2017 Annual Report to the School Community

School Name: Mullum Primary School

School Number: 4886

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 May 2018 at 10:23 AM by Marie Beale (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 07 May 2018 at 08:17 PM by Glen Dobson (School Council President)

About Our School

School Context

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

We have an increased number of EAL students and celebrate our multi-cultural diversity. The surrounding area is active with its redevelopment, with either dual occupancies or town houses.

We have a stable, enthusiastic and dedicated staff. The staffing profile in 2017 included two principal class members, fourteen classroom teachers, four specialist teachers, ten Education Support staff, two administration staff. The students' welfare and educational needs are met through programs and services designed to address needs. The use of data is an integral part of curriculum planning and differentiated teaching and learning.

The beautiful spacious grounds are divided into mini environments- shaded areas, covered walkways, two adventure playgrounds, an oval, basketball and netball court, hand tennis court and vegetable garden. We have a number of sustainability measures in place including water efficiency audits, installation of water tanks, solar panels. We commenced the building of an indoor/outdoor Performing Arts and play space, which will further complement the school. Locally raised funds will also be utilised to upgrade Year 5 / 6 areas to include a wellbeing space.

School Council, the Parent Association and the parent community are committed to maintaining and improving the school, its facilities and equipment for the benefit of the students. In 2017 there was 323 students enrolled.

Framework for Improving Student Outcomes (FISO)

Building practice excellence:
Throughout 2017, all staff worked on a consistent approach to the teaching of writing, including moderation of Common Assessment Tasks, professional development around the structure of the writing session and creating assessment rubrics in F-2. The program Words Their Way based on the Structured Word Inquiry, was introduced across the whole school.

In Term 4 staff across the school trialled Essential Assessments as a tool for Pre and Post testing in Numeracy. This will lead to the roll out of this tool across the school in 2018. Staff attended professional development around the use of maths games and consistent language to differentiate learning for all students, working to enable and extend students.

Curriculum planning and assessment
All staff were involved in creating a whole school planner to ensure that all curriculum areas and capabilities were being covered across the school in a two year cycle. Content descriptors are now included in all term planners identifying outcomes for the year below and above the teaching level.

In 2017, STEM was introduced as a specialist program for all students Year F-6 with a particular focus on the Science component. All students attend one, hour long, session per week.

Building leadership teams
Three staff members were involved in training to use the Improvement Cycle as a tool to analyse student achievement data to ensure differentiated teaching. Three additional staff completed BASTOW training in Leading Curriculum Change in Numeracy.

Achievement

The NAPLAN scores recorded for Year 3 students in Reading demonstrates an excellent level of achievement and indicates that the school is higher than other Victorian government schools in comparison. Year 5 students have also gained good results indicating that their achievement level in Reading achieving above other government schools. The 4-year average achievement level in Year 3 and 5 Reading is similar to other schools. This is an excellent result indicating that improvement strategies, which have been put in place, are effective.

Both year levels have gained good results in Numeracy. Our Year 3 students are achieving at standards well above similar schools, while our Year 5 students are in line with similar schools. Both levels have maintained good results over four years, with a 4-year average achievement level in Numeracy that is also similar to other schools.

Although the Teacher Judgements for Literacy and Numeracy are similar to like schools, there is a discrepancy between Teacher Judgement and NAPLAN results. Strategies implemented in 2017, to further improve the data literacy of our teachers, will support a closer alignment. The development of a whole school instructional model, the introduction of whole school assessment tools will support this work.

Engagement

Enhancing students' level of engagement in their learning is a priority in all areas of the school. Students learn in a secure environment that builds positive connectedness between teachers, students and families. The Kid's Club program was introduced to support effective transition for Kinder to Foundation. We provide pathways for all students at each stage of their school life to transition smoothly to the next level of learning.. The school is a stimulating, engaging and student focused environment for learning. The introduction of Feedback Friday provided opportunities for students to provide feedback to teachers regarding their learning, this included online surveys, apps and visual prompts. Further work is needed to have more active student voice and agency to impact teacher planning.

