2020 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).
- 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 2020 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 24 June 2021 at 10:10 AM by Simon McGlade (Principal)

The 2020 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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 24 June 2021 at 10:24 AM

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Situated 28 kilometres from Melbourne's central business district, Mackellar Primary School is a vibrant and exciting place of learning located within the City of Brimbank. Mackellar is part of the Brimbank/Melton Area of schools within the South Western Victoria Region. Founded in 1991, Mackellar Primary School will celebrate its 30th birthday in 2021. Our school vision – 'We empower every learner with the means to engineer their own future' is the cornerstone of how we operate at the school. Through this vision, we are committed to meeting the social, emotional, well-being and learning needs of all of our students so they can achieve their full potential and personal best. We are committed to developing learners who are self-aware and confident in making a contribution to their school, and community, as vibrant and active members of society.

Mackellar Primary School has a central building comprising 16 classrooms, a gymnasium, our food technology room, administration block and 'The Hive' (our digital learning space). A further building, built in an open learning plan, has six classrooms and an open area housing a school library and additional office spaces. As of 2020, the school does not offer an International Student Program, however our school does boast grounds which include multiple playgrounds, a kitchen garden, two basketball/netball courts and an all-weather athletics track and oval allowing for a range of curricula and extra-curricula programs to be run. During the latter stages of 2020, and with the assistance of a federal 'Local School Community Grant', and a grant from 'Schools Plus', an outdoor STEM space was constructed with its use to commence from 2021 onward.

In 2020, funding was provided for 408 students, of which four identify as being Aboriginal or Torres Strait Islander. The school's Student Family Occupation (SFO) index was 0.6055 and its Student Family Occupation Education index (SFOE) 0.5013, which is quite similar to our 2019 indices of 0.60 and 0.50 respectively. The staffing profile at Mackellar Primary School in 2020 included 29.81 EFT Education Support staff, 31.80 EFT Classroom Teachers, 1.0 Learning Specialist, 1.0 Acting Leading Teacher and 3.0 EFT Principal Class Employees. None of the staff present in 2020 identify as being Aboriginal or Torres Strait Islander. At the commencement of 2020, the substantive principal was seconded to a different setting which resulted in one of the assistant principals acting as principal for terms 1, 2 and 3. A new substantive principal was appointed as of the commencement of term 4 and one of the two assistant principals secured a position elsewhere resulting in a substantive principal and one assistant principal from term four.

Our school is committed to our values of: Respect, Learning, Teamwork and Resilience. These values form the core of our School-wide Positive Behaviour Support program (SWPBS) which we launched in 2020, yet paused due to remote learning. SWBPS is one of several strategies used at Mackellar Primary School to support the engagement and well-being of our students. Other initiatives and programs include our participation in The Resilience Project, Better Buddies, cyber safety and Rights, Resilience and Respectful Relationships (RR). RR education and all four components of the 'Be You' framework are linked to our Child Safe Standards.

As mentioned earlier, The Hive is our digital learning space for which Mackellar is well renowned. In this space students explore science, technology, engineering and mathematics (STEM) with this being run by classroom teachers. In addition, students undertake Physical Education, Languages (Italian) and Food Technology/ Kitchen Garden on a weekly basis as specialist subjects. Mackellar has a high proportion of students on the Program for Students with a Disability (PSD). These students are supported by a full-time Inclusion Coordinator who ensures all students on the PSD have up to date Individual Leaning Plans and regular Student Support Group meetings, as well as coordinating external allied health staff. In addition, a highly trained Education Support workforce, and on-site speech pathologist implement a range of programs designed specifically for students' individual needs.

Framework for Improving Student Outcomes (FISO)

In 2020, Mackellar entered into the fourth year of it's current Strategic Plan (2018 - 2022). Against the FISO framework, the school focused its journey on excellence in teaching and learning through building practice excellence and building leadership teams. Additionally, there was a focus of promoting a positive climate for learning through empowering

students and building school pride.

In building practice excellence, the school identified four improvement strategies. These included:
1. Initiating a case management approach to collaboratively enhance differentiation.
2. Employment of literacy consultant to build teacher practice and improve outcomes in English.
3. Employment of Learning Specialist to establish a coaching program and support PLCs.
4. Whole school curriculum day conducted.

