

## 2014 Annual Report to the School Community

Mackellar Primary School

School Number: 5297



Name of School Principal:

Matthew Borg

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Name of School Council President:

Monique Hamilton

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Date of Endorsement:

27<sup>th</sup> March 2014

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Mackellar Primary School caters for a culturally diverse student population and is located in the well-established residential area of Delahey. The school's enrolment in 2014 was 471. The classroom composition consisted of straight prep and then multiage grades of 1/2, 3/4 and 5/6. The SFO (Student Family Occupation) was 0.68 and LBOTE (Language Background Other Than English) was 67.16%.

Mackellar Primary School staff comprised of 30 EFT teaching staff made up of Classroom Teachers, two Leading Teachers, Principal and Assistant Principal. There were 20.5 EFT Education Support Staff comprising Office Administration, Integration Aides and Student Support staff. In 2014 the school resourced the services of an Occupational Therapist and PSD Consultant through the school's resource package.

The Program for Students with Disabilities catered for the needs of 54 students in 2014. There is a highly developed commitment to inclusion and active participation in the educational and social life of the school for all students. Teachers and Education Support staff have recognised expertise working with students with special educational needs and offer support and professional development to network schools as an Autism Friendly Hub school.

Mackellar Primary School provides a safe, caring and positive environment in which all children are challenged and supported to learn and develop to their full potential. The use of the Gradual Release of Responsibility model supports students to take responsibility to manage their learning through the use of personal learning goals and feedback.

### Achievement

Naplan results in both Grade 3 and 5 shows that our students are achieving lower than the state mean. However the results of our grade 3 students show that we have reduced that gap between school and state mean in all areas with the exception of writing. When compared to like schools we show similar results.

While the percentage of students in the low learning gain category has increased for numeracy, the positive is that the learning gain in the high category has also increased. The learning gain for literacy has remained fairly stable in the low category however the gain in the high gain has decreased. As a staff we possibly need to focus greater attention on the learning gain for literacy and numeracy.

AusVELS teacher judgment shows the percentage of students achieving at expected level in literacy and mathematics is just below the median for state schools. However, in mathematics we are outperforming our like school counterparts in this area. This is most pleasing as we have maintained this higher achievement for the last 2 years.

Contributing to our literacy and numeracy results has been the centralised collection of data and planning documents. A greater emphasis on baseline data/pre assessment to determine the learning needs for students has assisted teachers in providing a more differentiated program for students and has contributed to the earlier identification of students needing support. In 2015 a continued focus on evidence based assessment will provide the basis for subsequent teaching and learning

All students on the Program for Students with Disabilities achieved the educational goals outlined in their Individual Learning Plan.

### Engagement

Our ongoing focus on student attendance continues to be positive with results again higher than like schools. In fact 2014 shows student absence rates are the lowest they have been in four years. Our late pass system has been an effective strategy to improve student attendance along with the continued commitment of our staff to follow up student absences. Our students are motivated to learn.

The Student Attitudes to School Survey data shows that student motivation continues to be a relative strength in the Attitudes to School survey data. This is supported with an upward trend of students feeling connected to their peers and to the school. Learning and teaching throughout the school is more focused on the needs of individual students due to an enhanced understanding of student learning needs through effective data analysis.

In 2014 we introduced and trialed a WOW conversation protocol to explore the learning confidence of students in grades 3-6. The resulting data highlighted areas for improvement. Our goal for 2015 is to improve the overall learning confidence of students across the school.

## Wellbeing

Our Connectedness to School factor from the Student Attitudes to School survey data is similar to that of like schools: an improvement on our 2013 survey data. The 2014 survey results show that our student morale is high and that our students feel safe at school. Student safety has been consistently high over the last three years highlighting the school's commitment to providing a safe school environment free from bullying and harassment. The consistency amongst staff when dealing with bullying behaviours has become embedded in our school culture. This, combined with a highly visible and communicated anti-bullying approach, has contributed to this achievement. While the learning environment provided by the teaching and ES staff supports the individual learning needs of our students there is room for improvement. In 2015 this will be a focus along with investigating student behavior within the classroom.

