

2022 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 of the previous calendar year 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 2023 at 12:31 PM by Simon McGlade (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 April 2023 at 11:52 AM by Vince Scarfo (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 in the outer north-western suburbs of Melbourne, Mackellar Primary School is a co-educational government primary school located in the Brimbank/Melton Area of the South Western Victoria Region. Mackellar Primary School has a proud history of being a distinguished and inclusive learning environment catering to a diverse community of learners.

In 2020, the school commenced a revitalisation program using a program from an Australian university and created its new school vision - 'Empowering Global Citizens' which was launched in 2021. Our school-wide pedagogy, developed in conjunction with our vision, has four guiding principles which incorporate our school's mascot - a bee. Our pedagogical principles are *Bee* Creative, *Bee* Challenged, *Bee* Curious and *Bee* Connected. Similarly to the school's vision, these principles of how we believe students learn best at Mackellar, allow staff, students and parents to discuss student learning using a common and agreed language. Alongside our school values of Learning, Respect, Resilience and Teamwork together they form an aligned and cohesive foundation for strong and continued growth.

Mackellar Primary School consists of a central building comprising 16 classrooms, a gymnasium, food technology/art room, administration block and 'The Hive' (our digital learning space). A further building, constructed in an open-learning plan, has six classrooms and an open area housing our school library. Over the past two years the bulk of our classrooms have been repainted and refurbished with the remainder being completed in coming years. Our school boasts impressive grounds which include multiple playgrounds, a kitchen garden, basketball/netball courts, athletics track and oval allowing for a range of curricula and extra-curricular programs. In 2022, funding was provided for 350 student enrolments, of which a small number identified as being Aboriginal or Torres Strait Islander. In 2022 the school's Student Family Occupation (SFO) index was 0.6059, slightly up from 2021 at 0.5959. The staffing profile at Mackellar Primary School in 2022 was lower than previous years having commenced an excess staffing process in 2020. In 2022 our staffing profile included 15.4 EFT Education Support staff, 19.20 EFT Classroom Teachers, 2.0 EFT Learning Specialists, 0.8 EFT Leading Teachers and 2.0 EFT Principal Class Employees. None of the staff present in 2022 identified as being Aboriginal or Torres Strait Islander. The executive leadership team comprised the Principal, Acting Assistant Principal, Business Manager, two Learning Specialists and one acting Leading Teacher.

The commitment to our school's values was amplified in 2022 through our application for silver status in School Wide Positive Behaviour Supports (SWPBS). This program and our values form the core of our approach to promoting a positive and inclusive learning environment. Other initiatives include our participation in Rights, Resilience and Respectful Relationships (RRRR) and the updating of our Child Safety Standards. Specialist teachers in 2022 teach Physical Education, Languages (Italian), Performing Arts, Food Technology and Visual Arts. As mentioned above, The Hive is our digital learning space for which Mackellar is well renowned. In this space students explore STEM with their classroom teacher. In 2023, we aim to have this taught by a specialist teacher.

Whilst Mackellar continues to have a high proportion of students on the Program for Students with a Disability (PSD). These students are supported by a Leading Teacher (Wellbeing and Inclusion) who ensures all students on the PSD have up to date Individual Education Plans and that regular Student Support Group meetings are held with parents and relevant stakeholders. In addition, a highly trained Education Support workforce coordinated by an Education Support staff member, provide a range of assistance designed specifically for students' individual needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mackellar Primary School entered the fourth year of its current Strategic Plan in 2022. Having commenced the implementation of an approach to English based on highly explicit teaching, and Mathematics based on problem-based teaching in 2021, this year saw an extension of this work and a deepening of knowledge by teachers. The work was supported by consultants developing staff through professional learning sessions, modelling lessons and observing the practice of teachers. Professional Learning Communities used student data to develop problems of practice, and then instigated cycles of inquiry to build their capacity to address these. As well as peer observations through learning walks, school-based coaches worked with individual teachers building their content knowledge, teaching practice and data literacy.

Data from the Learning component of the school's Performance Summary demonstrates this work is taking hold with improvements across NAPLAN and Teacher Judgement in all categories. In particular, the percentage of students at or above expected standards in English using Teacher Judgement has increased almost 10% compared to 2021 results. And whilst the Similar School average increased from 2021 to 2022, Mackellar Primary School surpassed this, whereas last year it was 5.8% behind the Similar School average. In Mathematics the results were also strong with a percentage increase of 7.8% in comparison to 2021, again surpassing the Similar School average in 2022 whereas in 2021 we did not.