In building leadership teams, the school identified two improvement strategies. These include:
1. Participation in PLC learning initiative with ongoing support from regional leaders.
2. Support of Assistant Principal and Learning Specialist within PLCs.

In further empowering students and building school pride, the school identified four improvement strategies. These included:
1. Student selected E-Smart ambassadors in Grades 3 to 6 to promote responsible use of technology.
2. Teachers and students working together to set individual learning goals.
3. Select students participating in the High Ability Student Leaders program.

Achievement

An analysis of our 2020 teacher judgement data indicates that 69.2% of Mackellar students are at or above aged expected standards for English. In addition, 73.9% of students are at or above age expected standards. This is pleasing as we aim to ensure all students have at least one year's growth for one year's learning.

Early in 2020, we had a whole staff curriculum day where an Educational Neuro-scientist facilitated professional development on The Science of Learning. We also commenced a coaching program implemented by a Learning Specialist with support from a Literacy Consultant. A Case Management approach was initiated across the school to identify and support specific groups of students. A PLC learning initiative was undertaken by a group of middle leaders to strengthen the consistency and effectiveness of PLCs across the school.

Due to the complex circumstances surrounding the global pandemic in early 2020, we were not able to follow through all of the above plans to completion. However, we have started to implement a number of actions in 2021 to bolster our academic achievement.

In 2021, we have established a range of new learning initiatives and interventions. These include:
- Tutor Learning Initiative with small groups of students across the school
- Oral language program to target and support prep students' oral language development and phonological awareness
- NAPLAN extension program to support students to achieve or maintain NAPLAN results in the top two bands
- Employment of Literacy and Numeracy consultants to enhance teaching and learning practices
- Continuation of PLC learning initiative with ongoing support from regional leaders
- Beginning the early stages of curriculum mapping for all subject areas.

Engagement

In 2020, the school used XUNO, an online program, to track student absences. In 2020, absences at Mackellar averaged 10.4 days per student which is well below our four-year average of 14.6 and significantly lower than 'Similar Schools' (19.4) and state (13.8) averages. Whilst the global pandemic undoubtedly impacted this data, the reduction in absences may also be in part due to the introduction of the 'Attendance Cup', motivating cohorts of students to improve attendance. Due to the global pandemic, students and staff pivoted towards remote and flexible learning in terms 2 and 3. During this period student engagement was facilitated via Microsoft Teams and 'Showbie' which provided forums for teaching and learning as teachers also worked to maintain students' sense of belonging and connectedness. In 2020, 'Wellbeing Wednesdays' were introduced to promote mental health and the 'safe, smart and responsible' use of technology and The Resilience Project. During remote learning, weekly online assemblies included Student of the Week awards which assisted in maintaining a strong connection to parents and a continuing celebration of student achievement.

Prior to remote learning, Term 1 approaches to social and emotional learning included the explicit teaching of Resilience, Rights and Respectful Relationships and the Better Buddy Program. Awareness days were celebrated including Harmony Day and Safer Internet Day. As a re-engagement strategy for the school community following the resumption of face to face learning, parental involvement was promoted widely in a COVID safe fashion both online and with a particular emphasis on promoting school council with a view to having a full compliment of councillors in 2021, which was not the case in 2020.

Many of the planned, and partially implemented, engagement strategies for 2020 were placed on hold due to the global pandemic and subsequent pivot to remote and flexible learning. As such, in 2021 a strong focus will be on the relaunching, reintroduction or expansion of engagement strategies such as the Attendance Cup , REACH squads in a revised format of School Improvement Team committees, SWPBS and student leadership programs.

Wellbeing

In 2020 data indicates the percentage of students with a strong 'Sense of Connectedness' to be 75%. This is below the Mackellar Primary School average of 78.2%, and well below 'Similar School' (80.2) and state averages (79.2). 2020 Attitude to School data related to the management of bullying follows a similar pattern with 66.7% of students indicating a satisfactory management of bullying at our school, which is below our four year average of 72.4% and below both 'Similar School' (77.6%) and state school (78%) averages. Students' mental health and well being was prioritised in the changing learning environment caused by the global pandemic, and subsequent pivot to remote and flexible learning throughout terms two and three. Teachers identified and responded to signs of stress and student disengagement promptly. Students generally demonstrated a high degree of resilience as they eased back into school life and adjusted to COVID safety conditions. There was however a correlation identified between students who were challenged on their return to school and those less engaged during remote learning. In addition, teacher feedback also indicated that despite the disadvantages of remote learning, some students strengthened their level of independence and ability to self-manage their learning which has translated back into the classroom post our return to face to face teaching.

