

# 2018 Annual Report to The School Community



**School Name: Mackellar Primary School (5297)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2019 at 03:09 PM by Matthew Borg  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2019 at 07:31 PM by Sophie Akamatis  
(School Council President)

## About Our School

### School context

Mackellar Primary School is located in the City of Brimbank in the south-western suburbs of Melbourne approximately 28 kilometers from the Melbourne Central Business District. The school was founded in 1991.

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 will encourage a sense of self-worth and self-awareness to enable our students to contribute as confident, community minded lifelong learners.

As a learning community we live and embrace the following Values:

**Respect:**

The learning community of Mackellar Primary School values respect of self and others outside and within the learning environment. We believe in valuing differences and celebrating the diversity of our community through respectful interactions with each other.

**Honesty:**

The learning community of Mackellar Primary School values honesty and we focus on being open, trustworthy and truthful in all our interactions together.

**Cooperation:**

The learning community of Mackellar Primary School values the relationships built within and outside the community. We recognise that by working together we can achieve much more than we do on our own. We believe that cooperation is a key element to building relationships and we foster understanding and tolerance while demonstrating compassion and empathy for others.

**Learning:**

The learning community of Mackellar Primary School embraces life long learning. Learning is at the core of everything we do and as a community we encourage each other to strive to achieve our personal best.

**Responsibility:**

The learning community of Mackellar Primary School believes that we should strive to be responsible citizens who can make a positive contribution to our community. We believe in taking responsibility for our actions, resolving differences and developing resilience.

The school grounds include a central core building with administration, digital learning and specialist spaces and classrooms. There is an additional block with open learning and classroom spaces and an indoor multi-purpose hall and performance space. The grounds include multiple playgrounds, kitchen garden, two basketball and netball courts and an all-weather oval and athletics track.

Enrolments during 2018 were approximately 436 students. The Student Family Occupation (SFO) index was 0.6133 and the Student Family Occupation Education (SFOE) index was 0.52 in 2017–18. The staffing profile of Mackellar Primary School includes a Principal and Assistant Principal, 24.36 teachers, 28.75 full time equivalent Education Support (ES) staff and 3.0 office administration staff. The school provides an approved curriculum framework differentiated to meet student needs. The school provides an accredited Out of School Hours Care Program and the wellbeing program is supported by a primary welfare officer.

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 2018 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.

### **Framework for Improving Student Outcomes (FISO)**

FISO improvement initiatives and key improvement strategies:

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 2018 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 work towards all students to have at least one year's growth for one year's learning.

In 2018, we again 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 similar to like schools. Our achievement in the area of Mathematics is slightly higher than English just entering the range for the middle 60% of Victorian Government Schools.

NAPLAN student learning gain data from Year 3 – 5 indicates medium to high growth in the area of Reading for the majority of students with only 14% of students in the low category. Our year 5 reading relating to the percentage of students in the top 3 bands of testing in NAPLAN has demonstrated the commitment to our reading teaching as we have moved into the Higher category when compared to other schools. The percentage of students who achieved high numeracy growth (18%) 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.

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

Mackellar Primary School has 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.

## 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 were very pleasing in 2018 were similar to other schools with a similar schools and our four year trend demonstrates that we are above the median of all Victorian government schools.

In 2018, we have improved how we process and follow up absences with parents and guardians with same day notifications. We have also worked with families 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. In 2018 we also launched the 'Attendance Cup Initiative', where the class that has the least amount of absences for the week is awarded the Attendance Cup for the week, this has been a prestigious and well worn after award and has improved absenteeism.

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.

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 2019.

## 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, was rewarded as we became an accredited school in 2018. Preventative, pro-social (anti-bullying) programs will continue to take precedence as well as the practices of mindfulness. Values and wellbeing policies will be updated, and engaging families in the journey will also address our school strengthening school and home partnerships.

### **Financial performance and position**

In 2018, our financial position as a school was strengthened through some natural attrition of staff. This allowed us to re-absorb staff that had been placed in excess and allow us to achieve a SRP surplus for the first time since entering the excess staffing related deficit.

The Out of Hours Care program remains owned and operated by the school council and the managers wages are included with in the SRP, this must be taken into consideration as at times the operational SRP budget may appear to be in deficit. The income generated by the program funds the wages but must be transferred if the SRP is in deficit.

**For more detailed information regarding our school please visit our website at**  
<https://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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 436 students were enrolled at this school in 2018, 183 female and 253 male.

50 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	77.7	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	64.5	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	76.4	90.1	82.6	95.3	Similar
Mathematics	81.8	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	52.8	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	52.8	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	50.0	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	34.9	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	50.8	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	47.3	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	49.2	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	40.9	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	14.3	51.0	34.7
Numeracy	24.5	57.1	18.4
Writing	37.0	41.3	21.7
Spelling	16.7	43.8	39.6
Grammar and Punctuation	27.1	52.1	20.8

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.6	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.7	15.2	13.2	17.8	Higher

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	92	92	93	94	94	91

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.4	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	80.7	81.7	73.8	88.7	Similar



### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.7	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	77.4	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$5,292,772
Government Provided DET Grants	\$702,246
Government Grants Commonwealth	\$205,570
Government Grants State	\$0
Revenue Other	\$23,629
Locally Raised Funds	\$284,418
<b>Total Operating Revenue</b>	<b>\$6,508,635</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$446,398
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$446,398</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,102,045
Adjustments	(\$600)
Books & Publications	\$17,571
Communication Costs	\$17,651
Consumables	\$55,754
Miscellaneous Expense <sup>3</sup>	\$529,431
Professional Development	\$38,352
Property and Equipment Services	\$279,317
Salaries & Allowances <sup>4</sup>	\$276,624
Trading & Fundraising	\$67,081
Travel & Subsistence	\$0
Utilities	\$52,316
<b>Total Operating Expenditure</b>	<b>\$6,435,542</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$73,092</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$57,262
Official Account	\$48,174
Other Accounts	\$2,554
<b>Total Funds Available</b>	<b>\$107,991</b>

Financial Commitments	Actual
Operating Reserve	\$50,000
Other Recurrent Expenditure	\$0
Provision Accounts	\$13,156
Funds Received in Advance	\$0
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$18,500
<b>Total Financial Commitments</b>	<b>\$106,656</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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.*

# 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').