

2017 Annual Report to the School Community



School Name: Mernda Park Primary School

School Number: 5525



- 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 2017 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 02 May 2018 at 02:45 PM by Mary Ryan (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 2017 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 07 May 2018 at 02:24 PM by Kathy Duffield (School Council President)



About Our School

School Context

Mernda Park Primary School (MPPS) is located at 40 Riverdale Boulevard, Mernda in the City of Whittlesea. Our school opened in January 2017 and programs cater for students in Years Prep to 6. Nestled in Melbourne's best kept secret MPPS is in a significant pocket of Mernda, with the Plenty Gorge to the rear, views to Kinglake and the mountains, parks abounding with flora and fauna, Plenty Road a main artery passing close by, nearby historical buildings a future modern train station and town centre. MPPS is perfectly situated to enhance learning opportunities, beyond the classroom, that the surrounding history, sustainability opportunities and modern innovation can provide. MPPS has architecturally designed buildings that highlight modern sustainability standards and contemporary educational design that mirrors the school's pedagogy of learning centred innovation and creativity with ICT rich environments and differentiated learning for all students. MPPS has been constructed under the Public Private Partnership (PPP) Project. Under the PPP model, the school is financed, designed, constructed and maintained by the private sector to high contractual standards over 25 years, allowing school staff to focus on student learning and improving student outcomes, rather than asset management which our partner Spotless deliver. It is the mission of MPPS to provide our students with a safe and supportive learning environment that motivates and challenges students to achieve their full potential. Our community including our 99 enrolled students and our staff made up of 2 principal class, 7 teaching staff and 3 education support staff have worked hard to embed our CARE values of collaboration, achievement, responsibility and empathy.

Framework for Improving Student Outcomes (FISO)

Our outstanding parent survey satisfaction data and staff satisfaction data are testament to our success in the FISO areas listed below.

| Priorities | Initiatives |
|-------------------------------------|---|
| Excellence in teaching and learning | Building practice excellence Curriculum planning and assessment |
| Positive climate for learning | Empowering students and building school pride Setting expectations and promoting inclusion |
| Community engagement in learning | Building communities |

Achievement

As a new school in its first year of operation in 2017 we have no previous data to compare this year's data with. Although the sample size is extremely small, our 2017 NAPLAN data has still provided us with direction for 2018 and beyond. Our Year 3 Naplan results in reading and numeracy are similar to other schools with alike student backgrounds and characteristics. Our Year 5 results on the same tests are lower when compared to other schools with alike student backgrounds and characteristics. These Year 5 students as required and appropriate are and will continue to be supported with individual learning plans, behaviour plans, small group targeted teaching, hands on and engaging curriculum and external agency referrals and intervention. It is essential that all students, but our Grade 5/6 students in particular, continue to be engaged and connected to school by providing them with positive learning experiences which should help develop their self-esteem and their interest in lifelong learning. Our focus in 2018 will to be on assisting all students to develop respectful, collaborative and kind relationships with others so that the CARE culture of MPPS can become embedded. In turn our aim will be to raise student outcomes by providing a safe and supportive learning environment.

Engagement

As a school with the majority of our grade 4, 5 and 6 students enrolling at MPPS this year for a fresh and new start it is pleasing to see our results are similar to other schools with alike student backgrounds and characteristics in the areas of Sense of Connectedness and Management of Bullying. Our hands on programs such as our cooking program, our YMCA fitness and leadership program and our Carome Homestead gardening and art project in partnership with the Whittlesea council are all programs have all helped to engage students in their new school. These programs along with our Raspberry Pi and Robogals coding programs have provided opportunities for students to build relationships with peers in a safe, comfortable and challenging learning environment. Further evidence of our positive student engagement is that our average number of student absence days in 2017 is similar to other schools with alike student backgrounds and characteristics. Considering many of our 3 - 6 students in previous years had high rates of absenteeism the fact that our absence results are in the range of results for the middle 60% of Victorian Government Schools and similar to schools with alike schools correlates with a good level of engagement.

Wellbeing



The wellbeing of our students, staff and wider community has been of the utmost importance to us in our first year of operation. The school believes in a positive approach to student management, focusing on personal and communal responsibility, self-discipline and a personal and communal contribution to our school of learners. MPPS is dedicated to our involvement in the Resilience, Rights and Respectful Relationships (RRRR) program which is an initiative to support schools to promote and model respect and equality. It also supports us as educators to teach our children how to build healthy relationships, resilience and confidence.

