

2015 Annual Report to the School Community

Mullum Primary School

School Number: 4886



Name of School Principal: Carolyn Macaulay

Name of School Council President: Glen Dobson

Date of Endorsement: May 2 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

Mullum Primary School was built in 1963, sharing a boundary with Norwood Secondary College. It is located near the cross section of East Link, allowing easy access to both the CBD and coastal towns.

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, - tolerance and inclusion, when translated into behaviours, will ensure that the three elements required for enhance relationships are present. These three elements are leadership (leading by example), partnership (working collaboratively with others), and friendships (recognizing and respecting). Mullum reflects a culture that embraces a sense of belonging and pride. It has a strong belief in continuous improvement, setting the bar high for teachers and students, continually reflecting and reviewing teacher practices.

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 in which students achieve their full potential. The school is an attractive place operating in harmony with the natural environment, maintaining close, mutually supportive connections with our community. We have an increased number of EAL students and celebrate our multi-cultural diversity. Mullum is an accredited International School and is increasingly attracting children of families immigrating to or studying in Australia. 2015 was our Strategic Review Year where school data was thoroughly analyzed to identify future goals of the school. Our Report can be located on our website.

We have a stable, enthusiastic and dedicated staff who share the belief that our core business is to provide a safe environment where all children can learn. Education Support Staff are employed to support the Program for Students with Disabilities and also to support more individualized and intensive instruction. The students' occasional and ongoing welfare and educational needs are met through programs and services that are targeted to students at their point of need. The use of data is an integral part of curriculum planning. All teachers are involved in a formal coaching program. Trained coaches facilitate substantive conversations aimed at reflecting and improving teacher practice. Students have a range of ICT options, including computer lab, computer pods, notebooks and iPads. Specialist programs are LOTE (Italian), PE, Performing and Visual Arts. Extra-curricular opportunities include dance classes, tennis, choirs, instrumental music, Gardening Club and performances at Showcases, assemblies and other school events. There are some enduring and endearing traditions that strengthen the community feel and connectedness to the school, such as the whole school picnic at the end of the year, school concerts, twilight sports and the inclusive assemblies held daily to welcome the students to school. In 2015 the School Production was successfully outsourced to Little Devils. All students experienced training of various circus tricks and performed much to the delight of a full house.

The beautiful spacious grounds are divided into a number of mini environments- shaded areas, covered walk ways, two adventure playgrounds, an oval, a basketball and a netball court, hand tennis courts and a vegetable garden. We have a number of sustainability measures in place including a water efficiency audit, installation of tanks, solar panels and shade sails. The school garden and establishment of a Performing Arts area have been recent upgrades. The State election promise of a large undercover area and performing arts space came to fruition with \$937,000 allocated to the project. An Architect was appointed during the latter part of the year and planning is well underway.

School Council, the Parent Association and the parent community, as a whole, are committed to maintaining and improving the school, its facilities and equipment for the benefit of the students. There is a strong relationship between teachers and parents and a shared responsibility for the well-being and education of each child is endorsed. Parents are involved as classroom helpers, attend excursions and camps, conferences with students and teachers regarding student learning and in social and fundraising opportunities.

Achievement

Mullum Primary School continued its developing culture of continuous improvement throughout 2015, building on its whole school approach to the teaching of literacy, explicitly writing and spelling. Our Instructional Practice for reading will be a focus in 2016.

High quality teacher professional development in these areas and the introduction of formalised peer observations further enhanced teacher capacity and consolidated curriculum understanding. Use of the Student Performance Analyser (SPA) assessment tool assisted analysis and tracking of student data, likewise improving moderation against AusVELS. Careful timetabling with the ability for the Assistant Principal to attend all team meetings supported the use of data to identify students point of need and plan accordingly. Teachers creatively use Education Support Staff to facilitate small and individual instruction both for students performing above and below expected level. The assessment schedule is followed by all staff. Reporting is now entirely electronic using COMPASS software and includes the reporting on the student's goal achievements, with such goals set in consultation with students and parents at three way conferencing.

