

2017 Annual Report to the School Community



School Name: Mitcham Primary School

School Number: 2904



**Mitcham
Primary School**

thinkers | learners | leaders



Education
and Training



About Our School

School Context

Mitcham Primary School's enrolments grew by 1% to 401 students who were enrolled on Census Day, 2017. Numbers grew during the year and exceeded 410 in the second half of the year. The school is located in an eastern metropolitan suburb about 20 km from the GPO in a built up area. The school had 17 classes (including four Montessori classes). The classes are housed in three main classroom blocks and there are standalone facilities including our Art Room, Multi-Purpose Room, Music Room, Performing Arts Centre, and one Modular 5 class room. The school made a number of facilities improvements in the preceding three years including a conference room, refurbished staff room, new kitchen, and the Media Studio (TV and radio) which continued to be heavily used extensively during 2017. The School Council has continued to make excellent progress with an outdoor Master Plan, with new pathways under construction or planned, new play equipment for the children and new shade decking over two playground areas and other tasks completed as part of a five-year improvement plan.

The school populace continues to be extremely diverse with 41 community languages spoken in community families' homes, with a number of refugees enrolled, with around 48.2% of students coming from a non-English-speaking-background and nearly 30% of the school's children receiving the CSEF payment. We have 25 teaching staff members (23.8 EFT) two office staff and 12 ESS staff (aides, MiniLit coordinator and ICT technician), whose time fractions ranged from 0.27 to full-time. The Student Family Occupation index is 0.44.

There is a special focus on technology and there is a comprehensive one-to-one program operating at all levels in the school. Touch screens are mounted in every class. The school buys in the services of a computer consultant, OzInterBiz, which provides expertise in Web 2.0 and Web 3.0 technology and a learning platform. There is a strong Robotics program focus. Coding was taught formally and an advanced Coding class has been formed and drones were purchased to give practical application for this group's learning. There are numerous extra-curricular activities available for the students. Every student has an Individual Learning Plan signed off by the student, their parent(s) and the class teacher.

The school places great importance on attendance and punctuality and rewards students with very good to outstanding attendance records. The school reports twice yearly on punctuality and attendance records to all families and writes to or phones families when their children's attendance record is below the expected standard. The school monitors the attendance records closely.

All staff have been trained in Jane Pollock's GANAG principles in goal-setting. New staff also were trained during 2017. Evidence was gathered that this had a strong impact on student learning. The school's data were very strong. NAPLAN results seen later in this report were very strong although there were three areas where they did not improve. The On Demand reading data showed 67.1% of the Grade 3 to Grade 6 children were one or more years ahead of the expected standard. Strong results were recorded for the On Demand Mathematics from Grade 3 to Grade 6 as well.

The two most important foci of the Mission and Vision statements are student achievement and teacher Professional Learning, and the school expends considerably on the latter.

Framework for Improving Student Outcomes (FISO)

Mitcham Primary School was contacted early in the year by the Department of Education and Training and agreed to present at the NEVR conference at the MCEC using evidence-based practice to unpack the literacy, numeracy and technology achievements. The session was fully subscribed, and 40+ attendees could not find a seat. The school has worked with other schools in the GANAG network, learning the strategies outlined by Jane Pollock. All teaching staff have been trained or undergoing training with Jane Pollock and there have been interschool visits to observe classroom practice.

The school hosted numerous visit from other school teams and/or Principals during the year and shares its knowledge with any school expressing interest. The school support many staff to visit other schools to learn from their successes.

The student outcomes obtained in NAPLAN at Grade 3 and Grade 5 levels were generally impressive and this continues the excellent results achieved in the longer term. The school continued to strive to get the best possible student outcomes. Underpinning the strong reading outcomes was the average number of school library books borrowed by children across the whole school which was 33.5 books borrowed per student across the school in 2017. This was slightly diminished by the flood damage caused to the library in late November, after which the library was unavailable for the remainder of the year.

The school continues to share and receive data with and from Dandenong North Primary School. Mitcham PS remains an integral part of the Victorian Government Schools Continuous Improvement Cluster (VGSCIC) which is run by the leadership team at Dandenong North PS.

Achievement



The school has continued to implement the whole school writing program. VCOP and Big Write is being utilised in all classrooms. Development of a whole school spelling program is to be carried over to the new SSP and AIP in 2018, as this was not yet achieved this year.

The MiniLit and MacqLit program continued successfully in 2017. Students who have exited MiniLit were monitored and recorded. It will be continued in 2018.

The department's whole school Mathematical Scope and Sequence has been trialled and will be implemented into the school and used by all teams for planning in 2018.

The school has transitioned to a new reporting platform Compass and currently utilising the new SPA data platform to track student achievement and progress and to inform teaching practices. Data will also be tracked within moderated assessments and other scheduled assessments in accordance with the school's assessment schedule.

The ICT program was maintained with an external consultant. All levels that participated in program with George Sorgi have continued to utilise the program within the classroom.

Engagement

In 2017, 16 out of 17 grades achieved an attendance rate of 90% or above. An attendance report included in the students' semester reports highlighted the percentage of days attended and included a statement encouraging students to make the most of their learning opportunities through regular attendance and punctuality. The results on the Performance Summary below are very strong.

A media consultant conducted professional development for all staff. 18 students (Media Team) also received training. Two students from each grade in years 3–6 were trained as "In Class Media Experts" to support teachers and students with media presentations.

In 2017, the student Attitudes to School survey results showed the year 5 girls were in the first quartile for Stimulated Learning and the year 6 girls were in the second quartile. Year 5 and 6 girls were in the second quartile for Motivation and Interest.