NAPLAN Reading results for grade three and grade five students were both stronger than 2021 results. This has increased our four-year average for both cohorts, and as a stand-alone year, Mackellar Primary School's 2022 result is higher than Similar School averages for both cohorts, and higher than the state average for year three students. In NAPLAN Numeracy, both the year three and year five percentage of students in the top three bands increased from 2021 scores, with the grade five increase larger than the grade three increase. That said, the grade three result is higher than the average for Similar Schools, whereas the grade five result is not.

Wellbeing

The 2022 Attitude to School Survey (AtoSS) saw a slight decrease in the school's percentage endorsement for Sense of Connectedness, however the percentage remains quite high at 81.3%. This result remains above both Similar School and state averages, as was also the case in 2021. Coming off the back of significant disruption to learning in both 2020 and 2021, this result is testament to the hard work of staff in ensuring the students' return to face-to-face teaching recognised the need to equally address learning and wellbeing needs. The combined results of the Learning and Wellbeing sections of the 2022 School Performance Report indicate this approach has been a success.

The school's approach to the Management of Bullying also decreased slightly in the 2022 AtoSS, yet remains high. With much of 2021 including remote and flexible teaching many students did not have face-to-face interactions. Upon returning to school, it is not surprising some students took time to adjust to social interactions. With the deepening of work in SWPBS and the return of Mackellar to a lead school in RRRR our focus is firmly centred on students feeling safe, valued and listened to. Academically our focus is on supporting students to 'catch up' using the Tutor Learning Initiative (TLI). In 2022, TLI encompassed both reading and mathematics through a blended tutoring model. In addition, a comprehensive NAPLAN preparation program was implemented to prepare students for the NAPLAN assessments. All models of tutoring support were deemed highly successful with student data indicating significant progress was made and retained.

Engagement

In 2022, student voice was emphasised in the work being completed in English and Mathematics where enhanced student engagement has been a focus. Their respective instructional models rely heavily on student involvement and contribution, moving away from teacher directed approaches. This approach worked well with our Future Focused Learning (FFL) inquiry model. Here student agency continues to be an area of growth with this student-centred approach into inquiries in Health, Science and Humanities. FFL has seen staff routinely professionally developed and planning in a gradual release model of coaching support.

The student leadership program at Mackellar went from strength to strength in 2022. Students in grades five and six participated in a student leadership program in classrooms. In addition, school, vice and house captains worked with the junior school council to host assemblies, meet dignitaries and worked to improve the school from a student perspective. This work was coordinated by a Leading Teacher. This same leader coordinated the Program for Students with a Disability. Individual Education Plans and Student Support Groups were timetabled quarterly, and professionals' meetings held on a need basis.

Our student attendance data in 2022 shows a strong result and stronger than both Similar School and state averages. There were however a greater number of average days absent post-remote and flexible learning in 2021. This may be in part due to some students finding the transition back to face-to-face learning difficult. For these students and families, support was offered by the Leading Teacher and school staff, often working in unison with Student Support Staff (SSS), parents and regional personnel. The 'Attendance Cup' was reintroduced at assemblies at the behest of the students with weekly winners celebrated in the newsletter.

Other highlights from the school year

During 2022 we were able once again to hold school camps where for the previous two years this was not possible. In May we held our first camp for the year and students from grades four and five were given the opportunity to attend Edmund Rice Camp Amberly for a three-day camp. In October of 2022, we again were able to send students away for a three-day camp, this time to YMCA Mount Evelyn where students from grade three and grade six, as well as any grade four or five students who opted out of the first camp, were able to attend. Both camps were highly successful thanks mostly to the support and professionalism of staff, and a band of parent volunteers who made these experiences possible. Both camps were funded by the Victorian Government's Positive Start Program.

In December of 2022, and after eighteen months of postponement due to the pandemic, we were once again able to offer, and extend, our ten-day intensive swimming program from students in prep to grade two, to this year include students from grade prep to grade four. This was held at a local swim centre with funds provided by the department's Swimming in Schools program accumulating during the pandemic allowing us to provide for additional students. This is something we will and expand upon to include grade five and six students attending a beach safety course, whilst prep to grade four students continue with pool-based swimming lessons.

With the expansion of our student leadership program during 2021 and 2022, we held a range of 'days of significance' over the course of the year hosted by the students. These days included Cyber Safety Day, Harmony Day, ANZAC Day, National Sorry Day and Reconciliation Week, Day for Daniel, and Remembrance Day. Many of the days involved community stakeholders assisting the students such as personnel from the Salvation Army, the Returned Services League and local Indigenous Elders.

