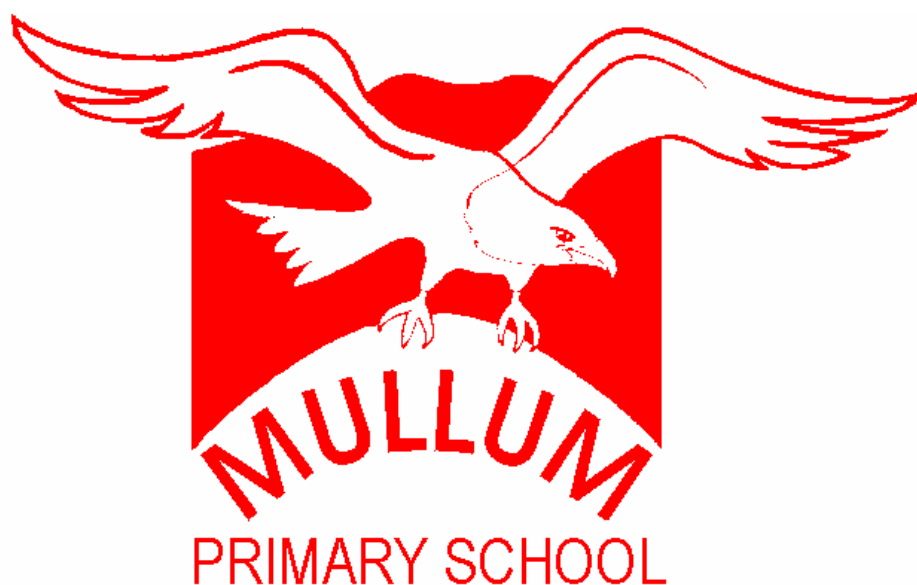


MULLUM PRIMARY SCHOOL
4886

**2008 Annual Report to the
School Community**



School Overview

Mullum is a vibrant, dynamic place of quality learning where diversity is appreciated. Individuality is honoured and nurtured through innovative teaching and programming in a technology-rich learning environment so that students achieve their full potential. The school is an attractive place in harmony with the natural environment, maintaining close mutually supportive connections.

It is set on a spacious site of approximately three hectares, in a safe setting away from main roads, with spectacular views of the Dandenong Ranges. Established trees and well-maintained gardens further enhance the beauty of the property. We have a stable, enthusiastic and dedicated staff. The school ethos recognises that all students benefit from stimulating and innovative curriculum linked to real-life experiences, personal development and citizenship programs. The students' occasional or on-going welfare and well-being needs are met through programs and services that are targeted to the needs of the individual. There are some enduring and endearing traditions that strengthen the 'community' feel and connectedness to the school such as the whole school (parents/teachers/students) picnic at the end of the year, school concerts, twilight sports and the inclusive assemblies held daily to meet and welcome the whole school.

Mullum is multi-culturally rich with families from many countries making up the population. Over the past three years there has been an increase in the number of rental properties in the area and that has

widened the socio-demographics of the school. There has also been an exponential growth in the number of refugees.

The Mullum School Community, comprising students, staff and parents is founded on quality relationships.

The pro-social values of compassion, fairness, respect, responsibility, honesty and trustworthiness, and tolerance and inclusion; when translated into behaviours will ensure that the three elements required for enhanced relationships are present. These three elements are leadership (leading by example) partnership (working collaboratively with others) and friendship (recognising each other's goals and roles).

