

2016 Annual Report to the School Community



School Name: Mildura Primary School

School Number: 2915

Name of School Principal:	David Midgley _____
Name of School Council President:	Mel Castleman _____
Date of Endorsement:	Wed 19 th April, 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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.

At Mildura Primary School we have a strong commitment to high expectations and calm classrooms so that in turn everyone has the opportunity to be involved in the active teaching and learning and enjoyment of the school community. For the 2016 school year, this school had a total of 319 students enrolled. There is a strong multicultural school community consisting of 129 koorie students, 60 students from islander families and we have a high proportion of students with English as a Second Language. Over-all our socio-economic profile is low with a high transient turnover of students throughout the year along with refugee families enrolling throughout the year.

We are very proud of our cultural diversity and the positive benefits it brings to our school. These attributes are further enhanced by catering to the whole child through the provision of Barkindji (LOTE), Sport, Visual Arts and Performing Arts programs. Together with the firm commitment to the development of Literacy and Numeracy knowledge, skills and understandings we aim for ‘High expectations relationships’ for all within the school community.

Mildura Primary School has a total of 44 staff members consisting of 3 Principal class, 2 Leading Teachers, 28 teaching staff, 13 Education Support Staff and a 0.6 KESO. For the 2015 school year Mildura Primary continued to see growth in Literacy and Numeracy in all students similar to the growth of compared schools.



Framework for Improving Student Outcomes (FISO)

For the 2016 school year Mildura Primary focused on building **Excellence in Teaching and Learning**

Building Practice Excellence

- Building consistency and quality of teaching across the school so all students can achieve to optimum level
- Using the current coaching structure to further promote and embed effective teacher practice

Curriculum Planning and Assessment

- Comparing and triangulating available data
- Differentiating lessons plans to accommodate a range of needs and abilities

Our priority is always given to Literacy and Numeracy. The timetable is dedicated to ensuring this is happening every day and that coaching support for all teachers is provided in each of these areas. Our workforce is established to ensure additional literacy and numeracy support is provided to compliment and add to the teaching and learning in classrooms. We provide reading recovery, SELL and small group instruction in building number skills. We ensure staff are used so that teams can be released for coaching observations and conversations. Year level teams are also released each week for two hours to plan literacy and numeracy together.

Our meeting schedule is set up to provide time for the regular (each term) collation, analysis and discussion of data to establish the next important point of need for each student. Professional Learning is also scheduled to build teacher capacity in delivering the next point of need for all students.

On reflection of 2016 achievements we continue to build practice excellence along with setting expectations and promoting inclusion for 2017

Building practice excellence

- Increase consistency and quality of teaching across the school so all students can achieve to optimum level

Setting expectations and promoting inclusion

- Build capacity of teachers to differentiate lessons plans to accommodate a range of needs, abilities and interests

Achievement

Overall Teacher assessments of students for Reading and Mathematics are below the state median, however continue to be similar in English to other schools, but lower than other schools in Mathematics. The other schools are similar in background and characteristics of the students from Mildura Primary School.

Our Reading outcomes for 2016 and 4 year average is similar to other schools for Year 3 and 5 NAPLAN. A focus for Mildura Primary in 2016 and beyond is to address the increase of academic improvement of students working above expected levels. Mildura Primary School will continue to aim for more than a year's Victorian Curriculum growth in Number and Reading by tracking growth with the On Demand testing completed and analyzed each term. This data along with other assessments guides students and teachers to set achievable instructional goals mid-term every term. These goals are developed, shared, reviewed with students and parents via term 1 and 3 meetings and uploaded on the school COMPASS site.

All of the 18 students who are part of the Program for Students with Disability showed satisfactory progress in achieving their individual goals.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Mildura Primary School Staff have high expectations for all and cultivate respect regardless of race, religion, economic status or belief. We are 'strong in the heart and smart in the mind'.

On comparison to last year the average attendance rate has remained relatively the same but remains lower than other schools. Regular fortnightly meetings were held to look at attendance data and to make contact with families to help with more regular attendance each week. Throughout the year attendance certificate and rewards are given to students who are attending school on a regular basis. Also we will continue to closely monitor student attendance through regular phone calls home and building positive relationships with parents and families of Mildura Primary School community. If class teachers are unable to make contact with home we employ the services of our Koorie Engagement Support Officer and our school based worker who has connections with the islander community to make home visits. Our school based Community Liason make daily phone calls home in relation to that days attendance.