Teacher judgements indicate we are slightly above in Mathematics and English across all levels. Our resourcing has continued to be in the Years 1 and 2 where additional staff members have been employed to target specific cohorts who are below expected level in Reading and Writing. During 2015, Years 3 and 4 teachers had changed their method of Numeracy instruction with a greater focus on ensuring students have an increased understanding of mathematical concepts before pushing to the next level.

Our year 3 and 5 NAPLAN results have indicated this to be a successful strategy. All of our Year 3 and 5 NAPLAN Reading and Numeracy results are in the top 3 bands. This is something of which we are very proud.

Our focus during 2015 had been the continued development of a whole school agreed practice. Teacher Judgments² indicate growth in all areas with focus required on our grade 2 students, in particular increasing the number of students achieving above the expected level in writing and numeracy.

Priority areas for 2016 will be:

- *Consolidation of our Instructional Model for spelling and writing and development of a sequential and consistent approach to the teaching of reading;*
- *Continued Targeting students achieving below expected level in reading in years 1 and 2; and*
- *Differentiating the teaching of mathematics in years 3 - 6.*

Focus teams have been developed to research and drive professional learning within these areas. Peer Observation continues to be a mandated requirement for all teachers and included as evidence in their Performance reviews.

Engagement

The use of MAPPEN as the basis of our Inquiry Units continues to be implemented from Foundation to Year 6. Flexible Learning Spaces are also being trialled in particular in the year 3 and 4 area. This will continue to be a focus in 2016.

Students from Foundation to Year 6 were surveyed (using the POLT survey) regarding their sense of connectedness to the school. Data indicated that our students from year 3-6 do not feel that their learning is connected to the real world.

A focus on critical thinking and questioning will be integral in 2016.

Student Leadership further extended with the linking to Swinburne University Environment and Sustainability. Students from Foundation to year 6, led by our Environment Captains identified projects in the school grounds for the team to work on.

Absences increased in all levels but year 3. Habitual late-comers were supported in developing strategies to get to school

on time.

Wellbeing

All children have the right to feel safe and secure and Mullum is very proud to state that this is the philosophy around discussions required to manage any conflict. COMPASS is utilised by all staff to record student information regarding their learning and wellbeing. Parents can also access teachers via email to share information about their children.

Clubs continue to be utilized within the second half of every lunchtime, enabling children some respite from the busyness of the playground. Clubs include Computer, Uekele, Colouring, Library, Gardening, Knitting, Karate, Minecraft and Board and Card Games. The focus of clubs can change according to student interest.

At the latter part of the year, 4 staff were trained in Positive Education using a Positive Psychology approach.

The introduction of our Brekky Club by our School Chaplain has assisted in the connectedness of students and their families to our school. This will shape our behaviour management and any well-being programs used at the school. This will be a major focus in 2016 and beyond.

Productivity

Mullum continues to provide extra support in areas of the school where data indicates students are requiring increased support in Literacy. Professional Learning is closely aligned with Teachers Performance Plans and School Goals.

Our Student Welfare money supports the employment of a non-teaching Assistant Principal who oversees our Students with Disabilities Program and External Providers.

For more detailed information regarding our school please visit our website -

<http://www.mullumps.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 307 students were enrolled at this school in 2015, 152 female and 155 male.

There were 19% 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 index which takes into account parents' occupations.



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 50 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
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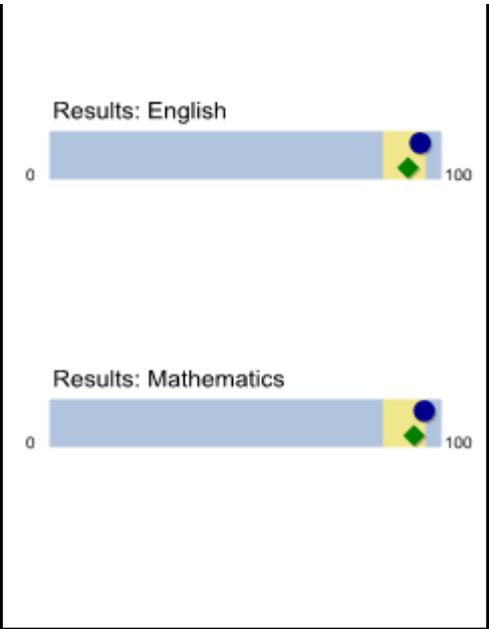
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

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.