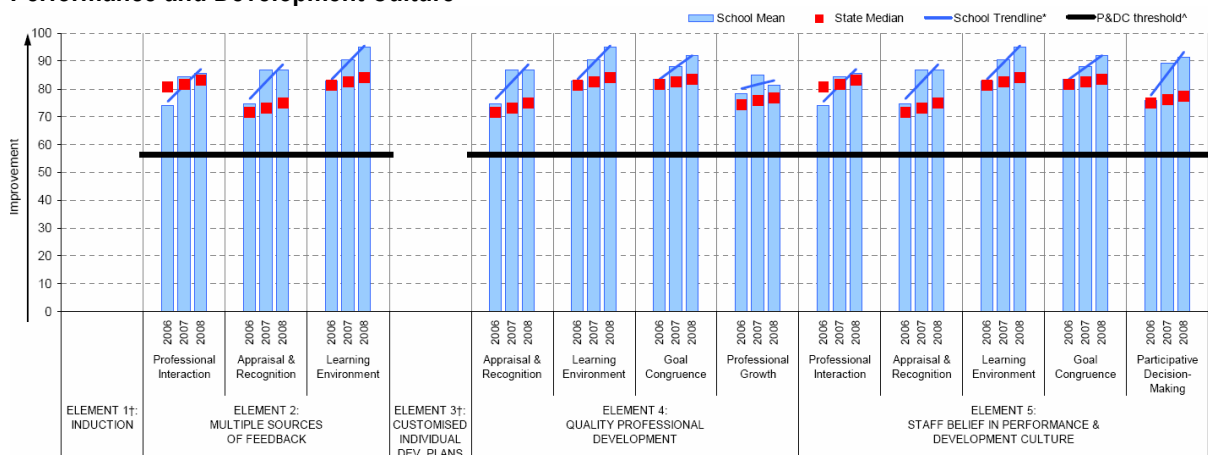
In 2008 the final enrolment was 278. The prep enrolment was 41. Since 1994 the enrolments have declined in line with projections and changes in the demographic of the area. There is evidence to suggest that the area can produce between 35 and 40 new enrolments each year which would see the school enrolments level out between 245 and 280 students.

The main goals of the AIP for 2008 were;

- Develop programs and provide resources for the increasing Student Welfare needs.
- Continue to pursue improvement of teaching and learning in numeracy.
- **To successfully gain accreditation in the Performance and Development Culture**

All of these goals were successfully pursued and are moving into the next stage of fulfilment.

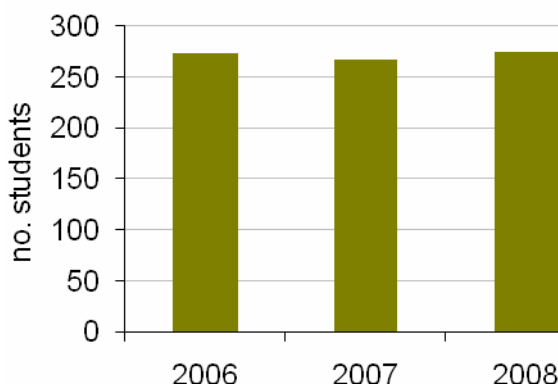
Performance and Development Culture



Student enrolments

In 2008 the final enrolment was 278. The prep enrolment was 41. This was an increase in our prep intake. Since 1994 the enrolments have declined in line with projections and changes in the demographics of the area but the trend seems to have slowed has begun to reverse. There is evidence to suggest that the area can produce between 35 and 40 new enrolments each year which would see the school enrolments level out between 245 and 280 students.

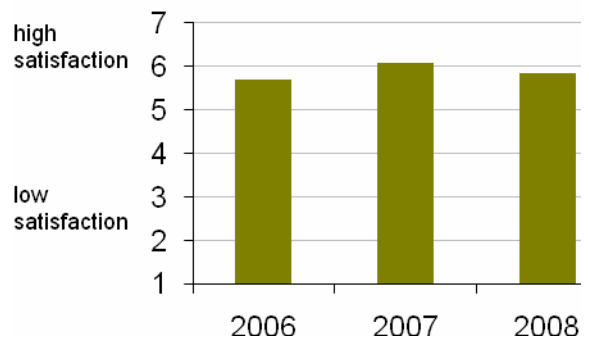
Total students enrolled in school



Parent Satisfaction

The mean score for Parent Satisfaction was 5.84 and is at state mean. Perceptions of parents of the quality of the schooling that Mullum Primary School provides remain very high as indicated by the Parent Opinion Survey. The school is able to maintain strong partnerships and relationships between the school stakeholders – parents, staff and students. The size of the school, its physical environment, student learning and management strategies, experienced long-term staff members and effective communication strategies all help to maintain an excellent environment for learning.

Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)



Commonwealth Requirements

- **Teacher Satisfaction** -The average score for teacher satisfaction (morale) at this school was 85.9 on a scale from 0 to 100 where 100 is the best possible score. The state mean was 78.1.
- **Teacher Absence** – *No data was available.*
- **Teacher Retention** - Of the 20 teaching service staff at June 2006 (including those on leave without pay), 17 or 85% were still at the school at June 2007. This figure across all Government schools was 86%. Of the 19 teaching service staff at June 2007 (including those on leave without pay), 18 or 95% were still at the school at June 2008. This figure across all Government schools was 84%.
- **Teacher participation in professional learning** – All teaching staff has participated in professional learning throughout the year. Whole staff school embedded learning centred on Numeracy funded through the SRP and incorporating the services of ACER. Professional Learning Teams –whole staff. Individual, group and whole-staff professional learning was also concentrated on developing our Performance and Development Culture.
- **Teacher Qualifications** - All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian
- Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Student Progress & Achievements

Student Learning

It is pleasing to report that student achievement has been strong. A gratifying percentage of students are achieving at or above the expected levels in both Mathematics and Literacy. The data used in this report comes from The School Level report and is predominantly based on NAPLAN

Assessment of Reading P-2

The data collection involved assessing students in Prep, Year 1 and Year 2 against unseen text at various levels as follows:

- all Prep students were assessed against text levels 1 and 5
- all Year 1 students were assessed against text levels 1, 5 and 15
- all Year 2 students were assessed against text levels 5, 15 and 20.

Proportion of students reading with 90% -100% accuracy.

TEXT LEVEL	PREP	YEAR 1	YEAR 2
Level 1	92.7	100	100
Level 5	82.9	100	100
Level 15		91.9	93.8
Level 20			93.8

Proportion of students reading at 50% and below accuracy.

TEXT LEVEL	PREP	YEAR 1	YEAR 2
Level 1	2.4 (1)	0	0
Level 5	12.5 (5)	0	0
Level 15		0	0
Level 20			3.1(1)

This year the only data provided for analysis for P-2 was in reading.

In reading, Prep -2 are achieving consistent results. Prep and Grade 1 are above State mean and Grade 2 is slightly below

Five children in the 2008 Prep cohort scored 50% or less accuracy at Level 5. This cohort included two children that were 2 standard deviations below in language assessment, and so have a demonstrated language deficit, but are not eligible for the D&I program. We had one child whose attendance equated to less than a term over the year and two children who should have been assessed on the ESL scale and were not. These children will work to carefully planned ILIP's in 2009.

The P-2 benchmarking data is a reflection of word recognition reading, compared to NAPLAN Testing which tests the acquisition of age appropriate comprehension and predictive skills.

This year NAPLAN is the only data available for analysis for grades 3-6. Teacher judgement against VELs was not available at this time.

Literacy and Numeracy

The improvement of numeracy skills has been a focus of our AIP this year and the results of the NAPLAN indicate that we have been successful. This will continue next year.

NAPLAN –STATE COMPARISON

As illustrated in the following table, in Year 3, Mullum has achieved very well compared to the state. We have exceeded the state mean in all areas where data has been provided.

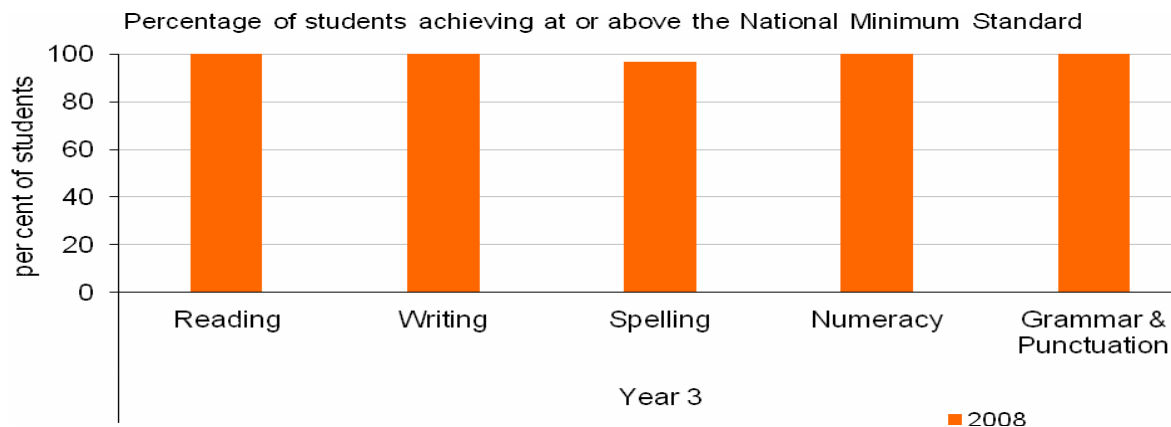
YEAR 3

MEAN-SCALED SCORE	-READING	WRITING	SPELLING	NUMERACY	GRAMMAR & PUNCTUATION
SCHOOL	428.3	452.6	NA	433.4	NA
STATE	415.8	421.2	NA	416.1	NA

