2020 Annual Report to The School Community

School Name: Mildura Primary School (2915)

- 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 2020 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 27 April 2021 at 12:04 PM by David Midgley (Principal)

The 2020 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 28 April 2021 at 01:15 PM by Lyn Powell (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

"Kids come first at Mildura Primary School"
We value:
* Learning
* Relationships
* Safety
* Culture
* Our Community

Mildura Primary School is a great place to be. To learn, to teach, to work and to be part of for all children, parents and staff.
MPS is committed to providing an environment where every student can learn. A culture of high quality relationships underpins the school in its work to raise the academic and social success of all students. This belief in high quality relationships is pursued through the day to day interactions with teachers, students and parents, school teams, and the coaching.   MPS has a firm commitment to inclusion, active participation and social justice, and is proud of its multicultural context.
Beliefs:
•   High Quality Relationships
•   Sense of Community
•   Supportive learning environment
•   Seek to understand others cultures
•   Time to have conversations
•   Inclusion for all

We aim:
•   To have high quality relationships for all in the school community.
•   To have the highest quality teaching and learning throughout the school.
•   To improve student achievement in Literacy and Numeracy.
•   To develop students to their full capacity in a stimulating learning environment which sees them motivated to learn and highly and actively engaged with their learning.
•   To provide an inclusive, safe, orderly and stimulating environment for all students.

We who teach and those who work in support of teaching and learning at Mildura primary are here for the one central purpose of providing the very best educational and learning opportunity for every child in our school.

Mildura Primary School (MPS) is one of four large primary schools in the Mildura Rural City Council local government area. It has a long history of service to the community. The school has benefited from all students coming together on one campus (2012) with the completion of major BER infrastructure projects which provided 6 new classrooms, new library facilities, a half sized Gymnasium, Art, Music, Physical Education and Canteen facilities. The school has access to adjacent substantial local government facilities and clearly takes great pride in how it presents to the community.

The school currently has an enrolment of about 350+ students. Class sizes are between 18 – 25 students.   MPS has a Student Family Occupation (SFO) index of O.87 and a Student Family Occupation Education (SFOE) index of 0.75 confirming a profile of family poverty and disadvantage which is compounded over generations. A high proportion (up to 30%) of children entering the school has significant learning delays. These children are of school age without the necessary pre-cursors for successful learning.   There is significant student transience. The significant mobility provides additional challenges and requires close monitoring and early assessment of student needs.

The multi-cultural student population comprises of a third Koorie students, 90 Islander students and others from a range of cultural backgrounds including Turkish, Sudanese and Afghani. There are 17 students funded under the

Program for Disabilities (4.8% against the Victorian average of less than 3%). They are supported by additional staff employed for the purpose.

The low SES promotes a perception from some sections in the broader community of the school being a poor performer in some key areas compared to others. The improvements in student learning and in the overall school climate evident over the last few years challenge these perceptions. Nevertheless, they persist in some quarters. MPS leadership comprises the Principal, 2 Assistant Principals, 2 Leading Teachers, and Learning Specialist in charge of AIP priorities and units' coordination. There are 18 classroom teachers; Specialists in Art, Physical Education, Performing Arts and Barkindji; two literacy support teachers; and additional staff to support coaching and students learning, including 11 Educational Support staff. 3 staff who form our Koorie Community liaison team supported by a KESO twice per week. In total 52 staff members supporting the teaching and learning of our students.

The school has two Assistant Principals who work closely with the parent community, as does the Principal who interviews the parent/carers of each child seeking enrolment.

The MPS Koorie and Islander workforce work closely with the community building strong relationships between the families and student access to quality education.

A Total Learning Centre and Connected Beginnings Site is located at MPS. The school's success at working closely with all the elements of its community, and the broader community, is an outcome of priority attention, planning and action.

The Total Learning Centre for preschool students and their parents will be heavily supported by our Koorie and Tongan Educators throughout the year. Through this we hope in the long term to have Preps who are better prepared for school.

