

2018 Annual Report to The School Community



School Name: Mornington Park Primary School (5040)



- 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 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 23 March 2019 at 07:28 PM by Beverley Dadds
(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 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 28 March 2019 at 06:30 PM by Peter DeWever
(School Council President)

About Our School

School context

Mornington Park has a current enrolment of 254 students. We offer two distinct educational streams, Mainstream and Steiner, which, whilst different, share a common purpose and vision for educational excellence. We are renowned for our warm welcome and unique approach to education. Children greet teachers by their first names at our small community school, which is the foundation for building trusting and respectful relationships, a fundamental aspect of quality teaching and student learning. We believe "Respect isn't one way; respect is earned, not assumed, in all walks of life,"

We ignite a passion for learning that enables our students to achieve their full potential. We provide a rich learning environment that is engaging, supportive and inclusive, encouraging our students to become confident, creative and to flourish both academically and personally. We cater for a diverse range of student abilities, offering extension and enrichment activities.

Our school values are: Responsibility, Cooperation, Perseverance, Honesty and Kindness. Students are encouraged to develop strong connections with their peers, the school, community and the environment enabling them to become active and informed citizens in a rapidly changing world.

Highly qualified and dedicated teaching and Education Support staff, commit to regularly updating their knowledge and skills, to ensure that they provide Personalised Learning and engaging programs for all students, in accordance with world best practice. Our Literacy and Numeracy programs complement an Integrated, Inquiry Based Approach to learning about the world around us.

At MPPS we believe Performing and Visual Arts are essential components of a balanced curriculum. Learning a musical instrument integrates the use of both sides of the brain. The benefits of participating in music tuition are well documented. Music engages the brain while stimulating neural pathways associated with such higher forms of intelligence such as abstract thinking, empathy and mathematics. We provide extensive opportunities for our students by offering tuition in guitar, violin, drums, voice, trumpet, trombone, flute, keyboard and cello. Students may choose between the junior or senior bands or join our orchestra to consolidate and showcase their skills. Teaching the whole child and developing strong connections and relationships with the school community is paramount to achieving the school's vision and goals.

Multimedia is an essential learning tool in the Mainstream classrooms. Students use Net Books, laptops and iPads. There is a 1-1 device for all students. Students from both Mainstream and Steiner streams access the school's radio studio. Our students also enjoy regularly presenting 'Kids Hour' at the local community radio station. The school curriculum is enhanced through our specialist programs - Visual Arts, P.E., Sport, L.O.T.E (Indonesian), Woodwork, Craft, Eurythmy and Performing Arts. Our Lifeskills program is part of developing healthy lifestyle choices through cooking, cultivation of the veggie garden and the chicken coop.

Integrating the provision of a Paediatrician, Occupational Therapist, Speech Pathologist, General Practitioner and Psychologist based at our school, ensures we are able to provide a wraparound service uplifting the whole child and removing any barriers to learning.

Framework for Improving Student Outcomes (FISO)

The Improvement Model is structured around four state-wide priorities: Each priority has four dimensions. Six of these dimensions have been identified as high-impact Improvement Initiatives on which to focus effort. Analysis of our data leads us to focus on the following priorities

Excellence in teaching and learning

Building practice excellence

Curriculum planning and assessment

We strengthened the school's professional learning program for Literacy to support the development of a whole school scope and sequence document which outlines essential learning's and an agreed instructional model that meets the needs and abilities of all students. With a rigorous assessment schedule in place, we also strengthened teachers' capacity to utilize literacy data to improve student-learning outcomes in reading.

Positive climate for learning

Empowering students and building school pride

We successfully increased our student's capability and opportunities to lead, across the school. The development of whole school survey tools ensured we continually received feedback from our students to optimize their engagement in their learning and their wellbeing. The wellbeing team analysed collected data and developed policies and programs that reflected student feedback.

Achievement

The percentage of students in Years Prep to 6 working at or above the age expected standards in English and Mathematics is similar to the median of all Victorian Government Schools despite our Steiner cohort beginning formalised learning much later than our Mainstream cohort does. As a result, this data represents outstanding progress for our students and highlights the excellence in teaching and learning that exists at Mornington Park. In 2018 over 90% of our students, Mainstream and Steiner, completed the Naplan test, increasing the reliability of our results. Our Naplan results demonstrate the differences our teachers are making to student learning, with improvement of student outcomes being similar to other schools over the four years in Years 3 and 5. Reading result comparisons from Year 3 and Year 5 in reading corroborate the timeline for formalised learning in the Steiner Stream.