NAPLAN –NATIONAL COMPARISON

Mullum has achieved 100% at or above National minimum standards in Reading, Writing, Numeracy and Grammar & Punctuation. Over 95% of our students achieved at or above National Minimum Standards in Spelling.

Spelling has been identified as an area in need of improvement and an audit of practice has taken place which will be the foundation of future planning.

Percentage of students achieving at or above the National Minimum Standards –**NAPLAN –STATE COMPARISON**

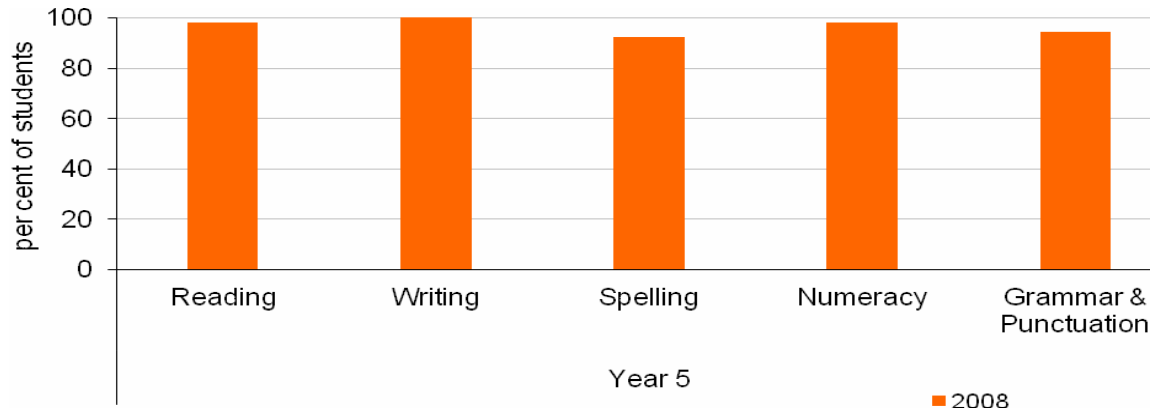
The table below clearly indicates that year 5 students at Mullum have achieved very well compared to the State and have exceeded the State mean in all areas where data has been provided.

YEAR 5

MEAN-SCALED SCORE	-READING	WRITING	SPELLING	NUMERACY	GRAMMAR & PUNCTUATION
SCHOOL	505.0	509.4	NA	493.1	NA
STATE	492.1	496.0	NA	487.8	NA

NAPLAN –NATIONAL COMPARISON

Mullum has achieved over 95% of our students at or above National Minimum Standards in all areas. Spelling has been identified as an area in need of improvement and an audit of practice has taken place which will be the basis for future planning.



Student Engagement and Wellbeing

Mullum has been very successful in creating a learning environment that encourages student connectedness to the school. This is supported by the results of the 2006, 2007 & 2008 student Attitudes to School survey which indicate positive outcomes in all three areas of Wellbeing, Teaching and Learning and Student Relationships.

It was interesting to note this year that the grade 6 children rated themselves poorly in student connectedness but highly in school connectedness. There was an unusual percentage of students in this cohort who had emotional needs and they did not trust each other. We responded to this by introducing "Seasons for Growth" for students who had lost a significant adult in their lives, increasing the proportion of the chaplain's time to this area and concentrating on self-esteem and values. All other areas of the survey results were well above state mean. Another indication that our programs are working well can be seen by comparing the variable 'student discipline' across the staff, parent and student surveys. All stakeholders rate this variable highly, including the students who believe their class environment is stimulating and conducive to learning.