The aim of the Connected Beginnings program is to support the integration of early childhood, maternal and child health, and family support services with schools in a number of disadvantaged Indigenous communities so that children are well prepared for school. Over time, this will contribute to reducing the disparity in school readiness and educational outcomes between Indigenous and non-indigenous children

The proposed project aims to further build on the successful work of the Total Learning Centre and adding to the space a conduit for families to access health and family support services. Through connections and collaboration with our community the project will provide access and support to access services that will wrap around the families of Mildura to improve their health and build skills to function in the community. The goal is to empower members of the community to build knowledge, skills and understanding to work with each other and create a sustainable positive outcome for all.

The project will bring together many of the services that stand alone in the Mildura area and work with members of the community to give them directions and access to these services. The common outcome being to provide families and children aged 0 to 5 years of age with the help needed to have school ready children by the age of 5 years. Often children and their families are in need of help with occupational therapy, regular doctor check-ups, and speech support. The project will also provide access to preschools and ensure young children are attending regularly to benefit from the early years programs provided.

Through a culture of 'High Expectations Relationships' for all, Mildura Primary works to have a calm and focused environment where children are happy and highly engaged in their learning.

Framework for Improving Student Outcomes (FISO)

Mildura Primary School's current focus through the FISO dimensions of Curriculum Planning and Assessment and Empowering students and building school pride has been focused through our AIP goals of:
Goal 1 - To improve student academic growth in Literacy and Numeracy.
•	KIS 1 - Implement staff professional learning that is aligned to the Annual Implementation Plan priorities, through regular staff meetings, coaching and modelling, peer observations and performance planning
•	KIS 2 - Build staff understanding of using data and implement regular, collaborative team moderation and analysis of formative and summative data to inform differentiated planning

Goal 2 - To develop students to their full capacity in a stimulating learning environment which sees them motivated to learn and highly and actively engaged with their learning.
•	KIS 1 - Develop staff understanding of providing and receiving feedback effectively. Implement regular feedback and reflection sessions on teaching and learning between students and teachers.
•	KIS 2 - Activate greater student agency in decision-making processes to influence learning outcomes of students.

For the 2020 School year a strong focus with dedicated time was given for teams to come together to analyse data and use the data to direct the teaching and learning planning of units of work directed at student need.   Professional learning was provided for staff to build understanding of appropriate protocols for data conversations and analysis according to staff need. Due to remote learning peer observations did not go ahead on a regular basis though time was always given for team planning and working with data. The opportunity was taken to develop learning continuums that were understood by students during remote learning. Mildura Primary's work around working towards the Key Improvement Strategies of Goal 1 was solid though during remote learning student engagement in the learning was not consistent. Some weeks 80% participation followed by 30%. This was different from class to class and year level to year level.

Giving and receiving feedback for a majority of remote learning was not a consistent practice due to inconsistencies in student participation thought teacher took opportunity when students had submitted work to provide feedback. Weekly home contact was being made to check in on studnet wellbeing.

On our return to On-site learning students engaged in the use of Bump It Up Walls to begin making decision in their learning.

Achievement

The self paced learning task during remote learning proved to be a challenge for most families to be consistent on a week by week basis. Teachers would make regular contact home via phone calls and video links to assist with tasks. Week by week students were not consistent with completing expectations.   Across the school about 50% of students were achieving at or above expected standards (Reading and Number) though prompted conversation for planning towards the catch-up and extension of students for the 2021 school year.

During the remote learning staff were able to fine tune learning continuums to help with planning appropriate learning tasks and when able to access data from students use the data and continuums effectively to guide planning for learning.   This continued on the return to being on-site. Keeping data collection simple and focusing on the student need.

Engagement

Our student absences for the 2020 school year averaged 23.5 days. Ranging from an average attendance rate of 85% to 90%.   We worked hard to keep in contact with families during the remote learning and feedback from parents were they thought it was important because there was one to one time to have conversations.   For the 2021 school year we are aiming to keep the regular home contact happening via phone calls and emails.