Wellbeing

At Mildura Primary School we work very hard to ensure all students feel connected and have successful transitions through and from our school. This is supported by the Attitudes to School survey where student attitudes are documented as similar to like schools in the state particularly in relation to school connectedness for a four year average.

Each year and throughout the year we implement a 'Smart Start' program that sets up the school year/term with establishing expectations at class and year levels, and building relationships with old and new classmates and staff of Mildura Primary.

In 2016 we provided information sessions for parents in relation to beginning the school year at each year level. We hold a thorough Kinder to Prep transition program during term 4. Over a six week period future preps and parents are able to come along and be involved in lessons and information sessions in preparation for the following year.

Grade 6 students are involved in orientations days and transition days to secondary school. These days are complimented by teacher visits to get to know students. The Clontarf Academy also begin a transition process for Koorie boys as they prepare for secondary school.

At the end of each year class teachers hand over information and data relevant to next year's teachers re student progress and achievements to provide for a smooth transition for students the following year.

For more detailed information regarding our school please visit our website at
www.milduraps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 319 students were enrolled at this school in 2016, 173 female and 146 male. There were 15% of EAL (English as an Additional Language) students and 37% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>NAPLAN Year 5</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 year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>41%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>44%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>34%</td> <td>6%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>44%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>47%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	41%	15%	Numeracy	44%	44%	12%	Writing	60%	34%	6%	Spelling	32%	44%	24%	Grammar and Punctuation	41%	47%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Lower</p> <p>● Lower</p>														
	<table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>86 %</td> <td>89 %</td> <td>89 %</td> <td>91 %</td> <td>85 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	86 %	89 %	89 %	91 %	85 %	88 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

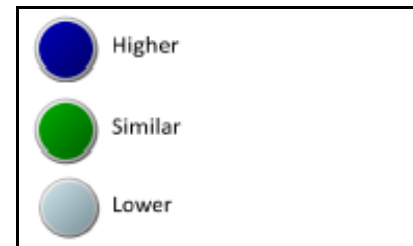
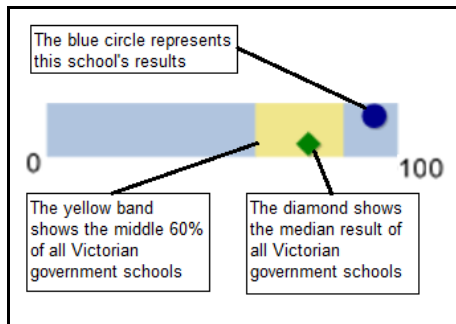
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

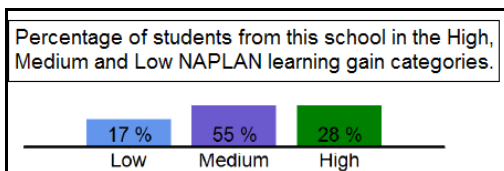
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Mildura Primary received a considerable amount of funds due to the socio-economic make up of its school population. These funds are used to provide students with up to date one to one devices, swimming programs, additional support teachers and staff to build literacy and numeracy learning along with additional funds for year level resources. In addition to the SRP funding additional funds were received for Koorie Literacy and Numeracy and the funding to have a chaplain available in the school two days a week to build wellbeing skills in students at need. The 2016 surplus is account for providing additional staffing and building works for the 2017 school year.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,237,379
Government Provided DET Grants	\$1,010,332
Government Grants Commonwealth	\$17,340
Revenue Other	\$40,554
Locally Raised Funds	\$142,819
Total Operating Revenue	\$4,448,424

Expenditure	
Student Resource Package	\$3,231,770
Books & Publications	\$8,814
Communication Costs	\$9,629
Consumables	\$53,238
Miscellaneous Expense	\$151,894
Professional Development	\$11,031
Property and Equipment Services	\$288,604
Salaries & Allowances	\$193,070
Trading & Fundraising	\$34,234
Travel & Subsistence	\$42,927
Utilities	\$44,543
Total Operating Expenditure	\$4,069,755
Net Operating Surplus/-Deficit	\$378,669
Asset Acquisitions	\$58,754

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$358,437
Official Account	\$22,106
Other Accounts	\$53,098
Total Funds Available	\$433,641

Financial Commitments	
Operating Reserve	\$125,997
Revenue Received in Advance	\$37,347
School Based Programs	\$183,789
Other recurrent expenditure	\$17,508
Maintenance -Buildings/Grounds incl SMS>12 months	\$69,000
Total Financial Commitments	\$433,641

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.