

# 2018 Annual Report to The School Community



**School Name: Mill Park Primary School (5160)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 14 March 2019 at 01:24 PM by Kelly Spurr  
(Assistant 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 Registration 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 2018 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 24 April 2019 at 05:54 PM by Jonathan Martin  
(School Council President)

## 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, teamwork, professional growth, 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 524 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.

At Mill Park Primary School, we see ourselves as a community of learners, eager to become good citizens and lifelong learners. Our values of Respect Integrity Compassion Excellence underpin all that we do. We aspire to give our students learning opportunities that will allow them to have a positive and memorable school experience. Our teachers seek to empower children to be curious, risk takers and to proactively make good choices in life.

All curriculum planning, implementation and assessment is based on the Victorian Curriculum and to prepare our students to engage as 21st Century learners. 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. The school implements a Values program from Prep to Year 6, which is closely linked to and complements the Student Engagement and Inclusion Policy and Respectful Relationships. 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.

### Framework for Improving Student Outcomes (FISO)

Building practice excellence and curriculum planning and assessment were the school's key initiatives for 2018. The focus on Excellence in Teaching and Learning encompassed a consistent and scaffolded approach from Prep to Year 6, curriculum planning reflecting the developmental stages of the Victorian Curriculum, school wide and timely assessment tasks, as well as a rigorous Peer Observation program. The development of a differentiated curriculum more adequately met the needs of our students and formed the focus for significant professional learning for the year.

The school has high expectations for every student and endeavours to provide an engaging, supportive and productive learning environment that promotes inclusion and collaboration.

A consistent and rigorous sense of teamwork is evident in curriculum planning, delivery and evaluation. Differentiation is evident across all year levels and is based on needs of individual students as demonstrated by real-time assessment data and observations. The staff's data literacy has improved greatly, with regular and timely moderation of common student assessments to ensure identification of the next stages of learning for all students.

## Achievement

The school's goal is to improve learning outcomes for all students from Prep 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 2018 NAPLAN assessment of Year 3 and Year 5 showed growth in Writing compared to other government schools. Reading and Numeracy was below similar schools in Year 3 and in Year 5 Reading was above similar schools. 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 the Victorian Curriculum.

There have been continuous reviews of Year Level Teams' planning with extensive evaluation during planning days. There is evidence of more use of ICT to support learning. This is particularly so in Numeracy with technology being used to incorporate 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 2018 student attendance was acceptable with all Year Levels achieving above 75% attendance rate, except for Year 6 who had 62% 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 and 'All Here All Week' attendance awards.

The Attitudes to School Survey data for Year 4, 5 and 6 students was of concern in the Student Perceptions of Student Voice and Agency. All Prep 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.

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 Where Do I Fit In? '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 preschool children visit the school for a transition program over five weeks in Term 4. The Prep 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. The school continues to review its transition processes and programs from preschool to school, from year to year, transferring into the school, and moving from primary to secondary settings.

The employment of a Leading Teacher in the role of Welfare Officer has ensured students are well supported in all emotional and social aspects of their school life, including the provision of a Social Skills Program for identified students.

### **Financial performance and position**

Mill Park Primary School uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structure, 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. Mill Park Primary School is actively fundraising for shade cover for the school and for playground resurfacing. Mill Park Primary has a school operating reserve for any miscellaneous expenses.




**For more detailed information regarding our school please visit our website at**  
<https://www.mill.park.ps@edumail.vic.gov.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 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 525 students were enrolled at this school in 2018, 267 female and 258 male.

33 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.



#### 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).

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




#### 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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## 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
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>54%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>60%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>61%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>53%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	50%	19%	Numeracy	19%	54%	28%	Writing	9%	60%	31%	Spelling	23%	61%	16%	Grammar and Punctuation	23%	53%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## 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: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b>            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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>94 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	93 %	94 %	92 %	92 %	91 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	93 %	94 %	92 %	92 %	91 %										

## 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
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,922,859	High Yield Investment Account	\$80,357
Government Provided DET Grants	\$591,662	Official Account	\$17,474
Government Grants Commonwealth	\$11,844	Other Accounts	\$105,240
Revenue Other	\$25,681	<b>Total Funds Available</b>	<b>\$203,071</b>
Locally Raised Funds	\$328,987		
<b>Total Operating Revenue</b>	<b>\$4,881,033</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$48,686		
Transition Funding	\$23,180		
<b>Equity Total</b>	<b>\$71,866</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,891,303	Operating Reserve	\$90,000
Books & Publications	\$1,368	Other Recurrent Expenditure	\$8,610
Communication Costs	\$8,695	Funds Received in Advance	\$104,461
Consumables	\$145,181	<b>Total Financial Commitments</b>	<b>\$203,071</b>
Miscellaneous Expense <sup>3</sup>	\$363,408		
Professional Development	\$28,477		
Property and Equipment Services	\$265,245		
Salaries & Allowances <sup>4</sup>	\$117,945		
Trading & Fundraising	\$16,207		
Travel & Subsistence	\$79		
Utilities	\$54,068		
Adjustments	\$141		
<b>Total Operating Expenditure</b>	<b>\$4,892,117</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$11,085)</b>		
<b>Asset Acquisitions</b>	<b>(\$141)</b>		

(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 15 March 2019 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.

# 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)

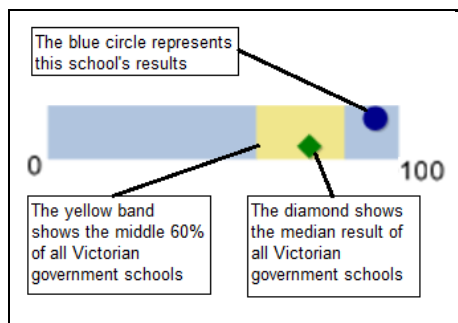
### Engagement

- 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).

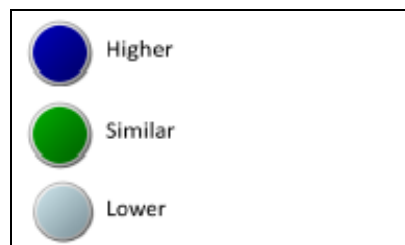


## What does *School Comparison* refer to?

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.



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' or 'ND' 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').