Due to the interruption the global pandemic caused to the implementation of our School Wide Positive Behaviours program (SWPBS) to be halted. As such, our emphasis in 2021 will be to relaunch this program, and to increase the promotion and connection of school programs to our school values in 2021.

Financial performance and position

Mackellar Primary School entered a period of excess staffing during the 2020 school year due to the current budget position and a projected deficit for 2021. As part of this process 19 staff were deemed excess to the teaching requirements of the school, with the majority of staff finding employment elsewhere prior to the end of the school year. The staffing situation during 2020 resulted in a net deficit of $186k in the credit portion of the Student Resource Package which will be recouped by the DET in 2021. Whilst we did end the year in deficit in the credit portion of the Student Resource Package, the school had sufficient cash flow to operate and meet the goals and strategies of the School Strategic Plan (2019-23) and the Annual Implementation Plan (2020). The school received a grant from the Victorian School Building Authority for the installation of an all access playground to meet the needs of students at the school with mobility issues. Whilst funding was approved, construction was delayed until 2021 due to COVID-19.

Budgets are monitored regularly by the Business Manager, Principal and School Council. Finance meetings are held every month and school council members are provided with regular budget updates and relevant budgeting reports. Equity funds of $295k were used to fund a Learning Specialist (Pedagogy and Practice) and an Assistant Principal (Curriculum and Innovation) in addition to a series of professional learning sessions and consultants working with the staff. Due to the impact of COVID-19, the school did not undertake any fundraising activities in 2020.

For more detailed information regarding our school please visit our website at
https://www.mackellarps.vic.gov.au

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 408 students were enrolled at this school in 2020, 171 female and 237 male.

52 percent of students had English as an additional language and 1 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.
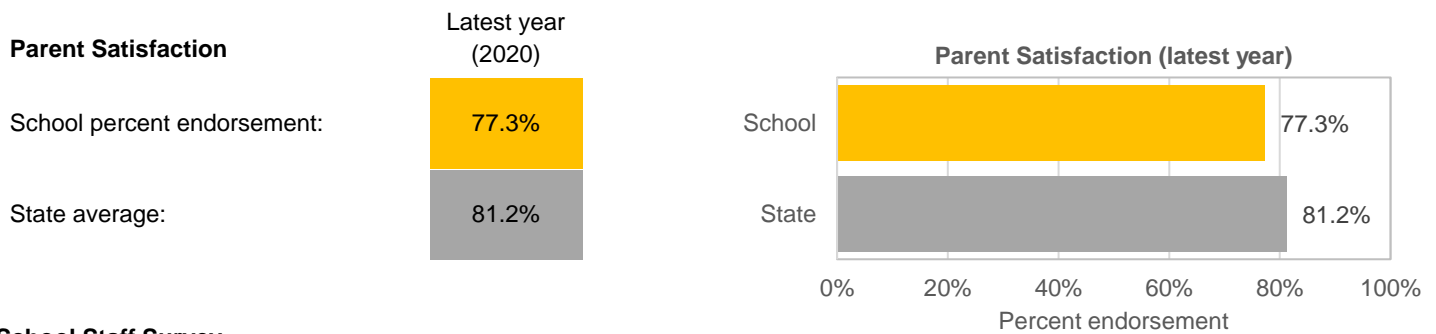
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.
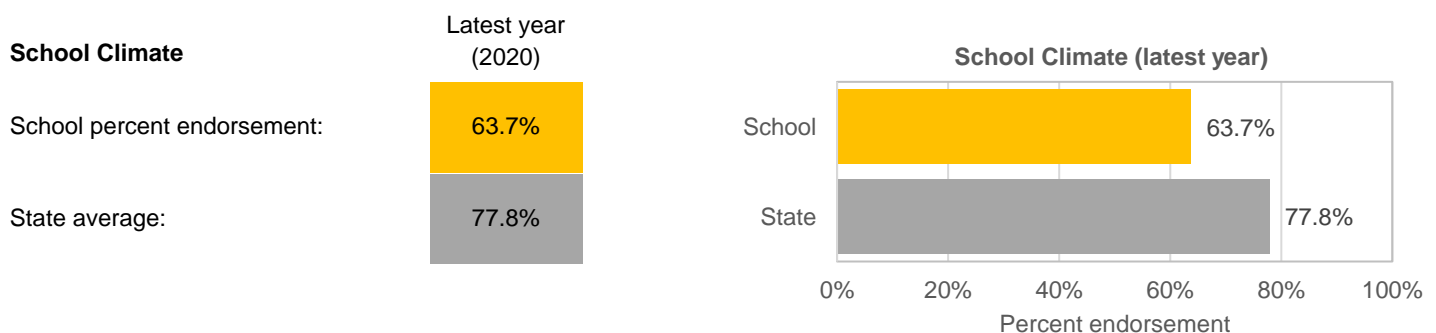
Parent Satisfaction	Latest year (2020)
School percent endorsement:	77.3%
State average:	81.2%

