2019 Annual Report to The School Community

THE **EDUCATION STATE**

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).
- 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 2019 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 12 March 2020 at 02:01 PM by Carol Vidmar (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 March 2020 at 07:22 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 strives for excellence. The school is committed to providing the highest quality education through the recognition of individual learning styles, effective communication, team work, 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 521 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 and 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. Digital Technology continues to be implemented throughout the curriculum. The school implements a Well Being 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 teacher practice, curriculum planning and assessment were the school's major focus for 2019. The focus on Excellence in Teaching and Learning encompassed a consistent 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 a belief that all students can learn. We endeavor to provide an engaging, supportive and productive learning environment that promotes inclusion and collaboration.

A consistent and rigorous sense of teamwork is evident in all curriculum planning, delivery and assessment practices. Differentiation is evident across all year levels and is based on needs of individual students as identified by current assessment data. The staff's data literacy has improved greatly, with regular and timely moderation sessions scheduled. Student assessments to ensure identification of the stages of learning students need to complete.

Achievement

The school's goal is to improve learning outcomes for all students by providing every child with the opportunity to reach their learning potential. A comprehensive and sequential curriculum is planned based on 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 employed to support and challenge their thinking. The school works actively to build the capacity of teachers through the development of an agreed school wide pedagogy.

In 2019, NAPLAN assessment of Year 3 growth in Reading, Writing, Spelling, Grammar and Punctuation was above government schools state targets. Numeracy was 1% lower than other government school targets.
In 2019, NAPLAN assessment of Year 5 data demonstrated growth in Reading, Writing, Numeracy, Grammar and Punctuation above government schools state targets. Spelling was 1% lower than other government school targets.

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 and compares their results with NAPLAN results.

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 value, in line with the school's Student engagement and Inclusion Policy. In 2019 student attendance was acceptable with all Year Levels averaging 83.1 % attendance rate.

The school will continue promoting improved levels of attendance through the implementation of strategies and programs that target levels 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 Principals of Learning and Teaching Surveys twice a year to offer feedback for 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 Start Up Unit of work at the beginning of each school year continues to foster and develop 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 of 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 schools, in a resilient, confident and enthusiastic way. The school continues to have ongoing positive relationships with the local preschool. The preschool children visit the school or a transition program over 4 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.

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 by their classroom teacher and the Leadership team.

Financial performance and position

Mill Park Primary School maintained a very sound financial position throughout 2019. The 2019 - 2022 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and position report shows an end of year surplus of $82,067. This surplus occurred through community grants, fundraising and strong financial planning. The School received a small amount of Equity Funding which contributed towards the implementation of numerous professional learning sessions for staff with a focus on developing consistent practice from prep - Year 6.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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 524 students were enrolled at this school in 2019, 255 female and 269 male.

33 percent were EAL (English as an Additional Language) students and 1 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).

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: ◆	Key:	Similar School Comparison ● Above ○ Similar ● Below

Achievement	Student Outcomes	Similar 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	Above Above

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▢	**Key:**	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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)	Above ● Above ●
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)	Below ● Below ●
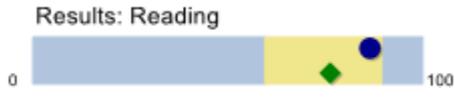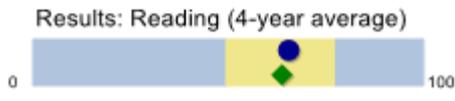
Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

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'.

Student Outcomes

Reading

27 %	45 %	27 %
Low	Medium	High

Numeracy

23 %	44 %	33 %
Low	Medium	High

Writing

23 %	52 %	26 %
Low	Medium	High

Spelling

18 %	60 %	23 %
Low	Medium	High

Grammar and Punctuation

13 %	52 %	35 %
Low	Medium	High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ▬▬▬▬▬ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▬▬▬▬▬ 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	92 %	92 %	91 %	92 %	92 %	92 %	89 %	

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019 Results: 2017 - 2019 (3-year average)	Below
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: 2019 Results: 2017 - 2019 (3-year average)	Similar

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, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$3,960,284	High Yield Investment Account	$116,085
Government Provided DET Grants	$543,034	Official Account	$16,198
Government Grants Commonwealth	$4,100	Other Accounts	$0
Revenue Other	$50,953	**Total Funds Available**	**$132,283**
Locally Raised Funds	$402,184		
Total Operating Revenue	**$4,960,555**		

Equity[1]			
Equity (Social Disadvantage)	$56,603		
Equity Total	**$56,603**		

Expenditure		**Financial Commitments**	
Student Resource Package[2]	$3,844,075	Operating Reserve	$132,283
Books & Publications	$3,035	Other Recurrent Expenditure	$42,199
Communication Costs	$6,600	Funds Received in Advance	$133,595
Consumables	$116,763	Funds for Committees/Shared Arrangements	$29,372
Miscellaneous Expense[3]	$410,809	**Total Financial Commitments**	**$337,449**
Professional Development	$10,361		
Property and Equipment Services	$285,800		
Salaries & Allowances[4]	$134,232		
Trading & Fundraising	$17,408		
Travel & Subsistence	$102		
Utilities	$49,248		
Adjustments	$55		

Total Operating Expenditure	**$4,878,488**
Net Operating Surplus/-Deficit	**$82,067**
Asset Acquisitions	**$0**

(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 26 February 2020 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).

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
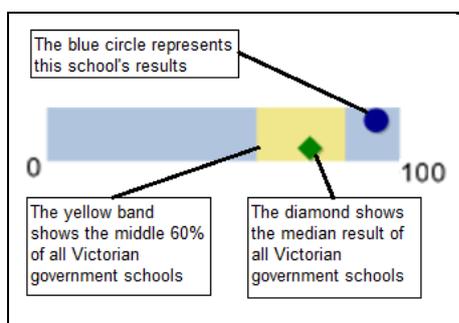
What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below

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').