

2016 Annual Report to the School Community



School Name: Mackellar Primary School

School Number: 5297



Name of School Principal:	Matthew Borg
Name of School Council President:	Monique Hamilton
Date of Endorsement:	30 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Mackellar Primary School is located in the well-established residential area of Delahey, in the City of Brimbank, on the outer western fringe of Melbourne. Mackellar Primary school opened in 1991 and has a culturally diverse student population that creates an inclusive community of learners. At the 2017 census the school's enrolment was 415 students. The school has 20 grades; the average number of students per grade is 20. The school has straight grades from Prep (Foundation) to Year 6 except for one 5/6 grade. The Student Family Occupation (SFO) is 0.60.

Mackellar Primary School staff comprises of 35.10 EFT teaching staff made up of Classroom and specialists Teachers, Two Leading Teachers, Assistant Principal and Principal. There are 27.45 EFT Education Support Staff comprising Office Administration, Integration Aides and Student Support staff.

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 as resilient learners. We are a KidsMatter School and we practice Gratitude, Mindfulness and Empathy as part of the Resilience Project. Students are supported and inspired to take responsibility in managing their learning with personal learning goals and continual feedback.

We have established the HIVE learning space, which is a STEM/STEAM Makerspace, where the curriculum merges into one, a space where learner engagement is at its peak and work is infused by four main Vic Curriculum areas: Digital Tech, Design and Tech and critical and creative thinking. The Hive is a space for both teacher and student learning and is facilitated and supported by an innovative STEM coach. All members of the staff are committed to learning and have embraced ongoing professional learning; professional learning teams and school based coaching to develop their capacity to address student learning, instructional practice, assessment and reporting. The whole school has strong foundations in inquiry learning, which provides the students with enriched learning experiences and addresses the importance of student growth in personal and social learning.

The Program for Students with Disabilities (PSD) caters for the needs of 59 students in 2017. The school has a highly developed commitment to inclusion and our staff have recognised expertise working with students with special educational needs and we offer support and professional learning to other schools.

Framework for Improving Student Outcomes (FISO)

Our priorities in 2016 were Excellence in Teaching and Learning and Positive Climate for Learning, with our key initiatives being: Building practice excellence, Curriculum planning and assessment and Setting expectations and promoting inclusion.

The school aimed to cultivate a positive and engaging school culture where students are actively engaged in their learning and to build their skills to be more resilient and assume greater responsibility for their behavior. In the later part of the school year we introduced two key programs to support the development of students' social and emotional development – Kids Matter and the Resilience Project. Both programs focused on developing students' emotional literacy and strategies to improve their mental health. The entire school community has embraced the key concepts of developing Resilience, with staff and students practicing mindfulness and demonstrating gratitude. Students have an increased repertoire of strategies to deal with problems when they arise and are more articulate in expressing their emotions. In 2017 the school will continue to maintain this focus.

In preparation for the full introduction of the Victorian Curriculum the school undertook a review of its current programs, aligning current curriculum content with new curriculum. The school reviewed all planning documents, developing consistency in and across teaching teams. Considerable focus was on the development and implementation of common assessment tasks across the school. Writing was a key focus; all staff engaged in professional learning on the Seven Steps of Writing to strengthen the teaching of writing across the school.

The introduction of School Improvement Teams (SIT) to work together to develop, lead and coordinate the school improvement process was a key driver in the implementation of our school initiatives.

Achievement

Analysis of our 2016 Grade 5 cohort's Literacy NAPLAN Growth data is very pleasing. This shows the cohort's growth between Grade 3 and Grade 5. Our low relative growth scores in NAPLAN Reading results improved from 38% in 2014 to 20% in 2016. Even more impressively, our low relative growth Writing NAPLAN results show an improvement from 39% in 2014 to 16% in 2016.

Our 2016 Grade 5 cohort had 25% to 31% of students in the NAPLAN High Growth category in Reading, Writing, Spelling and Grammar/Punctuation. The Grade 5 NAPLAN Growth data also demonstrates that over 80% of our 2016 Grade 5 students made a Medium to High Growth in both Reading and Writing over the same period.

Our 2016 NAPLAN Numeracy results were also very pleasing. We achieved our target in relation to relative growth (Grade 3-5) with low relative growth scores improving from 23% in 2015 to 18% in 2016. We were excited to discover that we outperformed both the state (26%) and similar schools (29%) with these results. Improvement was also shown in our high relative growth showed of 4% from 2015-16.

