2015 Annual Report to the School Community

Mill Park Primary School

School Number: 5160

Name of School Principal: Lu Alessi

Name of School Council President: Bernard Ponton

Date of Endorsement: 15th March 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Mill Park Primary School is a dynamic school promoting integrity, lifelong learning and the attainment of excellence. The school is committed to providing the highest quality education through the recognition of individual learning styles, effective communication, team work, continuous improvement and the development of a sense of belonging. The core purpose of Mill Park Primary School is student learning and it is the shared vision of all associated with the school that students will learn to the best of their abilities to develop skills which will equip them for life.

Mill Park Primary School opened in 1980 and is located in the northern suburbs of Melbourne. The school's enrolment of 550 is drawn from a wide geographical area. It is a culturally diverse community with no dominant ethnic group. The school has a commitment to the Early Years and Middle Years philosophies and improving student outcomes is its highest priority. All curriculum planning, implementation and assessment is based on the Victorian Curriculum. English and Mathematics continue to be the highest priorities for resourcing and professional development.

The expansion of the information and communication technology program into all facets of the curriculum is ever increasing. This is enhanced by the 1:1 device program for students in Years 4, 5 and 6. The school implements a sequential Values program from Foundation to Year 6. The Values program is closely linked to and complements the Student Engagement and Inclusion Policy and identifies a consistent and proactive approach to student behaviour management. Students' progression through the school is supported through various transition programs. Whole school events are conducted annually to embrace and enrich home-school relationships and enhance the development of a learning community.

Achievement

The school's goal is to improve learning outcomes for all students from Foundation to Year 6 by providing every student with the opportunity to reach their learning potential through a comprehensive and sequential curriculum that caters for students' individual needs. Collective accountability for assessment of student learning is rigorous and data is used to inform future learning needs. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them. The school works actively to build the capacity of teachers through the development of an agreed school wide pedagogy.

In 2015 NAPLAN assessment of Year 3 Reading was higher than other government schools on adjusted school performance; Year 5 Reading was similar to other schools. Numeracy was similar to other schools on adjusted school performance. The school continues to regularly identify and track students not performing at expected levels in English and Mathematics. This is a powerful tool to improve instructional practice across all year levels. The school uses numerous assessment tools to validate teacher assessment according to AusVELS and the Victorian Curriculum.

There have been continuous reviews of Professional Learning Teams and planning with extensive evaluation during planning days. More formal and informal conversations about learning have become part of the learning culture of the school. To meet the needs of students, particularly in the Early Years, coming into the school with poor oral language skills, the Communication and Language Program has been expanded with involvement from a school employed Speech Therapist. There is evidence of more use of ICT to support learning. This is particularly so in Numeracy with technology being used to effect with problem solving and statistics and more emphasis on applied Mathematics.

Engagement

Our goal is to provide experiences for students that develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values, in line with the school's Student Engagement and Inclusion Policy. In 2015 student attendance was positive with all Year Levels achieving 93% and 94% attendance rate. The school will continue promoting improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrivals. The SMS process to inform parents of absences continues to enhance this goal.

The Attitudes to School Survey data for Year 5 and 6 students was very positive. All Foundation to Year 6 students complete the Principles of Learning and Teaching Surveys twice a year to offer feedback to their teachers about their views related to learning, engagement and safety. Student Attendance and Attitudes to School outcomes are higher than other government schools on adjusted school performance.

The school continues to build teacher capacity to implement a rigorous approach to teaching and classroom management that supports an engaging and challenging learning environment. The 'start-up' unit of work at the beginning of each school year continues to be a feature of developing a sense of belonging for all students, including the identification of class and school values, establishment of processes and teamwork.

Wellbeing

Our goal is to provide experiences for all students that enhance readiness and enthusiasm to continue the next step in their learning, including starting school, moving between year levels or into secondary colleges, in a resilient, confident and enthusiastic way. The school continues to have ongoing positive relationships with the local preschools. The kinder children visit the school for a transition program over six weeks in Term 4. The Foundation and Year 6 Buddy Program is a feature of welcoming and inducting the new students into our school.

An intra-school transition program occurs in Term 4 where all year levels link with the following year's students and teachers. This program prepares students for their entry into the next year level. The focus of this program is developing a sense of belonging, learning about expectations of the new year level and developing a cooperative team approach to learning.

Year 6 students participate in all relevant transition programs offered by local secondary colleges. Year 5 students visit upon invitation or are visited at the school by the colleges. The school continues to review its transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings. The annual Attitudes to School outcomes are higher than other government schools on adjusted school performance.

The employment of a Welfare Officer has ensured students are well supported in all emotional and social aspects of their school life.

Productivity

The school carefully allocates its resources so that the focus remains on students and their learning needs. To this end we have been successful enabling the employment of a Speech Therapist and Student Wellbeing Officer ensuring successful support for both student and family needs and affirms the school's commitment to relationships.

