

2017 Annual Report to the School Community



School Name: Mackellar Primary School

School Number: 5297

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Mackellar Primary School is located in the well-established residential area of Delahey, in the City of Brimbank. Mackellar Primary school opened in 1991 and has a culturally diverse student population that creates an inclusive community of learners. At the 2018 census the school's enrolment was 414 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 0.62.

Our staff comprises of 29.6 EFT teaching staff made up of Classroom and specialists Teachers, Two Leading Teachers, Assistant Principal and Principal. There are 27.6 EFT Education Support Staff comprising Office Administration, Integration Aides and Student Support staff.

Mackellar Primary School provides a rigorous curriculum in a safe, caring and engaging learning environment for all students. We are committed to supporting our students to reach their full potential and achieve their personal best. We encourage a sense of self-worth and self-awareness to enable our students to contribute as confident, community minded lifelong learners. Wellbeing discourse is echoed in our vibrant community, with mindfulness, empathy and expressions of gratitude having come to life through The Resilience Project. Our commitment as a Respectful Relationships (RR) Lead School is reflected in curriculum and school culture. RR Education and all four Components of Kids Matter's Framework are linked to Child Safe Standard policies.

In 2017, we have had a significant focus on equipping all students with STEM (Science, Technology, Engineering and Mathematics) capabilities with a particular focus on developing the skills and learning dispositions that enable students to be creative, innovative, enterprising and adaptable through the introduction of the Hive Project. The Hive has provided opportunities to improve student learning data around Learner Confidence and School Connectedness by providing students with a rich, student-centred, collaborative learning experiences underpinned by high engagement through robotics, coding and other forms of technology. Our new Kitchen Garden/Technology and Design Program has generated passion, interest and curiosity within our learners.

Outdoor developments such as updated play equipment, an orchard with a chicken coop and a brand-new oval to maximise Mackellar's wide-open spaces, have undoubtedly contributed to our engaging learning environment.

Our Program for Students with Disabilities (PSD) caters for the needs of students in 2017. The school has a highly developed commitment to inclusion and our staff have recognised expertise working with students with special educational needs and we offer support and professional learning to other schools.

Framework for Improving Student Outcomes (FISO)

Foci: Excellence in Teaching and Learning - Curriculum Planning and Assessment and Professional Leadership – Building Leadership Teams. These prioritises were selected to support the implementation of the School's strategic Plan and to ensure that there is a consistent approach to teaching and learning across the school.

Curriculum Planning and Assessment: Our key improvement strategy focussed on improving consistency in the planning and implementation of programs that cater for cohort and individual learning needs. In particular our focus was on the development of an instructional teaching model outlining teaching expectations inclusive of the high impact teaching strategies. The school engaged the services of a Literacy consultant to guide our work and the development of an agreed and documented curriculum of essential learnings with a scope and sequence for reading.

Students continue to actively participate in their learning, particularly in curriculum planning and assessment, where they have the opportunity to influence planning by putting forward their views, ideas and questions.

Building Leadership teams: Building the capacity of our middle leaders and strengthening succession planning to guarantee a pipeline of next generation leaders led to the establishment of Learning Leaders across the school. Learning Leaders work with the leadership team to develop and establish a deep understanding of not only the FISO (Framework for Improving Student Outcomes) initiative but how to effectively lead and manage teams. Five Learning Leaders were supported through in school professional learning with three completing the Inspire program at Bastow. Alongside the leadership team they focussed on strengthening our Professional Learning Communities (PLC) to improve practice and enhance students' learning. We value collaboration as the driving force behind high quality learning and effective PLCs. In focusing on collaboration within teams, our aim is to reduce variability in how teachers teach, and in how our students learn, as well as continuing to develop our professional knowledge and practice. In 2018, we will continue to build the capacity of our leading teachers and learning leaders to lead change and improve performance in Literacy across the school.



Achievement

An analysis of our 2017 Teacher Judgement data shows that the majority of students at Mackellar Primary School achieve the expected or above level growth in their learning in the areas of English and Mathematics. This is pleasing as we want all students to have at least one year's growth for one year's learning.

