

2018 Annual Report to The School Community



School Name: Mernda Park Primary School (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 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 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 07 March 2019 at 03:48 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 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 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 20 March 2019 at 01:09 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 180 enrolled students and our staff made up of 2 principal class, 10 teaching staff and 6 education support staff have worked hard to embed our CARE values of collaboration, achievement, responsibility and empathy. In line with our CARE values we pride ourselves on being a kind and mindful school where creativity meets technology.

Framework for Improving Student Outcomes (FISO)

Our outstanding staff survey satisfaction data shows results well above all primary school data. This is especially pleasing in the areas of collective focus on student learning, teacher collaboration, academic emphasis and parent and community involvement as these correlate positively with our FISO focusses. Our parent survey results show a high level of satisfaction in the areas of student connectedness, physical environment and promoting positive behaviour. Along with our student survey results, which show positive results in the areas of sense of connectedness, not experiencing bullying and effective teaching time, the parent data is testament to our success in the FISO areas listed below.

PRIORITIES

Excellence in teaching and learning

Positive climate for learning

Community engagement in learning

INITIATIVES

Building practice excellence

Curriculum planning and assessment

Empowering students and building school pride

Setting expectations and promoting inclusion

Building communities

Achievement

As a new school, in our second year of operation in 2018, we have limited data to compare this year's data with and we have no Naplan relative growth data. Our teacher judgement data in English is slightly above the medium results for all government schools and equal to the medium results for all government schools results in mathematics. Most of our 2018 Naplan results are in the yellow band, which shows the middle 60% of all Victorian government schools. Numeracy will be a focus for MPPS in 2019 and we will appoint a Numeracy Learning Specialist to help us with this focus. Our 2018 EOI prep data in speaking and listening, reading and

viewing and writing is well above state and regional data showing a large percentage of our students are heading towards level one and two in these areas. This gives us a good basis to set high expectations of our students as learners. Our focus in 2018, which will continue was 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 in 2017 and 2018 enrolling at MPPS for a fresh and new start it is positive to see our student survey results in the areas of sense of connectedness and effective teaching time are positive. Our outstanding student results in the area of not experiencing bullying shows our focus on our CARE values and our welcoming attitude to our kind and mindful school is having a positive effect on student engagement as students feel safe and comfortable to be at school. Our hands on programs such as our cooking activities, ukulele, chess and singing clubs, fitness and leadership programs, our iPod lunch time music and our Darebin Creek investigations are all strategies and programs which have all helped to engage students in their school. These programs along with our Raspberry Pi, Robogals coding, DigiTech Learning Community programs have provided opportunities for students to build collaborative relationships with peers in a safe, comfortable and challenging learning environment. Considering many of our 3 - 6 students in previous years had high rates of absenteeism it is positive to see our 2018 absenteeism results across all levels has dropped slightly and correlates with a good level of engagement. With 79 students out of 180 students going on extended family holidays in 2018 this will be an area of focus for us with families in 2019. Our engagement data based on average number of student absent days shows MPPS data is similar to like school data.

Wellbeing

The wellbeing of our students, staff and wider community has continued to be 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. Our consistent focus on kindness, harmony and mindfulness throughout 2018 has prompted a positive sense of belonging and safety for MPPS students. Our wellbeing data in the areas of sense of connectedness and management of bullying continues to be similar to like schools.

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.

Financial performance and position

Student Resource Package \$1,358,581 Credit portion of our funding which is utilised for staffing
 Government Provided DET Grants \$188,409 Includes
 Cash Grant, Reimbursement of Establishment Grants, Extra Utilities monies, Leadership Support, Complex
 Students Assistant Grant, Curriculum Planning, Swimming Grant
 Government Grants Commonwealth \$10,386 Sporting Schools Grant for PE
 Revenue Other \$61,792
 Donations, Bank Int, Commissions ATO refunds etc. Reimbursements for utilities
 Locally Raised Funds \$10,405
 Material charges, voluntary Contributions etc.

Expenditure

Student Resource Package \$1,415,050 staffing costs which are greater than the credit received from the department this is the 1,358,581 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.

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 173 students were enrolled at this school in 2018, 81 female and 92 male.

21 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ 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>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">○ Lower</p> <p style="text-align: center;">○ Lower</p> <p style="text-align: center;">○ Lower</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 style="text-align: center;">● Similar</p> <p style="text-align: center;">○ Lower</p> <p style="text-align: center;">● Similar</p> <p style="text-align: center;">○ Lower</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>29%</td></tr> <tr><td>Medium</td><td>71%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>57%</td></tr> <tr><td>Medium</td><td>29%</td></tr> <tr><td>High</td><td>14%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>43%</td></tr> <tr><td>Medium</td><td>57%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Medium</td><td>71%</td></tr> <tr><td>High</td><td>29%</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>29%</td></tr> <tr><td>Medium</td><td>71%</td></tr> </table>	Gain Level	Percentage	Low	29%	Medium	71%	Gain Level	Percentage	Low	57%	Medium	29%	High	14%	Gain Level	Percentage	Low	43%	Medium	57%	Gain Level	Percentage	Medium	71%	High	29%	Gain Level	Percentage	Low	29%	Medium	71%	<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 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>85 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	91 %	91 %	90 %	85 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	91 %	91 %	90 %	85 %										

Performance Summary

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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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$1,358,581
Government Provided DET Grants	\$188,409
Government Grants Commonwealth	\$10,386
Revenue Other	\$61,792
Locally Raised Funds	\$10,405
Total Operating Revenue	\$1,629,574

Funds Available	Actual
High Yield Investment Account	\$41,346
Official Account	\$32,860
Other Accounts	\$1,940
Total Funds Available	\$76,146

Equity ¹	
Equity (Social Disadvantage)	\$19,094
Equity (Social Disadvantage - Extraordinary Growth)	\$4,339
Equity Total	\$23,433

Expenditure	
Student Resource Package ²	\$1,415,050
Communication Costs	\$11,736
Consumables	\$75,664
Miscellaneous Expense ³	\$65,000
Professional Development	\$6,246
Property and Equipment Services	\$35,545
Salaries & Allowances ⁴	\$52,850
Trading & Fundraising	\$4,727
Travel & Subsistence	\$643
Utilities	\$105,822
Total Operating Expenditure	\$1,773,282

Financial Commitments	
Operating Reserve	\$59,705
Other Recurrent Expenditure	(\$1,440)
Asset/Equipment Replacement < 12 months	\$20,000
Total Financial Commitments	\$78,265

Net Operating Surplus/-Deficit	(\$143,708)
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 15 March 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
- 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).

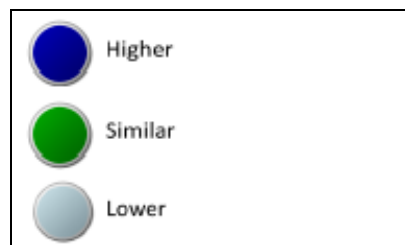


What does *School Comparison* refer to?

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*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').