At MPPS the Ramon Lewis model forms the basis for Behavioural Management and Student Wellbeing which will encompass strategies including –

Explicitly stating the students' rights and responsibilities including the main mantras of –

- Everybody has the right to learn as much as possible
- Everybody has the responsibility to learn and allow others to learn
- Everybody has the right to feel safe and comfortable
- Everybody has the responsibility to make others feel safe and comfortable
- We all have a communal responsibility to ensure that this happens.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 93 students were enrolled at this school in 2017, 46 female and 47 male.</p> <p>23 percent were EAL (English as an Additional Language) students and 4 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Teacher Judgement 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 Annual Report</i>.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Similar</p> <p> Similar</p> |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison |
|--|--|---|
| <p>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>0 100</p> <p>No Data Available</p> <p>Results: Numeracy</p> <p>0 100</p> <p>No Data Available</p> | <p>● Similar</p> <p>No Data Available</p> <p>● Similar</p> <p>No Data Available</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>0 100</p> <p>No Data Available</p> <p>Results: Numeracy</p> <p>0 100</p> <p>No Data Available</p> | <p>○ Lower</p> <p>No Data Available</p> <p>○ Lower</p> <p>No Data Available</p> |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|------------|-----|-----|--------|-----|------------|------------|-----|-----|--------|-----|------------|------------|-----|-----|--------|-----|------|-----|------------|------------|-----|-----|--------|-----|------------|------------|-----|-----|------|-----|---|
| <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <p>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>33%</td></tr> <tr><td>Medium</td><td>67%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>67%</td></tr> <tr><td>Medium</td><td>33%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>33%</td></tr> <tr><td>Medium</td><td>33%</td></tr> <tr><td>High</td><td>33%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>67%</td></tr> <tr><td>Medium</td><td>33%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>67%</td></tr> <tr><td>High</td><td>33%</td></tr> </table> | Gain Level | Percentage | Low | 33% | Medium | 67% | Gain Level | Percentage | Low | 67% | Medium | 33% | Gain Level | Percentage | Low | 33% | Medium | 33% | High | 33% | Gain Level | Percentage | Low | 67% | Medium | 33% | Gain Level | Percentage | Low | 67% | High | 33% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Gain Level | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Medium | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gain Level | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Medium | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gain Level | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|--|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---------------------------------|
| <p>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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>87 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 90 % | 92 % | 91 % | 92 % | 93 % | 92 % | 87 % | <p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 90 % | 92 % | 91 % | 92 % | 93 % | 92 % | 87 % | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Wellbeing | Student Outcomes | School Comparison |
|--|----------------------|-------------------|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2017</p> | Similar |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2017</p> | Similar |

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

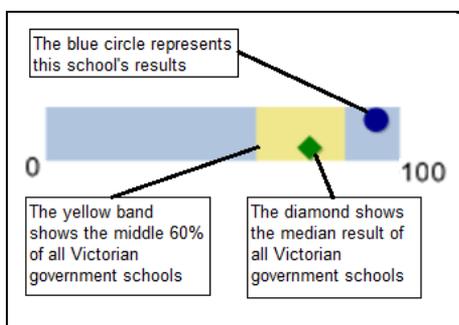
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

Revenue

Student Resource Package \$808,883 Credit portion of our funding which is utilised for staffing

Government Provided DET Grants \$300,997 Includes

Cash Grant, Reimbursement of Establishment Grants, Extra Utilities monies, Leadership Support, Complex Students Assistant Grant, Curriculum Planning, Swimming Grant

Government Grants Commonwealth \$6,800 Sporting Schools Grant for PE

Revenue Other \$20,679

Donations, Bank Int, Commissions ATO refunds etc.

Locally Raised Funds \$123,660

Material charges, voluntary Contributions etc.

Expenditure

Student Resource Package \$942,614 staffing costs which are greater than the credit received from the department this is the 133,731 that we are in deficit to.

Our deficit in the credit section is due mainly to the opening of a new school and the disproportionate student enrolments in the middle and upper school as compared to the junior school.

Our cash section is in surplus.

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2017 | | Financial Position as at 31 December, 2017 | |
|--|--------------------|--|-----------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$808,883 | High Yield Investment Account | \$82,002 |
| Government Provided DET Grants | \$300,997 | Official Account | \$10,452 |
| Government Grants Commonwealth | \$6,800 | Other Accounts | \$1,371 |
| Revenue Other | \$20,679 | Total Funds Available | \$93,825 |
| Locally Raised Funds | \$123,660 | | |
| Total Operating Revenue | \$1,261,019 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$5,000 | | |
| Equity Total | \$5,000 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$942,614 | Operating Reserve | \$48,640 |
| Books & Publications | \$8,378 | Asset/Equipment Replacement < 12 months | \$2,377 |
| Communication Costs | \$10,581 | Revenue Receipted in Advance | \$14,164 |
| Consumables | \$96,893 | Repayable to DET | \$24,000 |
| Miscellaneous Expense ³ | \$56,917 | Other recurrent expenditure | \$4,644 |
| | | Total Financial Commitments | \$93,825 |



| | |
|---------------------------------------|--------------------|
| Professional Development | \$3,821 |
| Property and Equipment Services | \$18,508 |
| Salaries & Allowances ⁴ | \$26,049 |
| Trading & Fundraising | \$4,269 |
| Travel & Subsistence | (\$37) |
| Utilities | \$66,458 |
| Total Operating Expenditure | \$1,234,451 |
| Net Operating Surplus/-Deficit | \$26,567 |
| 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 13 March 2018 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.