Those students who found it hard to return after remote learning were included in our non-attendance strategies led by our Community Liaison team consisting of - members of our Koorie workforce, KESO and Wellbeing Leading teacher.
* Initially automated text messages form our COMPASS system

* Class teachers and specialists making class home to check in and find out how we can help
* One of the Community Liaison team calls home to have a conversation and put some strategies in place
* Out of Home mentors making contact with home and when students are at school
* Home visits to check in
* meeting at home and school to develop plans
* School Social work engaged to work with individuals if needed or referred to outside professional help
* Whole school assemblies celebrating being at school - "School is much better when you are here!"
* School Assembly 'Attendometer' highlights attendance and the efforts teacher shave made to contact home and have a conversation

Wellbeing

2020 marked the begining of our Visialbe Wellbeign Journet with Mildura South Primary School and Chaffey Secondary. It was an important year to build both student and staff skills to be self aware and be able to engage self regulation strategies.   A lot of the attendance strategies and connections with home served a dual purpose for keeping positive relationships with home and students in the area of attendance and connectedness with school.
* Class teachers and specialists touching base with individuals on a daily basis
* Use of whole class check ins and out
* Out of Home mentors making contact when students are at school
* meeting at school to develop plans if students are needing support
* School Social work engaged to work with individuals if needed or referred to outside professional help
* Whole school assemblies celebrating the use of strengths in day to day activity and coping with difficult situations
* Weekly awards supporting students displaying strategies

Financial performance and position

As a school Mildura Primary receives a large amount of additional funding via Equity funding. A majority of this funding goes towards extra staff to reduced class sizes, provide additional small group support in response to Intervention needs, the provision of a full time Speech Pathologist who works with students and staff, an Speech ES member to work with a support to speech work. Also funds go towards our school priority needs of Literacy and Numeracy and our Wellbeing programs.

In addition to our SRP funds Mildura Primary receives a Federal government grant to implement the Connected Beginnings initiative in conjunction with MDAS working with before school aged children and their families through engagement and health milestones/appointments.

For more detailed information regarding our school please visit our website at
http://www.milduraps.vic.edu.au

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 345 students were enrolled at this school in 2020, 176 female and 169 male.

21 percent of students had English as an additional language and 38 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: High

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	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)
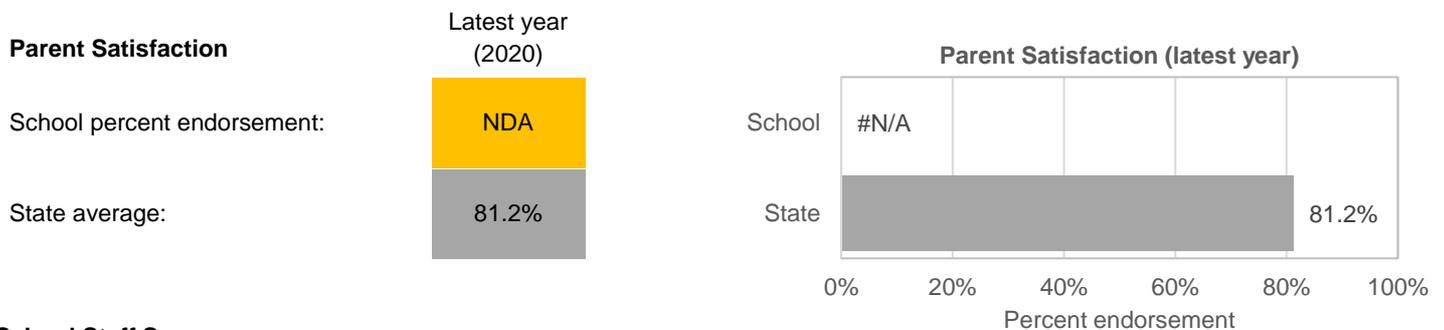
School: #N/A
State: 81.2%

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	Latest year (2020)
School percent endorsement:	69.6%
State average:	77.8%

School Climate (latest year)

