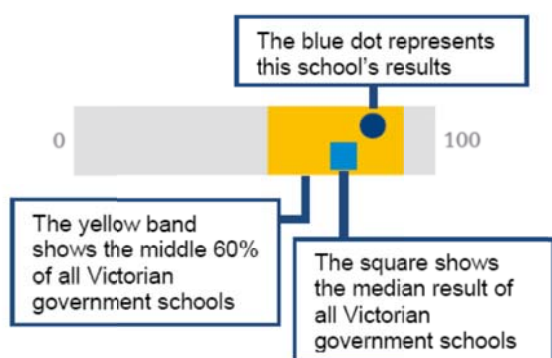
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.

More information on school comparison performance measures can be found at: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## 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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$191,359
Commonwealth Government Grants	\$3,263
State Government Grants	\$1,000
Other	\$9,964
Locally Raised Funds	\$151,434
<b>Total Operating Revenue</b>	<b>\$357,020</b>

### Expenditure

Salaries and Allowances	\$72,480
Bank Charges	\$1,122
Consumables	\$33,691
Books and Publications	\$7,627
Communication Costs	\$5,403
Furniture and Equipment	\$47,394
Utilities	\$25,587
Property Services	\$56,652
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$3,365
Health and Personal Development	\$696
Professional Development	\$5,570
Entertainment and Hospitality	\$2,331
Trading and Fundraising	\$17,918
Support / Service	\$32,509
Miscellaneous	\$42,621
<b>Total Operating Expenditure</b>	<b>\$354,966</b>

**Net Operating Surplus/-Deficit** **\$2,054**

**Capital Expenditure** **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$134,218
Official Account	\$19,418
Other Bank Accounts (listed individually)	
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$153,635</b>

### Financial Commitments

Financial Commitments	2012 Actual
School Operating Reserve	\$25,749
Assets or Equipment Replacement <12 months	\$16,989
Capital – Building/Grounds including SMS <12 months	\$29,184
Maintenance – Building/Grounds including SMS <12 months	\$
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$18,835
School based programs	\$800
Region / Network / Cluster Funds	\$583
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$10,995
Assets or Equipment Replacement >12 months	\$22,000
Capital - Building / Grounds including SMS >12 months	\$0
Maintenance - Building / Grounds including SMS >12 months	\$28,501
<b>Total Financial Commitments</b>	<b>\$153,635</b>

## Financial performance and position commentary

Our 2012 school financial year finished with our Operating Surplus being within budget. Funds provided during 2012 have been expended according to the budget, ensuring all financial commitments have been met while also ensuring maximum value for money has been achieved for our school community. Funds held at the end of the year have been identified as per the Financial Commitment Summary above. We are holding funds at the end of 2012 that have been retained for commitments early in 2013. These purchases include two new interactive whiteboards, furniture and printers for our new classrooms. We have also purchased a new security system and new phone system, installation of these occurred just before and during the school holidays respectively. We have completed installation of split systems to Building D during the holidays, this has ensured the entire school now has efficient heating and cooling available. We have funds held over to meet future financial commitments for the rental of computers (notebooks) as per our agreement entered into in 2012 as well as funds held for Planned Maintenance items, in particular replacement of the hall floor covering. As we operate as the banking school for Wellington District Sports Association we are also holding their funds. The remaining monies held are to cover recurrent expenditure and for 2013 revenue receipted in advance. We anticipate that we will continue to meet all financial commitments and to utilise all available funds for the benefit of our school community, in line with our School Strategic Plan.