Absenteeism is also higher than the state average. The average 2017 attendance rate by year level is within a range of 91% to 93%, however this does not indicate the number of students who are either late to school or who leave school early. This practice prevents students from optimizing learning time at school and strategies to inform parents of this concern, are being implemented.

Wellbeing

Mullum has continued to introduce elements of Positive Education across the whole school with staff undertaking professional learning to first 'Live' the Character Strengths. Staff have undertaken the VIA Character Survey to determine the hierarchy of strengths. Developing a consistent and positive approach to student wellbeing across the school is a high priority.

Parent satisfaction is was lower than expected, especially in relation to communication with school and teachers and participation. Strategies to improve the lines of communication and opportunities to participate in the life of the school will be addressed in 2018. .

The data obtained through the Student's Attitude to School survey indicate a high level of school connectedness and belonging with results in the top quartile. Perception of safety are high and students feel that there is someone at school they could speak to about the way they are feeling. Our results are similar to other Victorian government schools.

For more detailed information regarding our school please visit our website

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 323 students were enrolled at this school in 2017, 162 female and 161 male.

25 percent were EAL (English as an Additional Language) students and 2 percent 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.

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
        Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🟢

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	🟢 Similar 🟢 Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 Similar Similar 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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 31 % 49 % 21 % Low Medium High **Numeracy** 30 % 41 % 30 % Low Medium High **Writing** 8 % 62 % 31 % Low Medium High **Spelling** 26 % 49 % 26 % Low Medium High **Grammar and Punctuation** 33 % 41 % 26 % 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

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

0 ——————————— 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ——————————— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	93 %	92 %	93 %	91 %	93 %	91 %

School Comparison

● Similar

● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————— 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————— 100	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
 - student achievements in:
   - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
   - English and Mathematics for teacher judgements against the curriculum
   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
 - student attendance and engagement at school
   - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
 - Attitudes to School Survey (ATOSS)
   - Sense of connectedness
   - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

Higher

Similar

Lower

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

The school has maintained a comfortable financial position with a strong surplus.

The majority of the locally raised funds were tagged for the laying of a Flexipave court under the newly completed Art and Recreational Centre. (Estimated cost of $200,000)

Equity funding was used to cover the salary of an Education Support Staff member who worked with identified 'at risk' students in Grade 1 and 2 either in groups or individually to improve their basic literacy skills. Money was allocated to both increase and replace desktop computers, iPads and notebooks. M-bots were purchased to support the introduction of the teaching of Coding.

Through fundraising activities, the Parent Association raised just under $20, 000 which has been set aside to upgrade the lower level playground and surrounds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$2,470,604
Government Provided DET Grants	$326,840
Government Grants Commonwealth	$600
Revenue Other	$17,342
Locally Raised Funds	$238,139
Total Operating Revenue	**$3,053,525**

Equity[1]	
Equity (Social Disadvantage)	$23,920
Equity Total	**$23,920**

Expenditure	
Student Resource Package[2]	$2,356,342
Communication Costs	$3,781
Consumables	$47,101
Miscellaneous Expense[3]	$129,414
Professional Development	$9,948
Property and Equipment Services	$189,736
Salaries & Allowances[4]	$153,786
Trading & Fundraising	$24,378
Utilities	$27,727

Total Operating Expenditure	**$2,942,212**
Net Operating Surplus/-Deficit	**$111,313**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$187,544
Official Account	$10,264
Other Accounts	$265,148
Total Funds Available	**$462,956**

Financial Commitments	
Operating Reserve	$83,734
Asset/Equipment Replacement < 12 months	$30,500
Capital - Buildings/Grounds incl SMS<12 months	$165,014
Revenue Receipted in Advance	$66,404
School Based Programs	$70,000
School/Network/Cluster Coordination	$804
Capital - Buildings/Grounds incl SMS>12 months	$46,500
Total Financial Commitments	**$462,956**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.