We were also very pleased with our Numeracy NAPLAN results in relation to the percentage of students in Year 5 at or below NMS. The results decreased greatly from 26% in 2015 to 13.3% in 2016. The percentage of students in the top two bands was also slightly greater than those of similar schools.

Year 3 NAPLAN results indicate that the percentage of students in the top 2 bands (19%) is below those of similar schools (28%). In response to this data we have set a target for improvement for students in Year 4 in 2017.

Mackellar Primary School continues to have 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. Student voice, in the form of feedback on their learning, provides an opportunity for improved practices in teaching and learning. Feedback was captured through google forms and structured small group discussions.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

In 2016, the average days our students were absent is similar to primary schools with similar characteristics. This data shows an improvement in attendance rates from the previous year. When looking at the data for students with 20 or more absence days, we are similar to the results for primary schools with similar characteristics. However, when looking at the data more closely 25% of our 2016 prep cohort had 20 or more absence days throughout the year; well above all other year levels. This is concerning as chronic absence is shown to impact on student learning and engagement outcomes. An increased focus on the 2017 Grade 1 attendance data will need to be priority.

In 2016 we extended the BYOD iPad program into the Grade 3/4 with resounding success. School survey data shows that the students are enjoying learning with the iPad as a tool and staff report that students are showing higher levels of engagement in their learning. With the inclusion of Grade 4 students in the Student Attitudes to School Survey in 2017, it will be interesting if the data reflects this high level of motivation and engagement.

Student motivation in the Grade 5/6 area continues to be a relative strength. The Student Attitudes to School survey data shows that 86% of our students are highly motivated to come to school, an increase from 75% in 2015.

The Student Leadership team affords students the opportunity to develop their leadership skills along with genuine opportunities for student voice that impacts positively on the school climate. This year the Student Leadership team, under the guidance of the principal, led the creation of our school's orchard, conduct school tours for visitors, organized fundraisers and led school assemblies.

Candidates for the 2017 Student Leadership team were high, highlighting the value and importance of this role to our students.



Wellbeing

Student Safety and School Connectedness both remain similar to schools with similar characteristics. This result continues to reflect the emphasis we place on providing a safe and supportive learning environment for our students.

Across Victorian schools there has been a general decline in student positivity over the past three years. We can see this in our data with school connectedness decreasing from previous years, Overall, 55% of our grade 5/6 students feel positively connected to school. A focus on building school connectedness will be a focus in 2017.

Parent Opinion survey data indicates that 82% of our parents were satisfied with the school overall. From a staff perspective, the school climate module of the School Staff survey demonstrates that nearly 70% of our staff were positive about the school climate.

In 2017 the school will continue to focus on the wellbeing of our students through our participation Kids Matter and the Resilience Project. In 2017 a strong focus will be on equipping all students with STEM capabilities through the introduction of the Hive Project. The Hive will provide opportunities to improve student learning data around Learner Confidence and School Connectedness by providing students with a rich, student-centred, collaborative learning experience underpinned by high engagement through robotics, coding and other forms of technology.

For more detailed information regarding our school please visit our website at
www.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

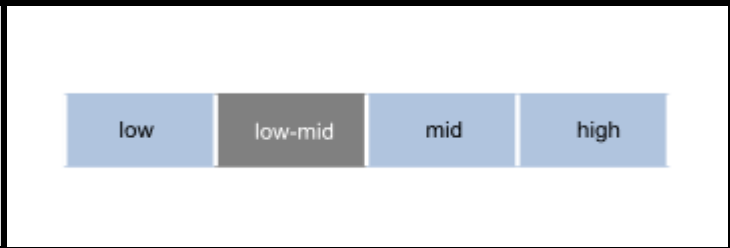
School Profile

Enrolment Profile

A total of 423 students were enrolled at this school in 2016, 185 female and 238 male. There were 61% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

