

# 2013 Annual Report to the School Community

## MULGRAVE PRIMARY SCHOOL

School Number 2172



Name of Principal	Liz Watkins
Name of School Council President	John Fox
Date of Endorsement	29 <sup>th</sup> April 2014

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)).

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

Mulgrave Primary School is a thriving school with steadily growing enrolments. In 2013, we had 258 students enrolled, 130 female and 128 male. Our staffing profile consisted of 16 full time equivalent staff members which included 1 Principal class and 15 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.

The physical environment of the school has been continuously enhanced and is aesthetically very pleasing. Our grounds are large with lots of space for children to play and interact with each other. The school has a football oval and a soccer pitch, quality playgrounds, basketball courts, a sandpit and beautifully established gardens which are cared for by our students. In 2013 we installed a new premium quality floor to our large school hall and installed four split system air conditioners. This refurbishment has ensured that our school community and external hall hirers have excellent conditions in which to operate.

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.

In December of 2013, Mulgrave Primary School participated in the Department of Education's School Review process which takes place every four years. The overall evaluation of the school by the Reviewer was extremely positive. This reflects the great work being done by the whole school team at Mulgrave Primary School.

Our teachers have a wide range of skills and expertise and are encouraged to further their own professional and personal learning to ensure that we are continuing to provide the best teaching and learning opportunities for all. Our 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.

Achievement	Engagement	Wellbeing
<p>Student achievement results for 2013 are positive. Achievement data is frequently analysed by staff to ensure that we are addressing the needs of each individual student. Teachers regularly engage in quality professional learning aligned to student needs and current educational best practice. The 2013 Annual Report achievement data relating to AusVELS (Australian Curriculum/Victorian Essential Learning Standards) shows our school achievement to be ahead of the median of all Victorian government schools for English and Mathematics. Our NAPLAN results for Year 3, show that our Reading results are similar to the state benchmarks and our Numeracy results to be higher than the average results for the state. The National Minimum Standard for Year 3 is at Band 2. Our students on average, scored in the 4-5+ range. Our NAPLAN results for Year 5, show that our Reading and Numeracy results to be both higher than the average state results. The National Minimum Standard for Year 5 is at Band 4. Our students on average, scored in the upper 5-7 range. Our 4-year average</p>	<p>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 2013, in the 'Teaching and Learning' category of the survey and for the factors – Learning Confidence, 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, Connectedness to Peers</p>	<p>Student Wellbeing is addressed in many ways at Mulgrave Primary School. Teaching and learning models, classroom environments, welfare and discipline processes, camps and excursions, swimming programs, lunchtime programs, extra-curricular activities etc. all relate to the wellbeing of our students. The Student Attitudes To School Survey, undertaken by all Year 5 and 6 students annually, also gives the school community insight into how this cohort of students rate areas such as – student distress and student morale. In 2013, our students rated these two factors similarly to the average student responses across the state. Results from this survey are discussed with students to gain a deeper insight into how our students perceive their learning environment. Where necessary, changes are made to address any needs. Student leadership is an important factor relating to student wellbeing. Across all year levels, there are structures in place to ensure that students have the opportunity to engage in leadership situations to give</p>




<p>reading results were rated higher than state results. NAPLAN relative growth achievement relates to the same group of students who sat NAPLAN in Year 3 and then again in Year 5 at Mulgrave Primary School. The growth in their achievement is rated as low, medium or high across the 2-year period. This cohort of students were our 2013 Year 5 students. Only 17 students sat the Year 3 and Year 5 assessments and have been tracked as they are still enrolled in the school. In response to this data, Numeracy has been given a high profile in our 2014 planning to ensure that students attain continuous improvement across their schooling. In 2014, further emphasis on focussed teaching, teacher professional learning, ongoing assessment and the employment of a numeracy coach will all ensure that all of our students are given the best opportunities possible to achieve their full potential.</p>	<p>and Student Safety, responses were similar to or 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.</p> <p>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 new 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 well enough to be at school. The average attendance rate by year level for 2013 was –</p> <p>Prep 92%, Year 1 94%, Year 2 93%, Year 4 93%, Year 5 92% and Year 6 92%. The most common reasons for non-attendance in 2013 included illness and extended family holidays. The school has used the 'It's Not Okay To Be Away' program in the past to promote good attendance. In 2014, the school will be promote the Department of Education initiative – 'Every Day Counts' to emphasise the importance of regular school attendance.</p>	<p>them confidence and experience in leading others. Our school house system enables our senior students to take on the roles of house and school captain. From years 3 to 6, students are elected on to our Junior School Council. These students actively give feedback on behalf of their peer groups which works quite effectively.</p>
--	--	---

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

## Performance Summary

The Government School Performance Summary provides an overview of how this school is 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: 

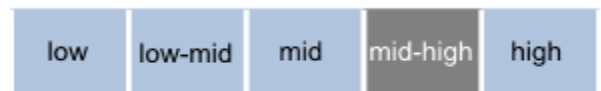
### School Profile

#### School Enrolments

A total of 258 students were enrolled at this school in 2013, 130 female and 128 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.