## Productivity

The school continued to utilise the funds available from the SRP to provide opportunities for literacy and numeracy coaches, Student Welfare Coordinator and a Reading Recover teacher. This enabled a continued focus on developing teacher capacity to deliver high quality student learning outcomes.

The school has continued to fund Planning for Learning (PFL), a regular meeting time dedicated to providing a more focused and strategic approach to evidence based planning and the analysis of student data. Incorporating the elements of Professional Learning Communities this time has contributed to building and developing shared norms and values, teacher capacity, professional interaction and a collective focus on student learning and teacher efficacy.

For more detailed information regarding our school please visit our website at  
<http://www.mackellarps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

### School Profile

#### School Enrolments

A total of 471 students were enrolled at this school in 2014, 222 female and 249 male.

<p><b>Overall socio-economic profile</b></p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p><b>Proportion of students with English as a second language.</b></p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on school climate derived from the annual <i>School Staff survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
 Result for this school:  Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>54%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>42%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>44%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>60%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>41%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	54%	12%	Numeracy	31%	42%	28%	Writing	37%	44%	19%	Spelling	24%	60%	16%	Grammar and Punctuation	37%	41%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	93 %	92 %	93 %	93 %	93 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	93 %	92 %	93 %	93 %	93 %										

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</p>

# How to read the Performance Summary

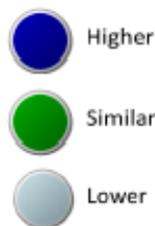
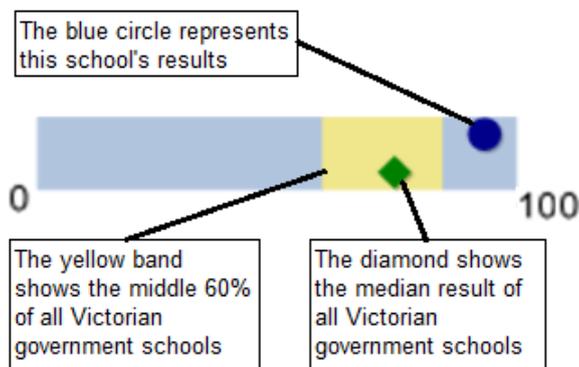
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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.

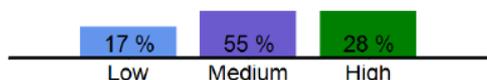
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014		Financial Position as at 31 December, 2014	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,421,085	High Yield Investment Account	\$228,531
Government Provided DE&T Grants	\$852,785	Official Account	\$203
Government Grants Commonwealth	\$157,962	Other Accounts	\$415,018
Revenue Other	\$76,247	<b>Total Funds Available</b>	<b>\$643,752</b>
Locally Raised Funds	\$360,927		
<b>Total Operating Revenue</b>	<b>\$5,869,005</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$4,264,622	Operating Reserve	\$199,821
Books & Publications	\$13,636	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
Communication Costs	\$17,174	School Based Programs	\$285,011
Consumables	\$63,931	Region/Network/Cluster Funds	\$11,751
Miscellaneous Expense	\$402,861	Provision Accounts	\$7,660
Professional Development	\$43,470	Maintenance -Buildings/Grounds incl SMS>12 months	\$109,508
Property and Equipment Services	\$296,065	<b>Total Financial Commitments</b>	<b>\$643,752</b>
Salaries & Allowances	\$390,197		
Trading & Fundraising	\$124,911		
Utilities	\$53,483		
<b>Total Operating Expenditure</b>	<b>\$5,670,352</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$198,654</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

The school utilized funding from National Partnerships to support teaching and learning in the areas of Literacy and Numeracy coaching support and the provision of assessment materials.

The School Council along with the finance committee has continued to allocate funds to the provision of grounds development and school refurbishment.

In 2014 the engaged the services of a PSD consultant and Occupational Therapist to provide support for our students on the Program for Students with Disabilities.