Parent Satisfaction (latest year)

School	77.3%
State	81.2%

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	Latest year (2020)
School percent endorsement:	63.7%
State average:	77.8%

School Climate (latest year)

School	63.7%
State	77.8%

ACHIEVEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year (2020)

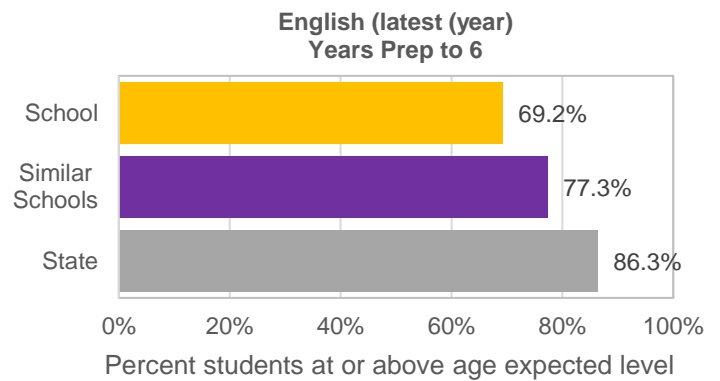School percent of students at or above age expected standards: `69.2%`

Similar Schools average: `77.3%`

State average: `86.3%`

English (latest (year)
Years Prep to 6

School	69.2%
Similar Schools	77.3%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards: `73.9%`

Similar Schools average: `73.6%`

State average: `85.2%`

Mathematics (latest year)
Years Prep to 6

School	73.9%
Similar Schools	73.6%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
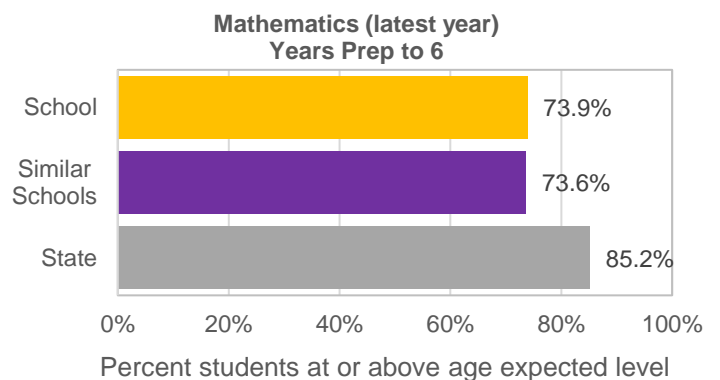
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

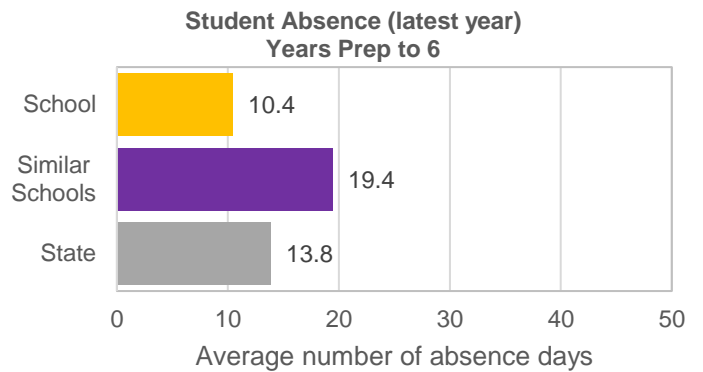NAPLAN tests were not conducted in 2020.

ENGAGEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	10.4	14.6
Similar Schools average:	19.4	18.4
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	10.4
Similar Schools	19.4
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	94%	95%	95%	95%	94%

WELLBEING

Key: ***'Similar Schools'*** *are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	75.0%	78.2%
Similar Schools average:	80.2%	83.1%
State average:	79.2%	81.0%
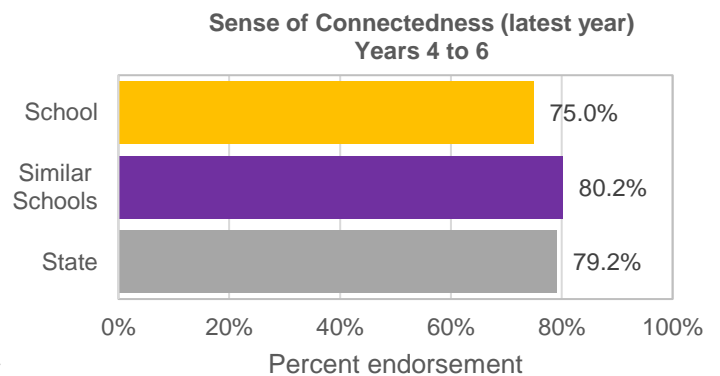
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 75.0%
Similar Schools 80.2%
State 79.2%

0% 20% 40% 60% 80% 100%
Percent endorsement

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	66.7%	72.4%
Similar Schools average:	77.6%	81.1%
State average:	78.0%	80.4%
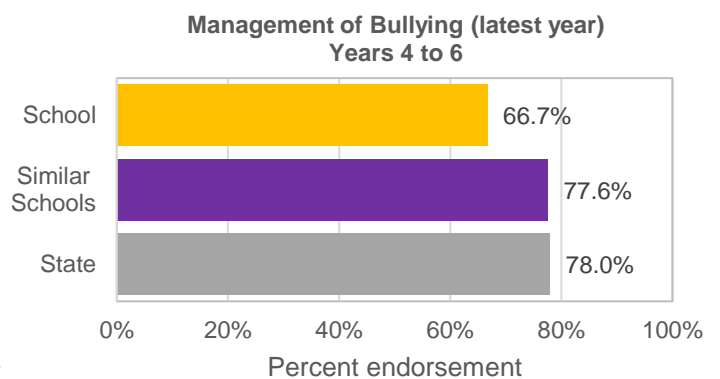
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 66.7%
Similar Schools 77.6%
State 78.0%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$5,299,890
Government Provided DET Grants	$660,823
Government Grants Commonwealth	$155,129
Government Grants State	NDA
Revenue Other	$13,098
Locally Raised Funds	$165,493
Capital Grants	NDA
Total Operating Revenue	**$6,294,434**

Equity [1]	Actual
Equity (Social Disadvantage)	$471,635
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$471,635**

Expenditure	Actual
Student Resource Package [2]	$5,486,866
Adjustments	NDA
Books & Publications	$2,331
Camps/Excursions/Activities	$5,568
Communication Costs	$7,979
Consumables	$46,816
Miscellaneous Expense [3]	$31,389
Professional Development	$7,860
Equipment/Maintenance/Hire	$111,599
Property Services	$88,109
Salaries & Allowances [4]	$90,908
Support Services	$109,927
Trading & Fundraising	$50,186
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$55,252
Total Operating Expenditure	**$6,094,792**
Net Operating Surplus/-Deficit	**$199,643**
Asset Acquisitions	**$37,436**

(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 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$470,340
Official Account	$55,073
Other Accounts	NDA
Total Funds Available	**$525,414**

Financial Commitments	Actual
Operating Reserve	$90,296
Other Recurrent Expenditure	$29,245
Provision Accounts	$13,156
Funds Received in Advance	$67,375
School Based Programs	$36,224
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	$35,000
Maintenance - Buildings/Grounds < 12 months	$20,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$291,295**

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.