Staff receive a generous planning allocation with four hours per week; one and a half hours in excess of the Government Schools Agreement. While part of the reason for this is that it enables teams to plan together (there are four specialists), staff are in turn eligible for two 'Extras' in three weeks and this reduces the number of Casual Relief Teachers that need to be employed. It is also good professional learning for teachers and extra time provides additional opportunities for sharing professional practice.

There has been significant expenditure in facilities: the completion of installation of air conditioners into all classrooms; a LOTE room; a Music room; relocated Library; Communication and Language Program Centre, as well as an outlay in ICT with 1:1 devices for students in Years 4, 5 and 6, and class sets of iPads for the Early Years.

For more detailed information regarding our school please visit our website at www.millparkps.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.

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 543 students were enrolled at this school in 2015, 277 female and 266 male.
There were 23% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	mid-high	high

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.
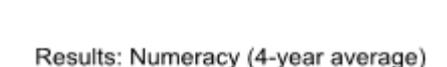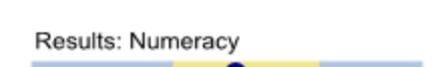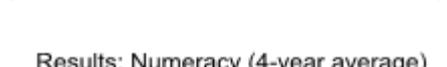
Performance Summary

Achievement	Student Outcomes	School Comparison

Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Results: English

0 ───────────────── 100

Results: Mathematics

0 ───────────────── 100

● Similar

● Similar

Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

English
No Data Available

Mathematics
No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🔵 Higher 🟢 Similar 🟢 Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar 🟢 Similar ⚪ Lower

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 36 % / 39 % / 25 % Low / Medium / High **Numeracy** 31 % / 49 % / 19 % Low / Medium / High **Writing** 16 % / 49 % / 35 % Low / Medium / High **Spelling** 37 % / 43 % / 21 % Low / Medium / High **Grammar and Punctuation** 26 % / 50 % / 24 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

Student Outcomes

Results: 2015

0 — 50

Results: 2012 - 2015 (4-year average)

0 — 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	93 %	93 %	94 %	93 %	94 %	93 %

School Comparison

● Similar

● Higher

Performance Summary

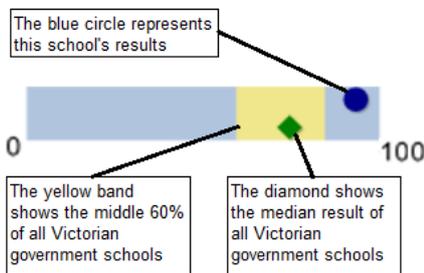| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	● Similar ● Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2015 Results: 2012 - 2015 (4-year average)	● Similar ● Similar
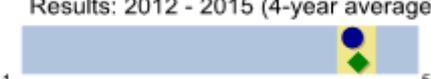
How to read the Performance Summary

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.

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'.

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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.
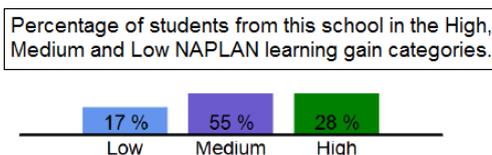

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

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.
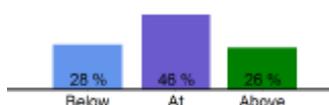
What is this school doing to improve?

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 - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	

Revenue	Actual	Funds Available	Actual
Student Resource Package	$3,774,277	High Yield Investment Account	$82,590
Government Provided DE&T Grants	$589,144	Official Account	$1,731
Revenue Other	$26,625	Other Accounts	$154,521
Locally Raised Funds	$417,422	**Total Funds Available**	**$238,842**
Total Operating Revenue	**$4,807,468**		

Expenditure		Financial Commitments	
Student Resource Package	$3,702,775	Operating Reserve	$159,924
Books & Publications	$4,070	Asset/Equipment Replacement < 12 months	$5,000
Communication Costs	$4,584	Capital - Buildings/Grounds incl SMS<12 months	$35,000
Consumables	$124,113	Maintenance - Buildings/Grounds incl SMS<12 months	$20,000
Miscellaneous Expense	$360,873	Capital - Buildings/Grounds incl SMS>12 months	$18,917
Professional Development	$27,738	**Total Financial Commitments**	**$238,842**
Property and Equipment Services	$282,573		
Salaries & Allowances	$98,375		
Trading & Fundraising	$38,553		
Travel & Subsistence	$304		
Utilities	$36,020		
Adjustments	($458)		

Total Operating Expenditure	**$4,679,521**

Net Operating Surplus/-Deficit	**$27,947**
Asset Acquisitions	**$0**

Student Resource Package Expenditure figures are as of 01 March 2016 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.

Financial performance and position commentary

The school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.