Financial performance

In 2022, the school maintained a strong financial position and was able to maintain its core teaching and learning programs whilst implementing programs to support student achievement. In addition, in 2022 the school used funds to improve areas of the school deemed in need of repair. This included installing a new playground, a fence surrounding the school, painting the school's exterior and commencing the refurbishment of classrooms. These works were completed using the DE procurement guidelines and ensuring school council endorsed their approval. These works did not impact on the teaching and learning provided to students.

Equity funding was used to build teacher capacity with Learning Specialists coaching and professionally developing staff in English and Mathematics, supplemented by consultants working with teachers. Equity funding was also used to establish an English Extension program for students achieving in the Top Two Bands of NAPLAN. This, coupled with intervention programs funded through the Tutor Learning Initiative, provided students with opportunities to 'catch up' and/or excel in English and Mathematics.

Departmental funding announcements at the end of 2022 meant the school could conclude its excess staffing process and reabsorb the remaining two teachers who were surplus to need. As enrolments continue to decline, the situation will need to be monitored to try and avoid returning to excess.

For more detailed information regarding our school please visit our website at
<https://mackellarps.vic.edu.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 2.0 (FISO 2.0).

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 350 students were enrolled at this school in 2022, 146 female and 204 male.

54 percent of students had English as an additional language and NDP 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

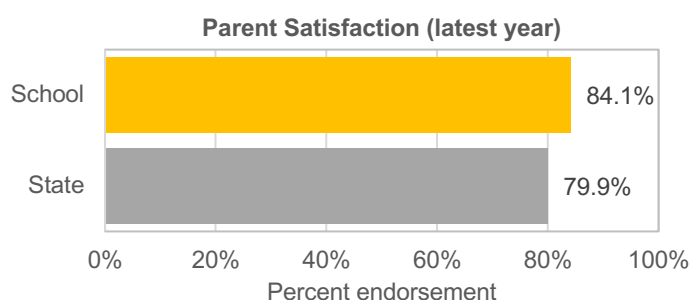
This school's SFOE band value is: Medium

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 (2022) |
|----------------------------------|-----------------------|
| School percent endorsement: | 84.1% |
| State average (primary schools): | 79.9% |



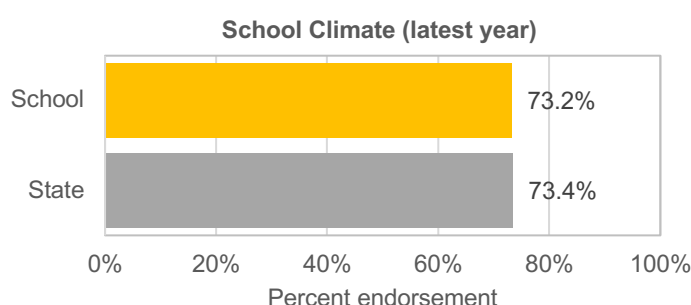
School Staff Survey

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 (2022) |
|----------------------------------|-----------------------|
| School percent endorsement: | 73.2% |
| State average (primary schools): | 73.4% |



LEARNING

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
(2022)

School percent of students at or above age expected standards:

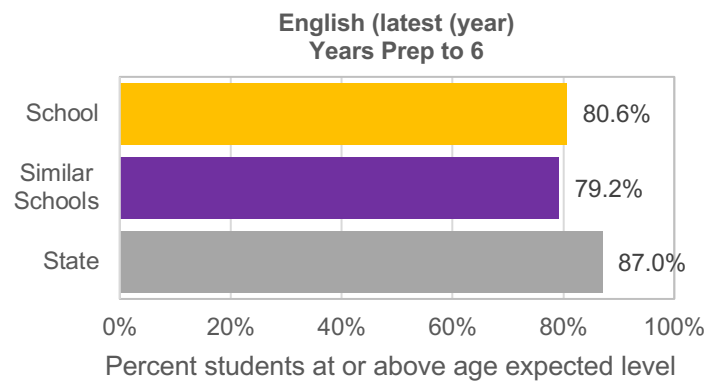
80.6%

Similar Schools average:

79.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

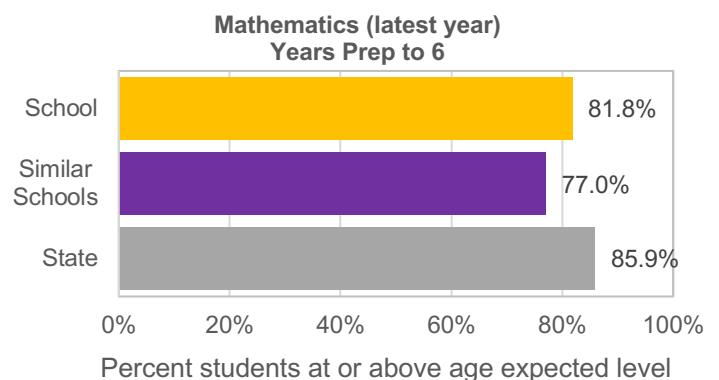
81.8%

Similar Schools average:

77.0%

State average:

85.9%



LEARNING (continued)

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.

