2015 Annual Report to the School Community

Mackellar Primary School

School Number: 5297

Name of School Principal: Matthew Borg

Name of School Council President: Monique Hamilton

Date of Endorsement: 21/04/16

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Mackellar Primary School caters for a culturally diverse student population and is located in the well-established residential area of Delahey, in the City of Brimbank, on the outer western fringe of Melbourne. Mackellar Primary school opened in 1991. At the 2016 census the school's enrolment was 420 students. The school has 20 grades; the average number of students per grade is 20. The school has straight grades from Prep (Foundation) to Year 6. The Student Family Occupation (SFO) is 0.671 and the population of the students having English as an Additional Language (EAL) is 67.16%.
Mackellar Primary School staff comprises of 32.30 EFT teaching staff made up of Classroom Teachers, Two Leading Teachers, Principal and Assistant Principal. There are 24.58 EFT Education Support Staff comprising Office Administration, Integration Aides and Student Support staff.

Mackellar Primary School provides a safe, caring and positive environment in which all children are challenged and supported to learn and develop to their full potential. The use of the gradual release of responsibility model supports students to take responsibility to manage their learning through the use of personal learning goals and feedback. All members of the staff have embraced ongoing professional development; professional learning teams and school based coaching to continue to develop teacher capacity to address student learning, instructional practice, assessment and reporting. The whole school has strong foundations in inquiry learning, which provides the students with enriched learning experiences and addresses the importance of student growth in personal and social learning.

The Program for Students with Disabilities (PSD) caters for the needs of 56 students in 2016. There is a highly developed commitment to inclusion and active participation in the educational and social life of the school for all students. Teachers and Education Support staff have recognised expertise working with students with special educational needs and offer support and professional development to network schools as an Autism Friendly Hub school.

Achievement

NAPLAN and AusVELS results show that our students have reduced the gap between school and state primary school median results across English and Mathematics. When compared to like schools we show similar or higher results.

The Learning Gain for NAPLAN English shows a pleasing decrease in the percentage of students demonstrating low Learning Gain in reading, spelling, grammar and punctuation and writing. The data also shows that the number of students demonstrating high Learning Growth in English has increased. Whilst our NAPLAN writing data has improved, our 2016 focus will be to reduce the percentage of students showing low Learning Gain in writing to 25%.

Although the percentage of students in the high Learning Gain category has not increased for mathematics, the positive is that we have reduced the number of students in the low category by 8%. AusVELS teacher judgments for mathematics show that our students are performing at a higher level when compared to like schools. This has been consistent now for the past 3 years. The school based decision to use the same pre and post assessment in mathematics has assisted teachers in identifying the growth of individual and cohorts of students.

Contributing to our improved English and Mathematics results has been the ongoing refinement of our collection of data and planning documents. A continued focus on evidence based assessment has provided the basis for teaching and learning. A greater emphasis on baseline data/pre assessment to determine the learning needs for students has assisted teachers in providing a more differentiated program for students

Students on the Program for Disabilities (PSD) have continued to meet their learning goals established in their Individual Learning Plans. Learning goals are based on student needs, not necessarily aligned to the AusVELS English and Mathematics A-D curriculum. In 2015 we commenced teacher professional learning on the A-D curriculum and this will continue into 2016.

Engagement

In 2015 the average numbers of days absent increased in Years Prep, Grade 2 and Grade 4. An analysis of the data shows that in Grade 2 and 4 more families took extended family holidays than in previous years which contributed to this decrease. An ongoing focus on student attendance continues to be positive with results again higher than like schools.

The Student Attitudes to School Survey data shows that student motivation continues to be a relative strength. This is supported with an upward trend of students feeling connected to their peers and to the school. Also pleasing is our Parent Opinion data. This demonstrates that our parents believe that their children feel connected to their peers and school.

In 2015 we introduced a 1:1 BYO iPad program in the Grade 5/6 area. Anecdotal data from the students has been very positive and students have reported feeling more engaged in their learning. In fact the Student Attitudes to School data shows an improvement in the variable 'stimulating learning environment'. It will be interesting to see if this continues to improve through the introduction of iPads into the Grade 3/4 area in 2016.

The introduction of School Captains has improved connectedness to school and has created a leadership opportunity for Year 6 students to contribute to the school. It also provides a goal for students in other year levels aspire to.

Wellbeing

Our Connectedness to School factor from the Student Attitudes to School survey data remains similar to that of like schools and our trend data shows that we are now similar to that of like schools. Our median data for School Connectedness is greater than both the state and our region as is student morale

For the first time Student Perceptions of Safety is being reported. It is not surprising that our data is similar to that of like schools as student safety has been consistently high over the last three years. This highlights the school's commitment to providing a safe school environment free from bullying and harassment. The consistency amongst staff when dealing with bullying behaviours has become embedded in our school culture. This, combined with a highly visible and communicated anti-bullying approach, has contributed to this achievement. Parent data also reflects that our students feel safe at school.

In 2016 the school will focus its professional learning on the social and emotional development of the students through the introduction of the Kids Matter program.

Productivity

The school has continued to strategically utilise the funds available from the SRP to provide opportunities for Literacy and Numeracy coaches, Student Welfare Coordinator and a Reading Recover teacher. This enabled a continued focus on developing teacher capacity to deliver high quality student learning outcomes.

The learning environment of the school was improved significantly with the redistribution of funds to allow for some major projects and the development of a forward plan for the future regarding the improvement of the learning environment.

The school has continued to fund Planning for Learning (PFL), a regular meeting time dedicated to providing a more focused and strategic approach to evidence based planning and the analysis of student data. Incorporating the elements of Professional Learning Communities, this time has contributed to building and developing shared norms and values, teacher capacity, professional interaction and a collective focus on student learning and teacher efficacy.