Please note: The Staff Opinion Survey was not conducted in 2013.

## 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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 3</b></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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Higher</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><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>47%</td> <td>35%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>44%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	60%	20%	Numeracy	47%	35%	18%	Writing	11%	44%	44%	Spelling	17%	67%	17%	Grammar and Punctuation	17%	50%	33%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	60%	20%																							
Numeracy	47%	35%	18%																							
Writing	11%	44%	44%																							
Spelling	17%	67%	17%																							
Grammar and Punctuation	17%	50%	33%																							





## 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><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="598 795 1077 891"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	93 %	93 %	93 %	92 %	92 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	93 %	93 %	93 %	92 %	92 %										

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>



# How to read the Performance Summary 2013

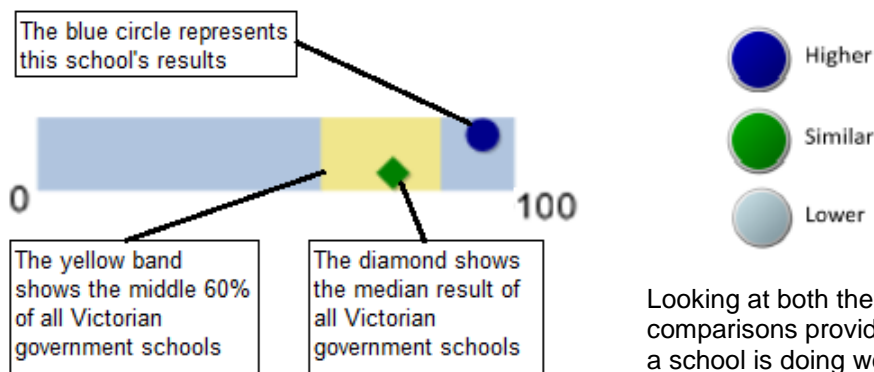
## What are student outcomes?

*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).

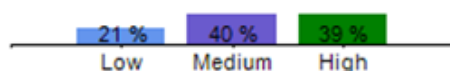
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

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



## 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: <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 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$216,627
Government Grants Commonwealth	\$2,925
Government Grants State	\$1,000
Revenue Other	\$6,301
Locally Raised Funds	\$135,562
<b>Total Operating Revenue</b>	<b>\$362,415</b>

Expenditure	
Books & Publications	\$5,011
Communication Costs	\$3,238
Consumables	\$39,640
Miscellaneous Expense	\$51,388
Professional Development	\$8,142
Property Maintenance	\$133,839
Salaries & Allowances	\$60,157
Trading & Fundraising	\$14,410
Utilities	\$22,713
<b>Total Operating Expenditure</b>	<b>\$338,539</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$23,877</b>
<b>Asset Acquisitions</b>	<b>\$18,984</b>

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

During 2013 we continued to effectively expend funds provided and ensured all monies were utilised in order to maximise student outcomes and in line with our School Strategic Plan. Continuing on from the installation of our new security system at the end of 2012, school security was further boosted by the installation of a new locking/key system. Our computer to student ratio was increased with the lease of additional notebooks and the purchase of iPads for the classrooms. Our Operating surplus was within budget and funds held at the end of the year were identified as per the Financial Commitment Summary above. Monies held over for Buildings/Grounds Capital was for the installation of new flooring in our school hall which was completed during January 2014. Building/Grounds maintenance was for the installation of split systems in our hall which also occurred just before the school holidays. Remaining funds held included cluster funds, revenue receipted in advance, deposits held for the hire of our hall and monies to cover invoices owing at the end of 2013. It is anticipated that we will continue to meet all financial commitments and utilise all available funds for the benefit of all students and our school community.

### Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$131,845
Official Account	\$11,795
<b>Total Funds Available</b>	<b>\$143,641</b>

Financial Commitments	
Operating Reserve	\$44,733
Capital - Buildings/Grounds incl SMS<12 months	\$37,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$17,000
Revenue Receipted in Advance	\$20,995
School Based Programs	\$600
Region/Network/Cluster Funds	\$1,984
Other recurrent expenditure	\$21,329
<b>Total Financial Commitments</b>	<b>\$143,641</b>