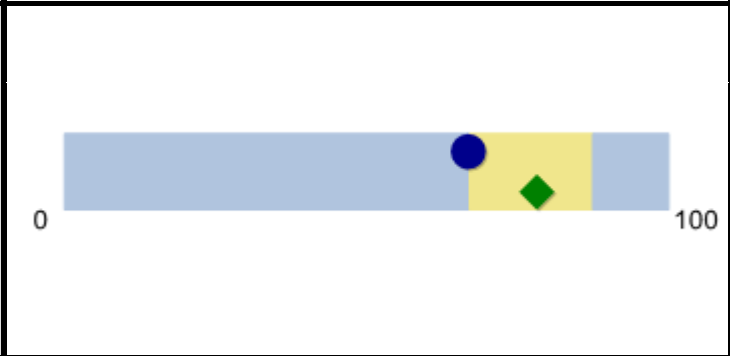
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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 primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>63%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>59%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>43%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	49%	31%	Numeracy	18%	63%	18%	Writing	16%	59%	24%	Spelling	24%	47%	29%	Grammar and Punctuation	31%	43%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	31%	43%	25%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 846 1040 943"> <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>92 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	92 %	91 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	92 %	91 %	93 %	93 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

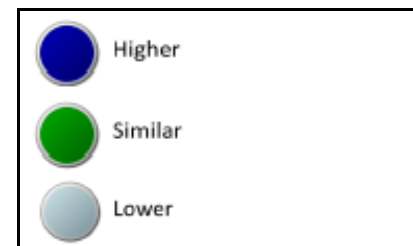
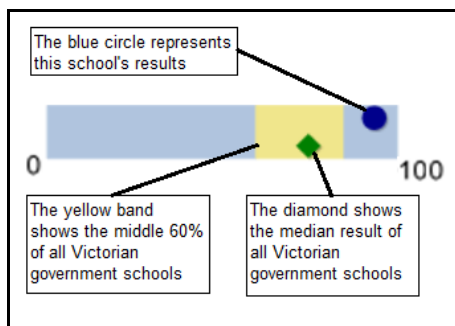
What are student outcomes?

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, P-12 and specialist schools, 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.

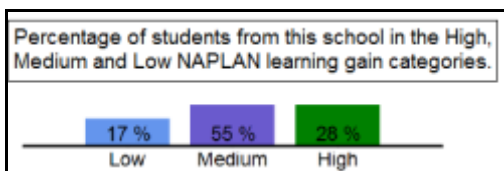
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* 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.

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 and position commentary

In 2016, the school utilised funding from the SRP to support teaching and learning in the areas of Literacy, Numeracy, STEM/STEAM and to support our students on the Program for Students with Disabilities. Significant funding was spent on: Purchasing Fountas and Pinnell Literacy Intervention kits; the establishment of the HIVE and the development of the school's vegetable garden and orchard.

As our school 'ages' it becomes more necessary to refurbish existing building and grounds. Significant funds were allocated to relocating the female toilets, installing new air conditioners and replacing classroom furniture. Near the end of 2016, work began on the redevelopment of our school oval, for which the school has been saving for. A deposit was paid in December, with the balance to be paid in 2017.

The school ended the year in deficit, mainly attributed to the deposit for the school oval. Our Casual Relief Teachers (CRTs) budget was overspent with staff having to take time off for illnesses and personal reasons.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,896,422	High Yield Investment Account	\$241,077
Government Provided DET Grants	\$675,273	Official Account	\$301,133
Government Grants Commonwealth	\$176,555	Other Accounts	\$0
Revenue Other	\$20,718	Total Funds Available	\$542,210
Locally Raised Funds	\$304,473		
Total Operating Revenue	\$6,073,440		
Expenditure		Financial Commitments	
Student Resource Package	\$4,979,626	Operating Reserve	\$181,915
Books & Publications	\$10,243	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$12,610	Maintenance - Buildings/Grounds incl SMS<12 months	\$150,295
Consumables	\$101,728	School Based Programs	\$150,000
Miscellaneous Expense	\$282,404	Other recurrent expenditure	\$10,000
Professional Development	\$31,120	Maintenance -Buildings/Grounds incl SMS>12 months	\$30,000
Property and Equipment Services	\$526,837	Total Financial Commitments	\$542,210
Salaries & Allowances	\$171,615		
Trading & Fundraising	\$78,180		
Utilities	\$36,088		
Adjustments	(\$30,000)		
Total Operating Expenditure	\$6,200,452		
Net Operating Surplus/-Deficit	(\$127,012)		
Asset Acquisitions	\$112,800		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. 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.

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.