School: 69.6%
State: 77.8%
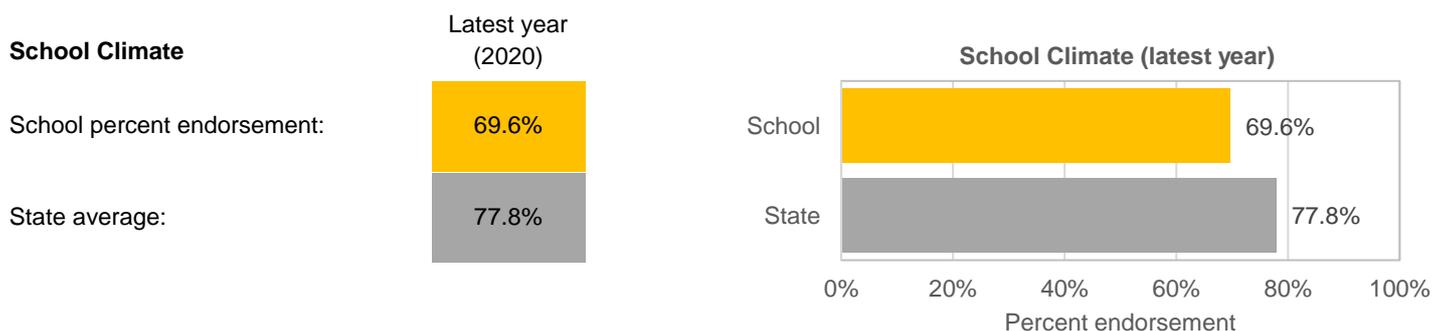
ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	49.8%
Similar Schools average:	71.2%
State average:	86.3%

**English (latest (year)
Years Prep to 6**

School 49.8%
Similar Schools 71.2%
State 86.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
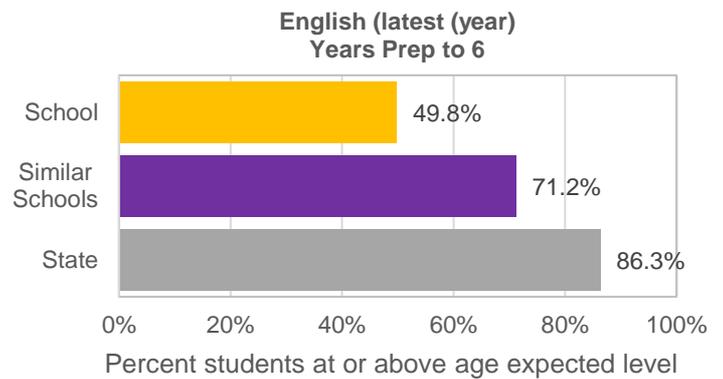
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	45.7%
Similar Schools average:	70.8%
State average:	85.2%

**Mathematics (latest year)
Years Prep to 6**

School 45.7%
Similar Schools 70.8%
State 85.2%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
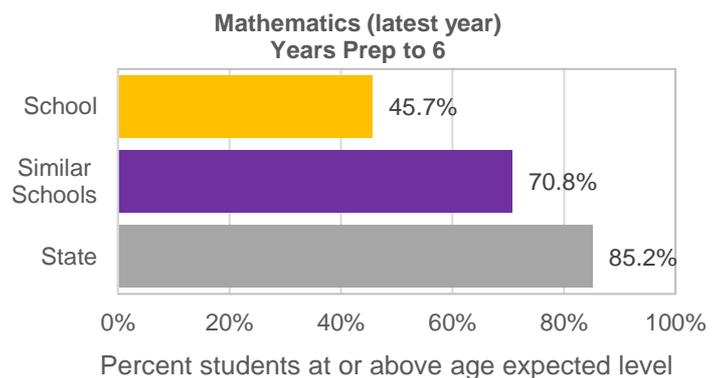
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	23.5	27.2
Similar Schools average:	20.3	19.5
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	23.5
Similar Schools	20.3
State	13.8

Average number of absence days
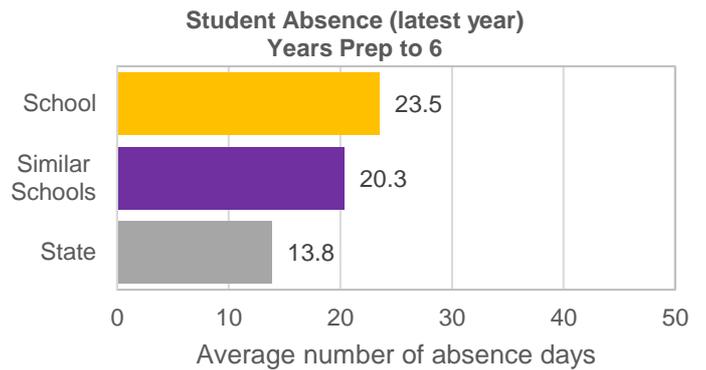
Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	86%	85%	90%	89%	90%	86%	88%