In 2017, for the first time, we reported student achievement data against the Victorian Curriculum (A-10) for all our students, including those on the Program for Students with Disabilities.

Our teacher judgement data shows that when compared to like schools the percentage of students in Year Prep-6 working at or above age expected standards is lower. However, on further investigation into our data sets, our teacher judgement data is comparable to schools with similar disadvantage and equity funding.

NAPLAN student learning gain data from Year 3 – 5 indicates medium to high growth in the area of Numeracy for the majority of students. The percentage of students who achieved high numeracy growth (19%) is comparable to similar schools. In Reading and Writing the percentage of students achieving high learning gain is also compared favourably to similar schools. However, our attention has been drawn to the higher percentage of students achieving low growth in Reading, hence our improvement focus in Reading in this year's Annual Implementation Plan.

Mackellar Primary School continues to have a strong focus on ensuring that learning is visible to students. Essential learnings and success criteria are communicated to students and assist them in monitoring their own learning. In consultation with the teacher students developed and monitor their own reading goals. Student voice, in the form of feedback on their learning, provides an opportunity for improved practices in teaching and learning. Feedback is captured through google forms and structured small group discussions.

The majority of our Program for Students with Disabilities [PSD] students showed good to excellent progress toward achieving their individual goals.

Engagement

Absence is a lead indicator for achievement and engagement outcomes. Research highlights that there is a strong correlation between student attendance and learning outcomes. Attendance rates across the school in 2017 were higher than schools with a similar demographic to Mackellar Primary School.

In 2017 our unapproved absences have decreased from 5.8 to 3.7. As a school, we have improved how we process and follow up absences with parents and guardians. We have also followed up with students displaying chronic absenteeism and reinforced with parents that being absent from school has an impact on students learning. Our Primary Wellbeing Officer closely monitors attendance and when necessary works with families to ensure students are supported to improve their attendance.

An inclusive classroom is one where students and staff alike recognise, appreciate and capitalise on diversity so as to enrich the overall learning experience. The Attitudes to School Survey, completed by students in Grade 4, 5 and 6 provides data to measure the levels of social engagement and inclusion within the school. Eighty-four percent of our students report that they feel valued and have lots of opportunities to be part of classroom activities.

Student voice and agency, is where students have opportunities for decision making and voice within the school. This area is relatively low compared to similar schools and is an area that we will continue to focus on in 2018.

Over 90% of our students believe that their teachers have high expectations for success and challenge students to persevere and do their best work. Our students continue to have high interest and motivation in their learning.

A new component to the Student and Parent Opinion surveys in 2017 provides us with detailed information about the degree of effective teaching practice for cognitive engagement. From a parent perspective 90% believe that their child is challenged cognitively and that teachers are dedicated to improving the learning outcomes. This is endorsed by the students with 82% of them reporting that teachers differentiate the learning to suit their learning needs and that learning is made visible through the use of Learning Intentions and Success criteria.



Wellbeing

Our ongoing commitment to student wellbeing is reflected in the programs and policies developed and implemented throughout the school. Through programs such as Resilience, Rights and Respectful Relationships and Kids Matter we aim to build resiliency skills. We explicitly teach and foster social and emotional learning, including the skills of self-awareness, self-management, social awareness and social management.

Our Student Wellbeing Action Team meets regularly to support referral processes and delivery of quality services or strategies for students, with extra effort directed to ensuring education and health and wellbeing services are accessible to, and inclusive of, the most vulnerable and disadvantaged.

Data gleaned from the Attitudes to School Survey shows that the majority of our students believe they have the resiliency skills to try again when they don't succeed and 'bounce back' when something bad has happened. Parents, as identified from the Parent Opinion survey, also believe that our school is supporting the social, emotional and behavioural development of their child.

Mackellar Primary strives to provide an environment where students and families feel safe and supported, where people care about them and friendships are developed. Our data continues to show that students have strong sense of connectedness to school with our results being similar to like schools. Students believe we deal fairly with instances of bullying and they feel safe at school.