Parent Opinion surveys were emailed directly to parents. The number of surveys returned (76) exceeded the expected target (60). Results indicated Percentile by Factor by School Type was Positive Transitions 82.5, Respect for Diversity 76.0 and Student Motivation and Support 74.7.

The staff and School Council worked together to provide excellent facilities for the students, who were encouraged to strive to reach their full potential.

Wellbeing

The Well-being team maintained a wealth of programs over 2017 and reported these successes to parents through the Well-being newsletter. This newsletter showcased the ongoing pupil activities and included some parental tips from Michael Grose.

Staff undertook Professional Development on Well-being programs through both in-house training by current staff and outside providers, and reported back to the staff as a whole.

Peer Mediation ran with Year 6 mediators working successfully with younger students to support and resolve playground issues.

The Quiet Space operated on Wednesdays at lunchtime. A regular group of students visited each week to play a variety of games.

A Well-being survey was created and distributed to parents in Term 3, which focussed on parents' awareness of the different Well-being programs offered to students. Sixty-two responses were received, of which the majority were positive. Data showed that the programs with the highest parent awareness were Student of the week (95%), Harmony Day (92%), Buddy Program (85%), Chess Club (83%) and Before School Reading (82%). The Well-being team identified areas for improvement such as increasing our promotion of Well-being clubs and activities offered at MPS, and modification to the newsletter to feature these initiatives.

For more detailed information regarding our school please visit our website at www.mitcham.ps.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 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 399 students were enrolled at this school in 2017, 199 female and 200 male.</p> <p>38 percent were EAL (English as an Additional Language) students and < 10 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>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Higher</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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>54%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>31%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>40%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>43%</td> <td>48%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>43%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	54%	26%	Numeracy	19%	31%	50%	Writing	22%	40%	38%	Spelling	9%	43%	48%	Grammar and Punctuation	17%	43%	39%	<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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <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>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	93 %	92 %	95 %	93 %	<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										
91 %	93 %	93 %	93 %	92 %	95 %	93 %										



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: 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)

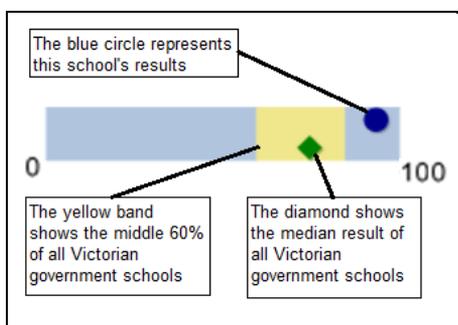
Engagement

- 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).

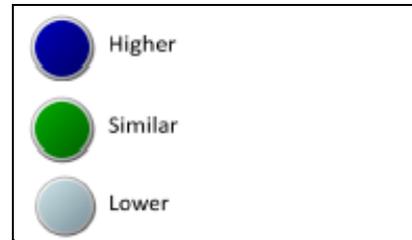


What does *School Comparison* refer to?

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

The school is in an SRP surplus position, due to careful management of the financial resources, both locally raised funds and SRP credit funds. Because there are substantial locally raised reserves, the school has been expending funds for the benefit of the children and in line with the External Master Plan. The School has had air conditioning installed in the Art room, 3 extra units in the PAC, Music room and rooms 12, 13, 16, 17, 18 and 19 for the comfort of the children. The school has replaced the playground equipment, both senior and junior as well as installing overhead shade decking. The final classroom received its sound field system, and the STEM project area received three 3D printers allowing the children to explore the Digital & Design and Technology areas better. A contractor was engaged to line mark the staff carpark and the various asphalt games to engage children. Unfortunately, due to age, we have spent money on various sewer and line blockages that had to be attended to. Additional ICT equipment, robotic equipment and coding equipment were purchased to support the curriculum and the STEM objectives. Parents undertook fundraising, which brought in \$20,000 net. We also purchased a Kubota Ride on mower to enable the maintenance of the grounds.

Expenditure of budgeted funds was aligned to the School Strategic Plan goals and students outcomes.

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	\$3,093,131	High Yield Investment Account	\$406,133
Government Provided DET Grants	\$424,791	Official Account	\$30,472
Government Grants State	\$8,300	Other Accounts	\$433,892
Revenue Other	\$35,799	Total Funds Available	\$870,497
Locally Raised Funds	\$653,352		
Total Operating Revenue	\$4,215,373		
Equity¹			
Equity (Social Disadvantage)	\$30,797		
Equity Total	\$30,797		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,960,566	Operating Reserve	\$150,591
Books & Publications	\$10,624	Asset/Equipment Replacement < 12 months	\$17,000
Communication Costs	\$8,707	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Consumables	\$100,776	Maintenance - Buildings/Grounds incl SMS<12 months	\$336,000
Miscellaneous Expense ³	\$298,537	Revenue Received in Advance	\$116,866
Professional Development	\$32,745	School Based Programs	\$55,000
Property and Equipment Services	\$344,610	Other recurrent expenditure	\$9,000
Salaries & Allowances ⁴	\$160,308	Asset/Equipment Replacement > 12 months	\$60,000
Trading & Fundraising	\$32,545	Capital - Buildings/Grounds incl SMS>12 months	\$18,040
Travel & Subsistence	\$9,465	Maintenance -Buildings/Grounds incl SMS>12 months	\$98,000
Utilities	\$27,536	Total Financial Commitments	\$870,497
Total Operating Expenditure	\$3,986,420		
Net Operating Surplus/-Deficit	\$228,953		
Asset Acquisitions	\$41,893		



- (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 05 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.