For more detailed information regarding our school please visit our website at http://www.mackellarps.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.

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 454 students were enrolled at this school in 2015, 209 female and 245 male.
There were 41% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

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.

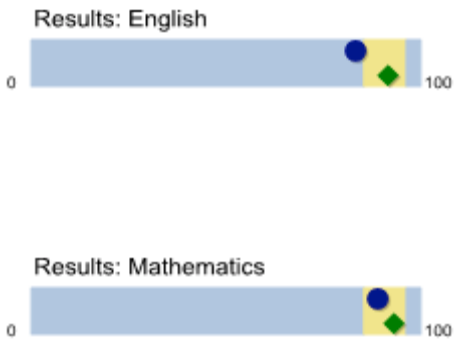
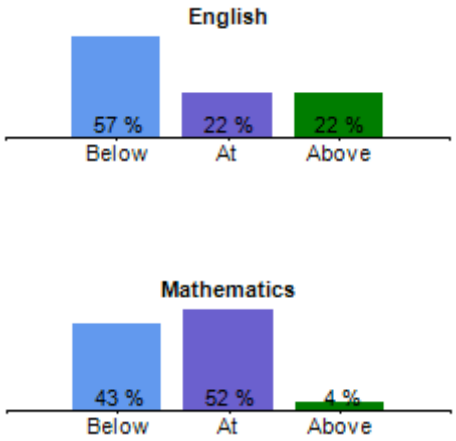
School Staff Survey

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
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics 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.		
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.		Towards Foundation Level AusVELS is not used for the School Comparison.

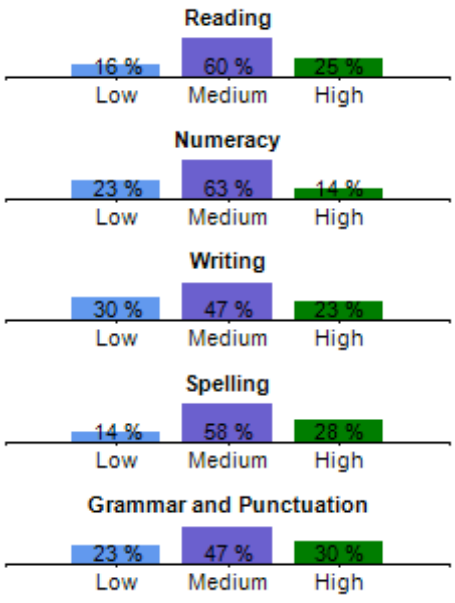
Performance Summary

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Similar Similar Similar Similar

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.		NAPLAN Learning Gain does not require a School Comparison.

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

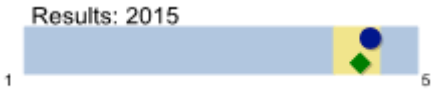
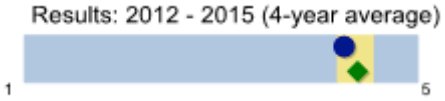
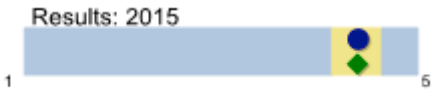
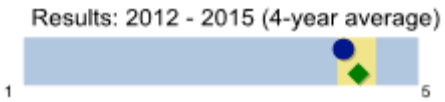
Student Outcomes

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
89 %	92 %	92 %	94 %	93 %	93 %	93 %

School Comparison

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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	 	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	 	Similar Similar

How to read the Performance Summary

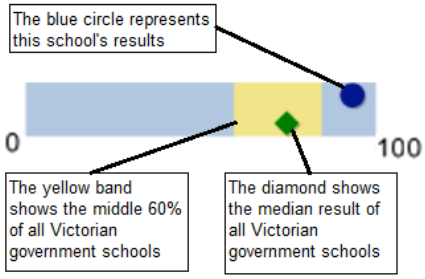
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

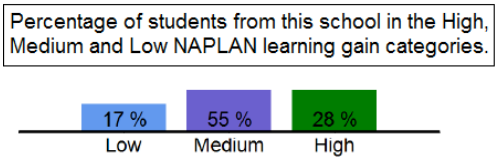
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	$4,714,649
Government Provided DET Grants	$701,190
Government Grants Commonwealth	$155,850
Government Grants State	$795
Revenue Other	$21,895
Locally Raised Funds	$322,939
Total Operating Revenue	**$5,917,318**

Expenditure	
Student Resource Package	$4,578,964
Books & Publications	$13,914
Communication Costs	$10,153
Consumables	$42,576
Miscellaneous Expense	$397,757
Professional Development	$27,009
Property and Equipment Services	$281,065
Salaries & Allowances	$259,852
Trading & Fundraising	$95,808
Travel & Subsistence	$89
Utilities	$51,399
Adjustments	$945
Total Operating Expenditure	**$5,759,531**
Net Operating Surplus/-Deficit	**$157,787**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	$270,232
Official Account	$28,728
Other Accounts	$424,112
Total Funds Available	**$723,072**

Financial Commitments	
Operating Reserve	$184,598
Asset/Equipment Replacement < 12 months	$70,000
Maintenance - Buildings/Grounds incl SMS<12 months	$162,000
School Based Programs	$182,908
Provision Accounts	$13,115
Other recurrent expenditure	$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	$100,451
Total Financial Commitments	**$723,072**

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

In 2015, significant funds were allocated to the beautification of the school and an improved internal communication system. The front of the school was landscaped and a new fascia sign erected. School Council has continued to allocate funds to the redevelopment of the schools' oval. The school utilised funding from the SRP to support teaching and learning in the area of Literacy, Numeracy and to support our students on the Program for Students with Disabilities.