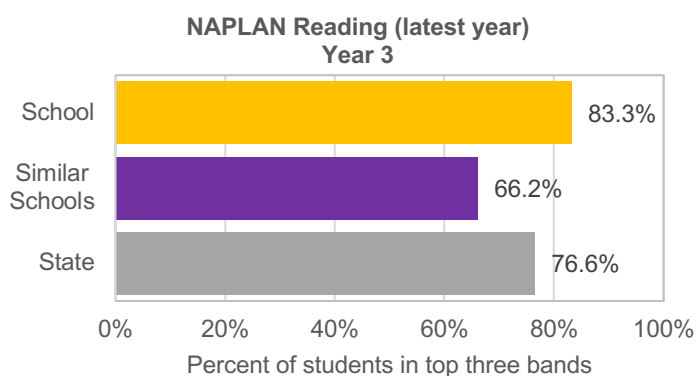
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

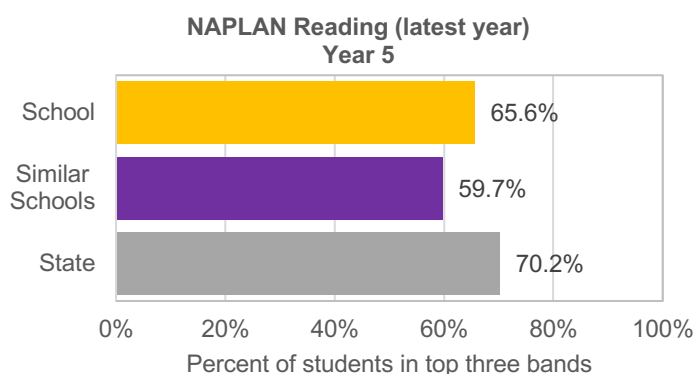
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 83.3% | 71.2% |
| Similar Schools average: | 66.2% | 67.1% |
| State average: | 76.6% | 76.6% |



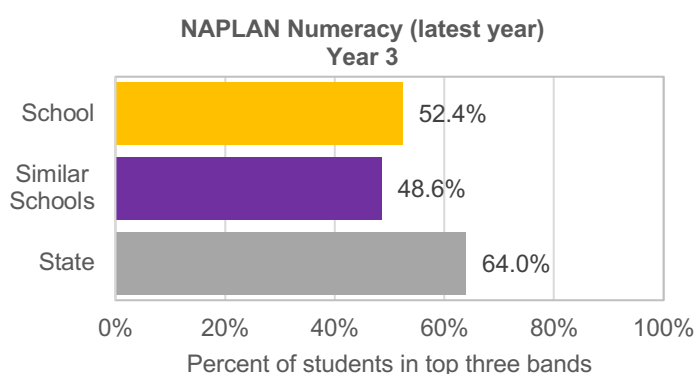
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 65.6% | 55.7% |
| Similar Schools average: | 59.7% | 58.8% |
| State average: | 70.2% | 69.5% |



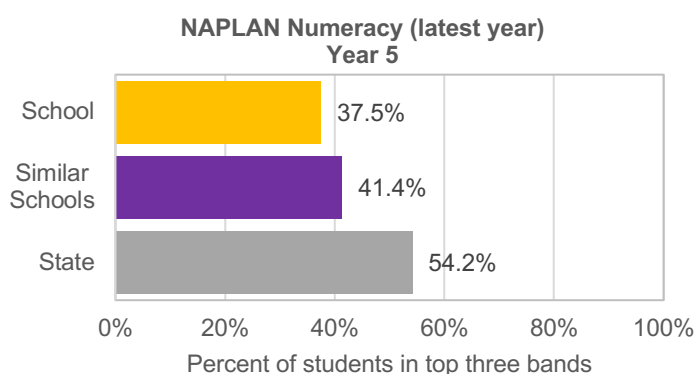
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 52.4% | 47.0% |
| Similar Schools average: | 48.6% | 51.7% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 37.5% | 35.6% |
| Similar Schools average: | 41.4% | 46.4% |
| State average: | 54.2% | 58.8% |