WELLBEING

Key: ***'Similar Schools'** are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	79.6%
Similar Schools average:	73.9%	80.0%
State average:	79.2%	81.0%
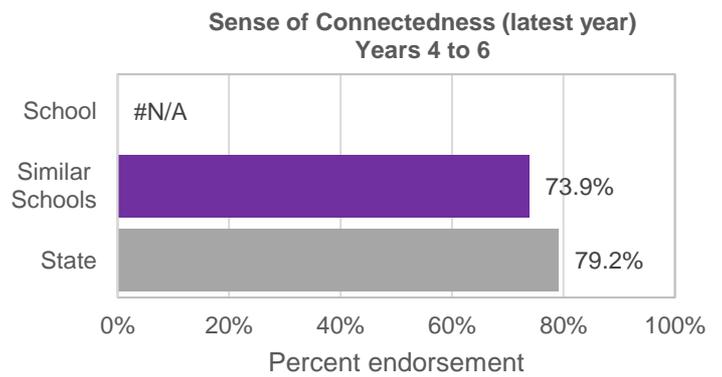
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

**Sense of Connectedness (latest year) Years 4 to 6**

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	79.7%
Similar Schools average:	74.0%	81.0%
State average:	78.0%	80.4%
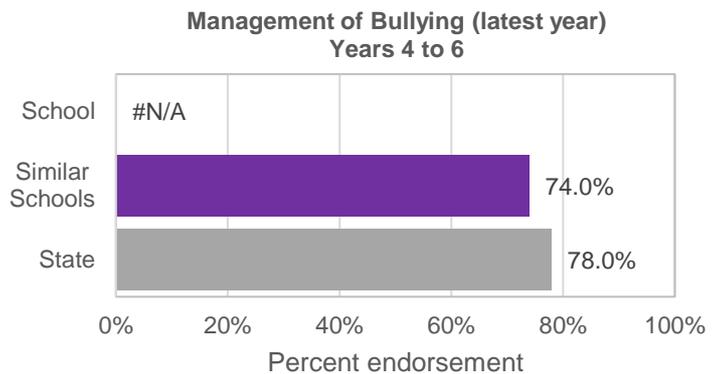
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

Financial Performance and Position

Revenue	Actual
Student Resource Package	$4,461,842
Government Provided DET Grants	$713,785
Government Grants Commonwealth	$295,465
Government Grants State	NDA
Revenue Other	$11,220
Locally Raised Funds	$85,278
Capital Grants	NDA
Total Operating Revenue	**$5,567,590**

Equity [1]	Actual
Equity (Social Disadvantage)	$1,391,131
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$1,391,131**

Expenditure	Actual
Student Resource Package [2]	$4,798,827
Adjustments	NDA
Books & Publications	$4,781
Camps/Excursions/Activities	$16,915
Communication Costs	$17,235
Consumables	$135,500
Miscellaneous Expense [3]	$10,084
Professional Development	$52,637
Equipment/Maintenance/Hire	$108,656
Property Services	$162,392
Salaries & Allowances [4]	$147,076
Support Services	$53,069
Trading & Fundraising	$20,392
Motor Vehicle Expenses	$11,093
Travel & Subsistence	$3,359
Utilities	$60,721
Total Operating Expenditure	**$5,602,736**
Net Operating Surplus/-Deficit	**NDA**
Asset Acquisitions	**$27,324**

(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 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$1,552,123
Official Account	$30,459
Other Accounts	NDA
Total Funds Available	**$1,582,582**

Financial Commitments	Actual
Operating Reserve	$123,443
Other Recurrent Expenditure	$28,437
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$503,056
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$654,936**

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.