In addition to personalised learning within the classroom, our higher achieving students enjoy intensive writing and numeracy workshops, with gifted experts twice weekly, while additional assistance is provided through 'Catch Up Literacy', a volunteer reading program, a Speech Therapy Assistance program and small groups for literacy and numeracy.

The leadership team supports teachers to continue to develop effective teaching strategies that focus on using assessment data to determine teaching plans, differentiating learning to support individual student needs, goal setting and reflection. All students funded under the 'Program for Students with a Disability' showed expected progress with their individual goals.

We know that higher level oral language skills translate to excellent literacy outcomes; therefore 'Investigative learning', Circle Time and a whole school production, are some of the strategies in place to improve these skills. An agreed teaching and learning statement common to both streams, and a consistent whole school literacy and numeracy approach, linked to the Victorian Curriculum is followed. Children achieve success as they are supported to set individual learning goals, which are a major focus in their learning journey.

Engagement

Student engagement and enrichment are high priorities for our school. We provide students with opportunities in the areas of sport and physical education and have achieved success in various competitions at local and district level.

Students are engaged in visual arts, performing arts, ICT, Indonesian, instrumental music, band, voice tuition, dance, school concerts and festivals. They have been involved in I See I Care, winning the Ambassador of the Year award. They have achieved acclaim for their presentations in the Kids Teaching Kids program and have taken full advantage of the opportunities provided at Leadership Conferences.

Students have also attended school camps, incursions and excursions which all support the students' learning and engagement. Senior students attended Corowa Court, an aged care residential facility as part of the community linkages, intergenerational program. Students enjoy brekky club every morning. Year 5 and 6 students are involved in the local radio station 3RPP 'Kids Hour' once a month. Our own school radio program inspires our students and increases their communication skills, broadcasting each recess and lunchtime.

Teachers plan for teaching and learning experiences that focus on engaging students and developing learning confidence.

The Schoolwide Positive Behaviour Support Program has been successful in ensuring a consistent, school-wide

approach to behaviour management, along with the implementation of the bullying, harassment and victimisation policy. Continued focus on attendance and punctuality, a school wide focus on developing good interpersonal skills and the development of individual learning and behaviour management plans for targeted students has led to improvement across all areas. Our Hands on Learning life skills program provides an alternative approach to learning for some of our students.

To improve the attendance at our school, we have outlined very clearly to parents, the expectation that all children attend school every day with an expectation of attendance over 90%. Attendance will be checked across the school daily and meetings organized with parents to support appropriate attendance.

In order to achieve our goals, our school meeting structure has two teams of teachers whose focus is on Student Voice and Student Engagement.

Wellbeing

A strong wellbeing program underpins the school's educational philosophies consisting of a range of programs implemented by our Social Worker (0.5), whilst our resident paediatrician offers advice and support to parents on a weekly basis. We also have a Chaplain who provides pastoral care as well as a Psychologist and Occupational Therapist. Our calm and supportive school environment is the result of adopting the guidelines of the 'School Wide Positive Behaviour Support Program'.

Parent/carer involvement is an important element of our learning community as are our volunteers who help out in so many ways. Parents are encouraged to take an active role in the education process through membership of the School Council and sub committees, volunteering at Brekky Club, the school Op Shop and classroom programs including Parents as Helpers for literacy, accepting invitations to student learning celebrations, evening presentations, sports days and Festivals.

Our school continues to work closely with local preschools exchanging information, invitations to school events and running parent sessions to support school readiness for pre-schoolers. Our Prep students are part of a buddy program.

Close ties exist with Mornington Secondary College and Mt Eliza Secondary College. A range of transition activities and collaborative projects further strengthen links between the two schools and prepare students for the transition to secondary education.

The school continues to effectively monitor and support transition of all students from Prep to Year 6.

Students' academic, behaviour, attendance, extension and intervention support records are tracked to support student wellbeing and learning as they progress from one year level to the next.

Opportunities are provided throughout the year for shared activities between the two educational streams to engender a collective commitment to the school's values and goals.

Attendance is closely monitored and systems are in place to support families who are having difficulty getting their children to attend school for any reason. Promotion of the benefits of attending school every day is regularly emphasised in the newsletter, assemblies and website.