WELLBEING

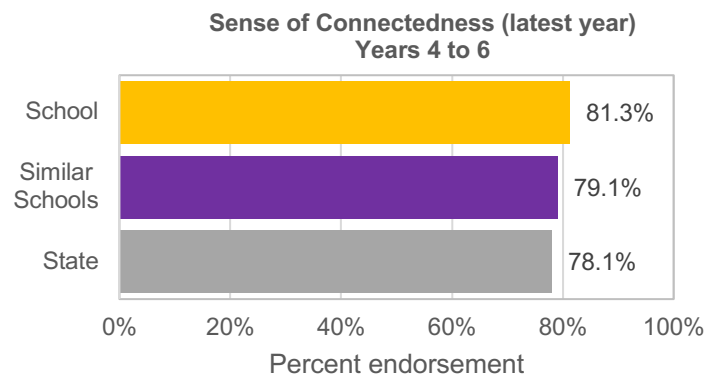
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 81.3% | 79.2% |
| Similar Schools average: | 79.1% | 80.8% |
| State average: | 78.1% | 79.5% |

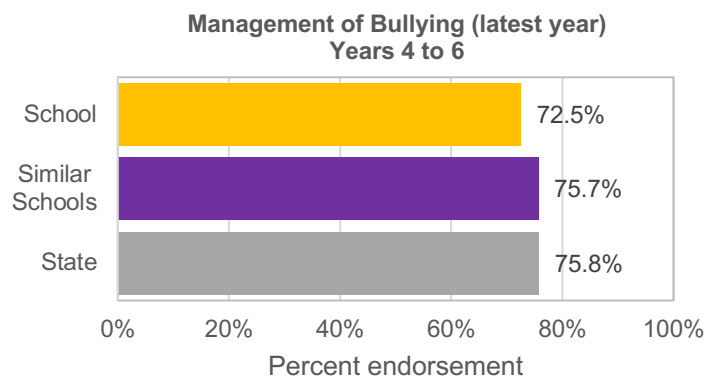


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 72.5% | 71.6% |
| Similar Schools average: | 75.7% | 78.3% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

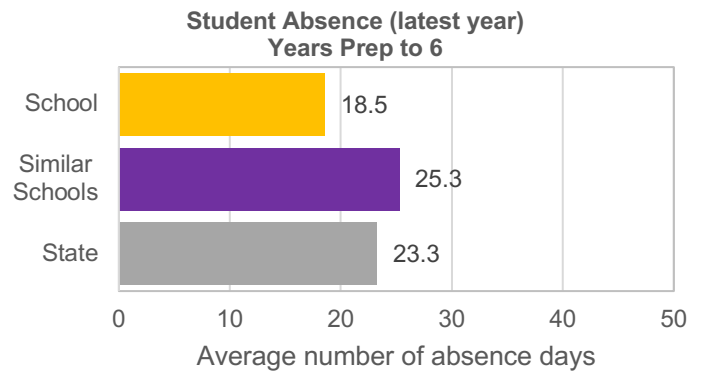
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School average number of absence days: | 18.5 | 13.9 |
| Similar Schools average: | 25.3 | 19.8 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 87% | 89% | 89% | 88% | 88% | 90% | 100% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,303,162 |
| Government Provided DET Grants | \$1,185,575 |
| Government Grants Commonwealth | \$7,037 |
| Government Grants State | \$0 |
| Revenue Other | \$5,932 |
| Locally Raised Funds | \$215,645 |
| Capital Grants | \$20,000 |
| Total Operating Revenue | \$5,737,352 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$418,502 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$418,502 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,266,479 |
| Adjustments | \$0 |
| Books & Publications | \$22 |
| Camps/Excursions/Activities | \$63,845 |
| Communication Costs | \$3,070 |
| Consumables | \$97,370 |
| Miscellaneous Expense ³ | \$52,812 |
| Professional Development | \$7,088 |
| Equipment/Maintenance/Hire | \$84,735 |
| Property Services | \$104,649 |
| Salaries & Allowances ⁴ | \$169,939 |
| Support Services | \$296,552 |
| Trading & Fundraising | \$44,320 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$47,677 |
| Total Operating Expenditure | \$5,238,557 |
| Net Operating Surplus/-Deficit | \$478,795 |
| Asset Acquisitions | \$349,410 |

(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 25 Feb 2023 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 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$366,679 |
| Official Account | \$36,678 |
| Other Accounts | \$0 |
| Total Funds Available | \$403,358 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$148,153 |
| Other Recurrent Expenditure | \$5,723 |
| Provision Accounts | \$13,156 |
| Funds Received in Advance | \$15,500 |
| School Based Programs | \$26,000 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$180,000 |
| Maintenance - Buildings/Grounds < 12 months | \$15,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$403,531 |

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.