2016 Annual Report to the School Community

THE **EDUCATION STATE**

School Name: Mildura West Primary School

School Number: 3983

Name of School Principal:	Anne Robinson
Name of School Council President:	Kiran McDonald
Date of Endorsement:	27/4/17

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.

VICTORIA State Government | Education and Training

About Our School

School Context

Mildura West Primary School is a happy place to be. We have a very positive culture and are very proud of our school. Our student, staff and parent surveys demonstrate results higher than other schools.
Resilience, Respect, Excellence and Pride are our school values and they are truly kept "alive" each day.
Our school is one of the largest state primary schools in the Mildura Rural City Council. We have approximately 380 students, with many nations represented. The school has 30 teachers equivalent to 27.22 fulltime positions, 2 principal class staff members, 2 Primary Welfare Officers equivalent to 1.4 fulltime positions, and 20 Education Support staff whose time fraction equates to 13.66 fulltime positions and 1 part-time Speech Therapist (0.2

Mildura West teachers are dedicated learners, because the very best teachers must be dedicated and passionate learners as well. They read professionally to ensure they are at the cutting edge of educational research. They collaborate in _Professional Learning Teams._ Every week they plan, assess and learn together. All of our teachers engage in regular classroom observation, giving and receiving feedback to their colleagues so they can improve their teaching craft. They ensure the curriculum is robust and differentiated. Our experienced and talented teachers coach their colleagues, building the capacity of all staff.

Our school has a strong commitment to genuine Student Voice. We truly listen to our children. There are many student centered processes and strategies including: Student Representative Council, a weekly "Lunch with the Principal" program, regular class meetings, student-led assemblies and many opportunities for formal student leadership. The R.R.E.P. (Resilience, Respect, Excellence and Pride) Peer Mediation program gives students responsibility for the organization of activities to support students in the yard each lunch time. Students provide feedback to their teacher focusing on the way they have taught, so they adjust their teaching and once again improve their pedagogy.

As well as focusing on the core areas of literacy and numeracy, we teach our students to become lifelong learners. We do so by teaching our students to understand themselves as learners. They learn how to be an effective learner, how to ask questions, seek answers and how to manage their own learning. Our students learn to collaborate, to work independently and to be critical thinkers. They are also taught to be ethical, critical users of ICT (Information and Communications Technology). Children in grades three to six use i-pads to enhance their learning. Our ICT Leading teacher coaches teachers and students to ensure ICT enriches student learning.
This year we will have our school review which we certainly look forward to. Constant improvement is our goal.

Framework for Improving Student Outcomes (FISO)

In 2016 we have focused on the 2 FISO priorities:
1. Excellence in teaching and learning - Curriculum planning and assessment
Formative Assessment was a professional learning focus for all teachers. As part of Teacher Performance and Development process, teachers set a goal to improve the way they assess student learning and plan for their teaching.
2. Professional leadership - Building leadership team. Our leadership team engaged in an excellent professional learning that explored Distributive Leadership.
All teachers engaged in a formal observation and feedback and are positive about doing so because they are motivated to improve their teaching craft.

Achievement

Mildura West Primary School is achieving results that are equal to or better than other schools who have similar profiles. We continue to improve our student outcomes each year because of a great many elements. Each element is interrelated and together, have a very positive impact on student learning.
Some of these elements include:
- High performing _Professional Learning Teams_ who support and challenge each other to be their very best.
- Using student data to plan the teaching and learning.
- Differentiated Curriculum which meets all learner's needs.
- Rigorous coaching and mentoring of all staff.
- High expectations and levels of accountability for all staff and students.
- Parent involvement.
- A rich professional learning culture.
- A major focus on literacy and numeracy.
- Targeting resources to students' needs.
- A _Project Based Learning_ approach which teaches students to be autonomous learners.
- A SELL (Supporting Early Literacy Learning) intervention program for students who require support in literacy.
Students funded under the Program for Students with a Disability (PSD) progress at or above the expected level in achieving their individual goals.

Curriculum Framework implemented in 2016

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

Engagement

We have continued to focus heavily on student engagement because we know that students who are excited about their learning, will engage more in their learning and achieve better results. And most importantly, we believe that by offering an engaging curriculum we are creating lifelong learners.
We do this by:

- Providing of a stimulating curriculum.
- Being a member of the global project _New Pedagogies for Learning_
- Implementing an inquiry approach called, _Project Based Learning_ across the whole school.
- Integrated ICT throughout the curriculum to enhance learning. This is a particular focus in Grade 3-6.
- Empowering students with opportunities for genuine _student voice_ has increased levels of student engagement.
- The school values, Resilience, Respect, Excellence & Pride, are continually promoted. They are shared through discussion and development of Classroom Norms. All children, parents and staff understand the school values and students do their best to live by them each day.