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

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
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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.



Higher

Higher

Higher

Higher

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.



Higher

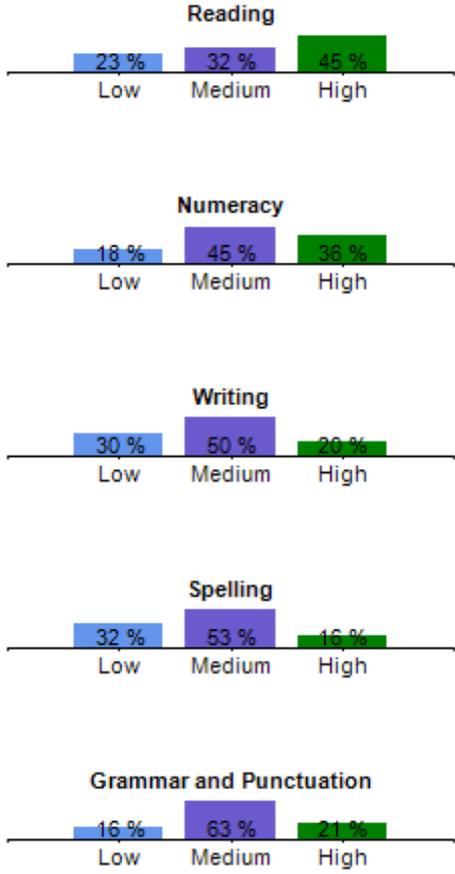
Similar

Higher

Similar

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).</p> <p>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>23%</td> <td>32%</td> <td>45%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>45%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>53%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>63%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	32%	45%	Numeracy	18%	45%	36%	Writing	30%	50%	20%	Spelling	32%	53%	16%	Grammar and Punctuation	16%	63%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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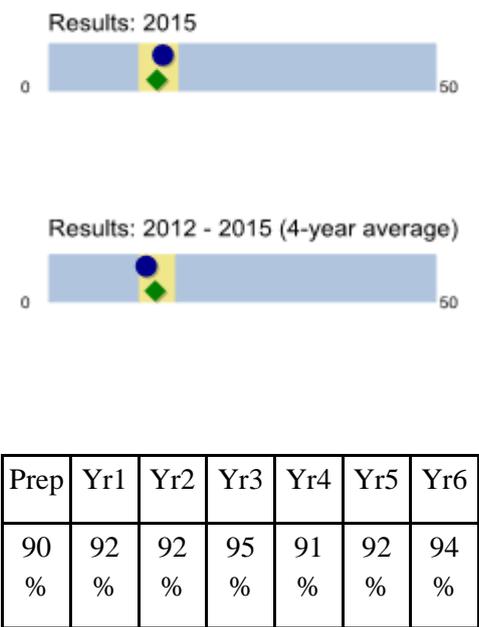
Engagement Student Outcomes School Comparison

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:



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90%	92%	92%	95%	91%	92%	94%

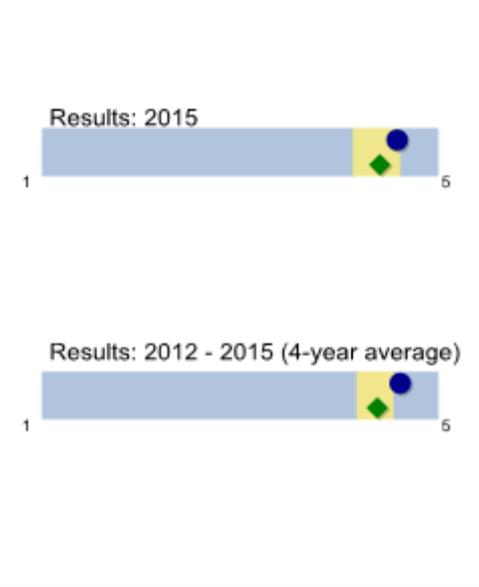
Performance Summary

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
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**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.