Anti-Bullying and Cyber Safety strategies continue to be encouraged across the school. Whole school incursions and celebration days, such as Harmony and Safer Internet days, provide wonderful opportunities to learn and practice

Mackellar's journey to becoming an eSmart school in 2018, will further encourage student voice and empowerment. Preventative, pro-social (anti-bullying) programs will continue to take precedence. Values and wellbeing policies will be updated, and engaging families in the journey will also address Component 3 of Kids Matter - strengthening school and home partnerships.

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

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

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

School Profile

<p>Enrolment Profile</p> <p>A total of 414 students were enrolled at this school in 2017, 178 female and 236 male.</p> <p>54 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>42%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>43%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	42%	17%	Numeracy	23%	58%	19%	Writing	39%	43%	19%	Spelling	30%	52%	19%	Grammar and Punctuation	35%	46%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	40%	42%	17%																							
Numeracy	23%	58%	19%																							
Writing	39%	43%	19%																							
Spelling	30%	52%	19%																							
Grammar and Punctuation	35%	46%	19%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="552 913 1039 1008"> <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>90 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	94 %	92 %	92 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	94 %	92 %	92 %	93 %	93 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

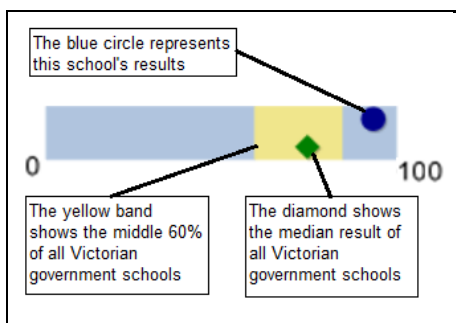
Engagement

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

Wellbeing

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

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

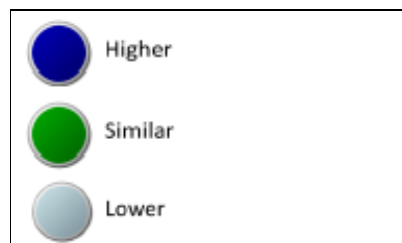


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

In 2017, the school utilised funding from the SRP to support teaching and learning in the areas of Literacy, Numeracy, STEM/STEAM and to support our students on the Program for Students with Disabilities. Equity funding was used to employ a Literacy consultant who worked with the staff on our AIP reading focus. A speech pathologist was employed to support students across the school experiencing language difficulties along with developing and supporting a Phonics and Phonemic Awareness Program in Prep. We continued to resource our classroom libraries with high quality, interesting and levelled texts for our students. Significant funding was spent on continuing the upgrade of school furniture across the school and on purchasing resources for the Hive. Our outdated interactive whiteboards across the school were also upgraded.

The school ended the year in deficit, mainly attributed to our excess staffing situation. The school applied for and was successful in attaining workforce bridging to cover most of the deficit in relation to staffing.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,111,360	High Yield Investment Account	\$147,355
Government Provided DET Grants	\$564,264	Official Account	\$66,238
Government Grants Commonwealth	\$207,778	Total Funds Available	\$213,592
Revenue Other	\$14,833		
Locally Raised Funds	\$348,994		
Total Operating Revenue	\$6,247,228		
Equity¹			
Equity (Social Disadvantage)	\$401,662		
Equity Total	\$401,662		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,111,360	Operating Reserve	\$196,879
Books & Publications	\$2,414	School Based Programs	\$16,714
Communication Costs	\$14,211	Total Financial Commitments	\$213,592
Consumables	\$93,967		
Miscellaneous Expense ³	\$358,229		
Professional Development	\$30,153		
Property and Equipment Services	\$343,041		
Salaries & Allowances ⁴	\$219,251		
Trading & Fundraising	\$87,883		
Travel & Subsistence	\$500		
Utilities	\$44,490		
Total Operating Expenditure	\$6,305,500		
Net Operating Surplus/-Deficit	(\$58,271)		
Asset Acquisitions	\$263,200		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.