Our supportive staff readily involve the expertise, strengths and knowledge from our community links to enhance classroom programs and provide additional support for students.

Financial performance and position

MPPS had purchased a Modular Building plus associated installation costs

Re Property and Equipment Services \$587,063

Received a large donation for the building

Reason for Deficit:

This year's utilities costs increased by \$10,000 due to major water leaks

All installation, transport costs for the modular 7 building covered by the school

For more detailed information regarding our school please visit our website at
<https://www.morningtonpark.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 232 students were enrolled at this school in 2018, 110 female and 122 male.

3 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 92.2 | 85.1 | 78.3 | 91.6 |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 75.2 | 77.7 | 66.6 | 86.7 |

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--|---------|--------------|-----------------------|------------------------|-------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 85.8 | 90.1 | 82.6 | 95.3 | Similar |
| Mathematics | 83.3 | 91.1 | 84.0 | 96.4 | Similar |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 48.4 | 76.5 | 62.0 | 89.2 | Lower |
| Year 3 | Numeracy (latest year) | 54.5 | 72.5 | 53.6 | 87.5 | Similar |
| Year 5 | Reading (latest year) | 60.0 | 64.9 | 48.8 | 80.0 | Higher |
| Year 5 | Numeracy (latest year) | 25.0 | 55.6 | 37.0 | 75.0 | Similar |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 50.0 | 71.4 | 57.6 | 83.6 | Lower |
| Year 3 | Numeracy (4 year average) | 60.7 | 65.7 | 51.2 | 80.0 | Similar |
| Year 5 | Reading (4 year average) | 53.1 | 61.2 | 47.0 | 75.5 | Similar |
| Year 5 | Numeracy (4 year average) | 40.7 | 54.8 | 39.2 | 71.4 | Similar |

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

| NAPLAN Learning Gain | Low Growth | Medium Growth | High Growth |
|-------------------------|------------|---------------|-------------|
| Domain | Percent | Percent | Percent |
| Reading | 6.7 | 73.3 | 20.0 |
| Numeracy | 23.1 | 61.5 | 15.4 |
| Writing | 50.0 | 33.3 | 16.7 |
| Spelling | 46.2 | 46.2 | 7.7 |
| Grammar and Punctuation | 30.8 | 38.5 | 30.8 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|---|--------|--------------|-----------------------|------------------------|-------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 22.2 | 15.1 | 12.9 | 18.1 | Lower |
| Average number of absence days (4 year average) | 24.4 | 15.2 | 13.2 | 17.8 | Lower |

Attendance Rate

Average 2018 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 88 | 89 | 89 | 89 | 89 | 88 | 90 |

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 89.7 | 81.1 | 72.6 | 89.0 | Higher |
| Percent endorsement (2 year average) | 85.8 | 81.7 | 73.8 | 88.7 | Similar |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|---|---------|--------------|-----------------------|------------------------|-------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 93.4 | 81.2 | 72.2 | 90.3 | Higher |
| Percent endorsement (2 year average) | 86.5 | 81.8 | 73.7 | 89.7 | Similar |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,146,370 |
| Government Provided DET Grants | \$194,043 |
| Government Grants Commonwealth | \$7,470 |
| Government Grants State | \$0 |
| Revenue Other | \$11,791 |
| Locally Raised Funds | \$430,024 |
| Total Operating Revenue | \$2,789,699 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$192,000 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$192,000 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,238,653 |
| Adjustments | \$122,720 |
| Books & Publications | \$2,529 |
| Communication Costs | \$4,687 |
| Consumables | \$75,415 |
| Miscellaneous Expense ³ | \$152,191 |
| Professional Development | \$5,194 |
| Property and Equipment Services | \$134,799 |
| Salaries & Allowances ⁴ | \$59,861 |
| Trading & Fundraising | \$4,866 |
| Travel & Subsistence | \$0 |
| Utilities | \$35,423 |
| Total Operating Expenditure | \$2,836,339 |
| Net Operating Surplus/-Deficit | (\$46,640) |
| Asset Acquisitions | \$0 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$155,400 |
| Official Account | \$82,386 |
| Other Accounts | \$5,524 |
| Total Funds Available | \$243,311 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$10,000 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$147,801 |
| School Based Programs | \$22,888 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$60,000 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$240,689 |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').