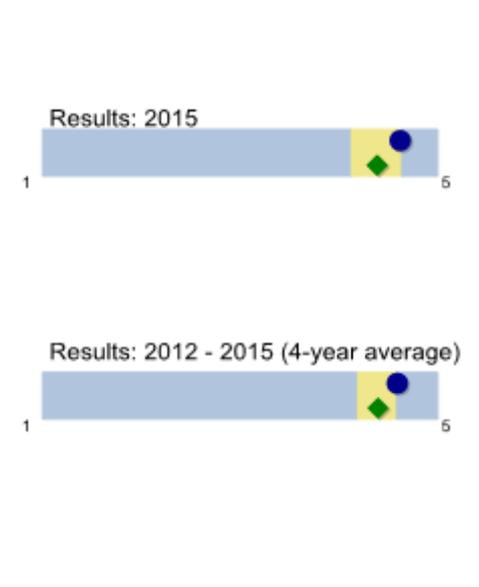


Similar

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.



Similar

Similar

How to read the Performance Summary

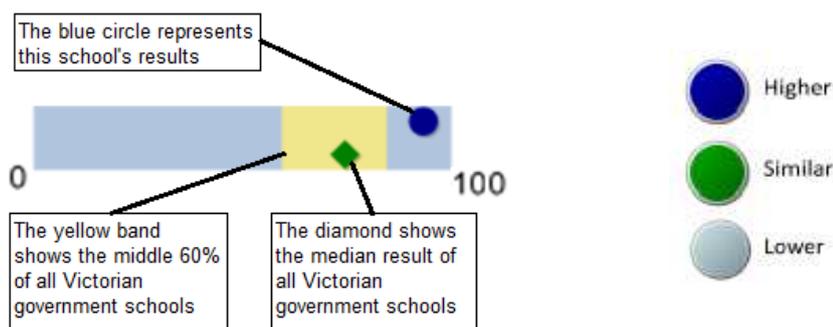
What are student outcomes?

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'.

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>

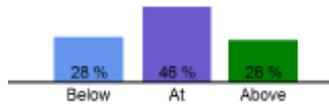
What is the meaning of '*Data not available*'?

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

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



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.



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	\$2,256,861	High Yield Investment Account	\$181,393
		Official Account	\$14,268
Government Provided DET Grants	\$237,736	Other Accounts	\$244,356
Revenue Other	\$19,869	Total Funds Available	\$440,016
Locally Raised Funds	\$213,849		
Total Operating Revenue	\$2,728,315		

Expenditure		Financial Commitments	
Student Resource Package	\$2,155,647	Operating Reserve	\$65,157
		Asset/Equipment Replacement < 12 months	\$80,000
Books & Publications	\$6,676	Capital - Buildings/Grounds incl SMS<12 months	\$70,000
Communication Costs	\$4,632	Maintenance - Buildings/Grounds incl SMS<12 months	\$23,000
Consumables	\$39,051	Revenue Received in Advance	\$33,473
Miscellaneous Expense	\$108,741	School/Network/Cluster Coordination	\$387
Professional Development	\$15,500	Asset/Equipment Replacement > 12 months	\$28,000
Property and Equipment Services	\$121,800	Maintenance -Buildings/Grounds incl SMS>12 months	\$140,000
Salaries & Allowances	\$94,347	Total Financial Commitments	\$440,016
Trading & Fundraising	\$22,175		
Utilities	\$23,605		
Total Operating Expenditure	\$2,592,175		

Net Operating Surplus/-Deficit **\$136,141**

Asset Acquisitions
\$12,707

Student Resource Package Expenditure figures are as of 21 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

Our school continues to be in a comfortable financial position, with funds set aside for major projects such as replacement of playgrounds, painting of the external walls of the school and the provision of flexible learning spaces. The lease of our computers and photocopiers expired and we purchased updated copiers and increased our technology in classrooms with the purchase of iPads and the beginning of the replacement of Interactive Whiteboards with large monitors. Library shelving and other furniture was ordered for refurbishment. Air conditioners were purchased for the 'hot' year 5 and 6 classrooms and Performing Arts area. Surplus money has been kept aside for additional funds toward the Community Performing Arts space to be built in 2016.