Wellbeing

We take care of each student's wellbeing as well as their academic needs. We know that this is vital if children are to reach their potential. Every child has the right to be safe at school and we ensure this is a reality.
Key strategies to support student wellbeing include:

- A very active Wellbeing Team which includes the Principal, Assistant Principal, Leading Teacher, KESO and our 2 Wellbeing Officers.
- Positive teacher, student and parent/carer relationships.
- Regular communication with parents/carers.
- Strong partnerships between wellbeing officers , teachers and parents.
- A sense of "community" in each classroom and throughout the whole school.
- Clear guidelines and expectations around discipline, which involve students, parents and staff.
- Effective transition programs and strong links with feeder preschools and secondary colleges.
- Strong connections with external agencies who are also supporting our children.
- High levels of support for all students with special needs.
- Our school values, Resilience, Respect, Excellence and Pride are woven into all we do and say.
- A Mindfulness program throughout the whole school.
- Anger management programs.
- Breakfast program offered twice a week and attended by many students.

Our Primary Welfare Officers provides support and guidance for all students. They ensure the wellbeing of students is paramount. As well as assisting individual children, they also facilitate small group programs, which help students develop their social skills and resilience.
Our KESO works closely with our Koori parents/carers, our welfare officers and class teachers to ensure our Koori children are supported.

For more detailed information regarding our school please visit our website at www.mildurawestps.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

Enrolment Profile

A total of 385 students were enrolled at this school in 2016, 189 female and 196 male.
There were 10% of EAL (English as an Additional Language) students and 14% 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.

low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	**Results: English** 0 ——●——◆—— 100	🟢 Similar
	Results: Mathematics 0 ——●——◆—— 100	🟢 Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading	⬤ Similar
	Results: Reading (4-year average)	⬤ Similar
	Results: Numeracy	⬤ Higher
	Results: Numeracy (4-year average)	⬤ Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading	⬤ Higher
	Results: Reading (4-year average)	⬤ Higher
	Results: Numeracy	⬤ Higher
	Results: Numeracy (4-year average)	⬤ Higher

Performance Summary

Achievement	Student Outcomes	School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

Student Outcomes

Reading

Low	Medium	High
11 %	53 %	36 %

Numeracy

Low	Medium	High
11 %	57 %	32 %

Writing

Low	Medium	High
31 %	46 %	23 %

Spelling

Low	Medium	High
29 %	34 %	37 %

Grammar and Punctuation

Low	Medium	High
37 %	54 %	9 %

School Comparison

NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	**Results: 2016** Low absences <------> high absences	🟢 Similar
	Results: 2013 - 2016 (4-year average) Low absences <------> high absences	🟢 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	92 %	92 %	91 %	92 %	92 %	92 %

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Higher ● Higher
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Higher ● Higher

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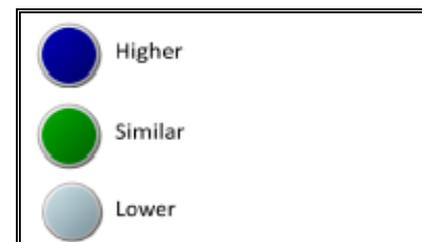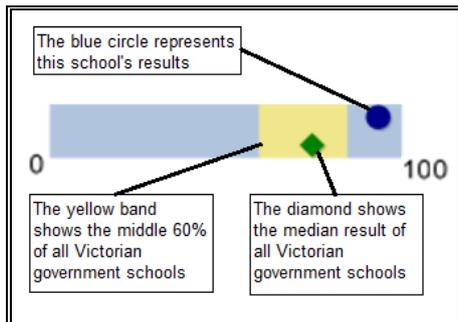
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
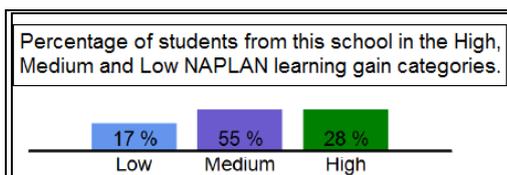
What are the changes in student achievement?

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/manage ment/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

The School's financial position as at 31 December 2016 netted an operating surplus of $74,471.00. Mildura West Primary generates funds beyond the Student Resource Package from two sources. Both revenue sources create a staffing deficit requiring recovery in the following year's SRP. The sum of $55,120 is held in provision for the final staffing deficit for the operation of an Out of School Hours Program. The remaining $19,351 has been committed to establish an Environmental Sustainability Garden project and the first stage of a playground construction. Funds received for the projects originated from a local Government grant and school community fundraising.

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

Revenue	Actual
Student Resource Package	$3,349,200
Government Provided DET Grants	$658,241
Government Grants Commonwealth	$209,586
Government Grants State	$1,738
Revenue Other	$88,019
Locally Raised Funds	$405,179
Total Operating Revenue	**$4,711,964**

Expenditure	
Student Resource Package	$3,403,779
Books & Publications	$32,316
Communication Costs	$4,997
Consumables	$110,091
Miscellaneous Expense	$133,335
Professional Development	$21,414
Property and Equipment Services	$278,906
Salaries & Allowances	$393,656
Trading & Fundraising	$189,691
Travel & Subsistence	$13,964
Utilities	$55,343
Total Operating Expenditure	**$4,637,493**

Net Operating Surplus/-Deficit	**$74,471**

Asset Acquisitions	**$37,145**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$157,066
Official Account	$28,021
Total Funds Available	**$185,087**

Financial Commitments	
Operating Reserve	$185,087
Total Financial Commitments	**$185,087**

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.