We continued to develop and imbed social competencies through the Relational Learning Program throughout the school. Student management is not an area of concern and disruptive behaviour is on a very small scale. The introduction and implementation of Inquiry Learning, Authentic Assessment and more diverse ICT created an environment where students are challenged and supported to develop deep levels of thinking. Many programs were woven into Integrated Units at each level. These included:

- Drug Education
- You Can Do It
- Relational Learning
- Values Education
- Healthy Choices, healthy lifestyle
- Leadership conferences
- Visits by World Vision
- Sex Education
- Traffic and Bike Education.
- Personal Safety – ambulance/fire/police

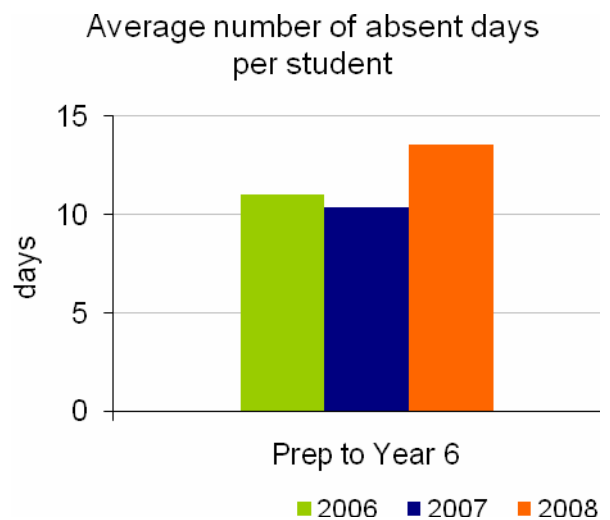
Average number of absent days per student –

The total number of absent days per full-time equivalent student. From 2006, the previously reported "per student headcount" measure has been replaced by the more accurate "per full-time equivalent student" measure.

This is an area we will take on board in 2009. There were only a few children that were constant offenders. There is no state mean for comparison but we are aware and concerned that the number has jumped up.

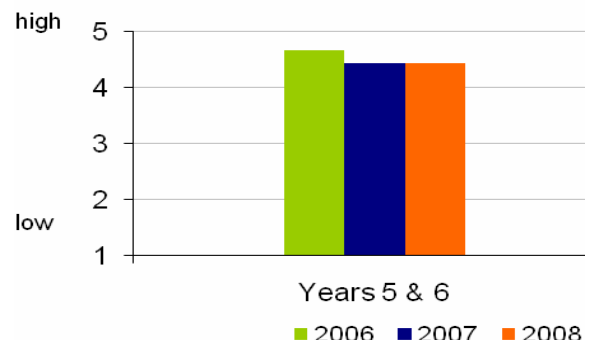
One child came for an average of 2-3 days a week and this was mainly because we organised to have him picked up by a teacher and a mentor. We also had many families take holiday leave to go overseas and as our multi-cultural heritage increases so may these absences as many were to go back to the countries of origin to see family.

Average number of absent days per student –



Students' school connectedness –

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



Students' school connectedness –

Year 5 and 6 students were asked to what extent they agreed with each of the five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The mean score for the school was 4.43 where the top score possible score was 5. This is well above state mean and an excellent indication that our students feel connected to the school.

Student Pathways and Transitions

Mullum Primary School aims to foster a smooth transition from pre-school to prep and middle years into year 7 by developing a mutually positive working relationship with the pre-schools, child care centres and secondary schools to which it is allied. In the early years it is the aim to ensure that the new preps and their parents are familiar and ready for entry to school through an extensive transition program. In the middle years it has been the aim to provide students with the necessary skills and experiences to make transition to secondary college a positive occurrence. We also have in place programs aimed to make the transitions through the primary school years constructive. We have extensive programs encompassing many facets of transition

Pre-school to school.

- Kids Club-monthly sessions May to December for all pre-school children.
- Open Night with tours.
- Private tours throughout the year.
- Regular visits to pre-schools by prep teachers.
- School brochure and information booklets.
- Story book "Life at Mullum" for pre-school children to borrow and read at home with their parents.
- Information night.
- Attendance at P-6 Network meetings.
- Gradual introduction into the school ground at beginning of school year
- Prep-6 buddies.

