

# 2019 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 2019 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 02 June 2020 at 12:12 PM by Dean Darmanin (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 June 2020 at 01:42 PM by Vince Scarfo (School Council President)

## About Our School

### School context

'We empower every learner with the means to engineer their own future' - School Vision

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.

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 2019 were approximately 408 students. The Student Family Occupation (SFO) index was 0.60 and the Student Family Occupation Education (SFOE) index was 0.50 in 2018–19. The staffing profile of Mackellar Primary School includes a Principal and Assistant Principal, 42 classroom teachers, 43 Education Support (ES) staff and 2 Out of School Hours Care 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.

As a learning community we live and embrace the following Values; Respect, Learning, Teamwork and Resilience. 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 2019 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. This has been the driving piece in becoming an Apple Distinguished School, with our work with the Apple iPad. Our Kitchen Garden/Technology and Design Program has generated passion, interest and curiosity within our learners.

### 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 2019, 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 2019, 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 2019, 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. Teacher judgement results in Mathematics have shown to be on par with similar and network 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 35% of students in the low category. Our year 5 reading relating to the percentage of students in the at or above category of testing in NAPLAN has demonstrated the commitment to our reading teaching as we have us in par with network schools in the area. The percentage of students who achieved high numeracy growth (22%) is comparable too similar and network 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 2019 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 2019, 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 2019 we also continued 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. on the Attitudes to School Survey, students responded with a 88% positive attitude towards 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. In 2019, Students showed that. they have a positive 83% towards school inclusiveness and and overall 76% endorsement of 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 respecting diversity within our community and promoting positive behaviour.

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 practices have changed dramatically with the implementation of School Wide Positive Behaviour program and four new values of Respect, Learning, Teamwork and Resilience and engaging families in the journey will also address our school strengthening school and home partnerships.

## Financial performance and position

Mackellar Primary School maintained a sound financial position throughout 2019. The 2019-2023 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. There has been some major works completed within the school with the new disability areas finalised and open.

The financial performance and position report shows an end of year surplus of 168,545. This surplus occurred staffing variations and unexpected staffing resignations targeted teaching areas in 2019. The school received Equity Funding, which contributed towards the employment of Educational Specialists and Wellbeing program.

**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 446 students were enrolled at this school in 2019, 186 female and 260 male.

51 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)	82.8	85.8	79.2	92.0

### 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)	77.6	79.5	68.5	87.9

**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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## 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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	75.0	89.7	81.7	95.0	Below
Mathematics	79.9	90.3	81.8	95.8	Below

### 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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	65.0	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	38.6	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	43.5	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	37.8	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	51.4	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	43.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	49.3	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	42.1	56.3	40.7	71.7	-

### 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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	34.3	48.6	17.1
Numeracy	16.2	62.2	21.6
Writing	18.9	64.9	16.2
Spelling	17.9	51.3	30.8
Grammar and Punctuation	25.6	51.3	23.1

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.7	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	16.1	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 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	90	90	92	93	93	92



**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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.1	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	79.2	81.4	73.9	88.1	-

**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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	67.7	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	74.2	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$5,699,908
Government Provided DET Grants	\$619,127
Government Grants Commonwealth	\$241,365
Government Grants State	\$0
Revenue Other	\$20,004
Locally Raised Funds	\$347,438
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,927,842</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$426,420
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$426,420</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,533,664
Adjustments	\$0
Books & Publications	\$58
Communication Costs	\$14,047
Consumables	\$74,220
Miscellaneous Expense <sup>3</sup>	\$410,482
Professional Development	\$47,950
Property and Equipment Services	\$167,770
Salaries & Allowances <sup>4</sup>	\$339,460
Trading & Fundraising	\$76,490
Travel & Subsistence	\$2,153
Utilities	\$56,353
<b>Total Operating Expenditure</b>	<b>\$6,722,645</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$205,197</b>
<b>Asset Acquisitions</b>	<b>\$9,563</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$61,011
Official Account	\$64,484
Other Accounts	\$11,098
<b>Total Funds Available</b>	<b>\$136,593</b>

Financial Commitments	Actual
Operating Reserve	\$136,593
Other Recurrent Expenditure	\$3,963
Provision Accounts	\$13,156
Funds Received in Advance	\$57,296
School Based Programs	\$5,056
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
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	\$0
<b>Total Financial Commitments</b>	<b>\$216,063</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 26 Feb 2020 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## 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, Community Schools and schools that changed school type recently, 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').