Moving between schools

- Introduction and welcome into the Mullum community at assembly

- Parents invited for a chat re child and opportunities to join Mullum community
- Past schools contacted, and pertinent information disseminated
- New child paired with peer mentor
- After a settling period, assessed to determine academic needs

Transition between grades**Grade placement**

- Child has input into social needs for the next year.
- Parent input invited based on educational needs.
- Extensive consultation by staff when forming new classes to meet the best interests of all children.

Familiarisation

- In term 4 all children spend time observing the level they will be moving into and discuss the organisational differences and expectations. etc.

Primary to secondary

- Regular contact with, and visits to Norwood Secondary College.
- Independent work habits explicitly taught.
- All year 6 students allocated leadership roles during the year.
- Visits from secondary college students to talk about life at secondary school.
- Visits from secondary school teachers.

Future Directions

2009 is the 2nd year of our School Strategic Plan. An extensive review, both internal and external, in 2007, informed the planning of our future directions for the next four years.

In 2009 the major focal points will be:

To improve moderation and assessment against VELS and to use this data to inform planning and teaching. (PoLT 5)

Continue to pursue improvement of teaching and learning in numeracy.

- ACER will be employed to analyse the PAT Maths assessment to provide a comprehensive baseline upon which improvement strategies will be built

Continue to pursue the strengthening and extension of the use of professional learning teams within the school to support teachers in their efforts to improve teaching and learning.

- New whole school planning document modified and accepted for use.
- Professional teams will plan together and produce a term document .
- Document published on-line and hard copy in a folder in the staff room.

Develop programs and provide resources for the increasing Student Welfare needs.

- School Chaplain service to extend to two days a week.
- Personal interaction, programs to be provided are:
#Prep/6 buddies
#Seasons for Growth
#Hot Spots
#Queen Bees and Wanna bees
#M.A.T Therapy

Develop stronger relationships and understandings between kindergarten, school and secondary colleges through shared programs and opportunities.

- Consolidate literacy program in Oban and Norwood kindergartens.

- Increase transition activities with Norwood Secondary College.
- Offer a shared PD.

To become accredited in the Performance and Development Culture.

- Mullum gained external accreditation in June, 2008. Continue to strive for improvement in all areas

To prepare for the introduction of the Ultranet.

- To inform staff and the community about the purpose and processes of the ultranet which will come into schools late 2008 early 2009.

Program and sub-committees submitted budgets for the coming year based on predicted school enrolments and School and DE&T priorities. The Finance committee oversaw the development of the indicative budgets in November 2007. We also contracted a Financial Consultant to help prepare a 5 year plan so that large future needs were planned for. The program budgets were directed at supporting the school priorities of enhanced teaching and learning across the school particularly through the development of the Information Technology program. Funds were used to improve the infrastructure as well as for Professional Development to increase teacher effectiveness in this area. English, Maths budgets also supported the goals of our AIP.

In 2007, a shade cloth was built with an Investing In Our Schools grant and steps were taken to begin the project of beautifying the front entrance.

It is gratefully acknowledged that funds raised by the Parents Association and Trivia Night Committee enabled the school to provide resources to support the school priorities and ultimately the outcomes for our students.

Financial Performance and Position

The recommended word length for this section is approximately 400 words.

In this section, schools should reflect on their financial performance and how this supported their plans for improvement.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	
Commonwealth Government Grants	
State Government Grants	
Other	
Locally Raised Funds	
Total Operating Revenue	
Expenditure	
Salaries and Allowances	
Bank Charges	
Consumables	
Books and Publications	
Communication Costs	
Furniture and Equipment	
Utilities	
Property Services	
Travel and Subsistence	
Motor Vehicle Expenses	
Administration	
Health and Personal Development	
Professional Development	
Trading and Fundraising	
Support/Service	
Miscellaneous	
Total Operating Expenditure	
Net Operating Surplus/- Deficit	
Capital Expenditure	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	
Official Account	
Other Bank Accounts(listed individually)	
<i>(insert)</i>	
<i>(insert)</i>	
Total Funds Available	
Financial Commitments	2008 Actual
School Operating Reserve	
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	
Revenue Received in Advance	
Building/Grounds including SMS < 12 months	
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	

School Contact Information

Address:	18 Panfield Ave, Ringwood
Principal:	Lynne Holland
School Council President:	Stuart McPhee
Telephone:	9870 2120
Email:	
Web site:	

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact (insert school contact details).