

2016 Annual Report to the School Community



School Name: Malvern Valley Primary School

School Number: 4669

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

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Name of School Principal:	Gaylene Fehlberg
Name of School Council President:	Adam Scott
Date of Endorsement:	27.03.2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Education and Training



About Our School

School Context

Malvern Valley Primary School (MVPS) is a well-appointed school set amongst expansive grounds within the Malvern East community. It is committed to *Creating Confident Children with Choices for Their Future* and is proud of the outstanding results it continues to achieve year on year. This is achieved through a strong focus on continual improvement and the implementation of innovative and responsive practices.

The school capitalises on its location within the Phoenix Park / Malvern Valley Precinct to enable rich experiences to its students, such as in 2016 sharing Read Aloud Day with the Phoenix Park Children's Centre, engaging with the Neighborhood House to conduct iPad lessons for seniors and regular visits to the Phoenix Park Library.

2016 marked the first of a four year Strategic Plan, which was the catalyst to the implementation of the highly regarded and proven Structure of Observed Learning Outcomes (SOLO) Taxonomy throughout the school. The school also engaged a mentor to work with staff throughout the course of the year in a variety of capacities, including coaching, professional development and modelling. This complemented the existing Performing Arts, Visual Arts, Physical Education and Japanese Programs, in which all students participate. A strong Active Travel Program also exists within the school, with purpose-built technology enabling students to 'tag on' when arriving at school, and a Bike Education Program supporting safe travel.

In 2016, the school continued to grow in enrolment and staffing to 233 students in 2016 and 21.1 full-time equivalent staff, with both figures projected to grow in 2017. The school's Student Family Occupation Index (SFO) decreased for the fifth successive year to 0.22, indicating a gradual shift in demographic of our families.

The school is the choice of a diverse student and parent population, with 14.3% of enrolments speaking English as an Additional Language. This has enabled the school to enrich students' learning through engaging parents varying skills, interests and experiences through opportunities such as class presentations, classroom 'experts' on Inquiry Units such as health, immigration and science, the delivery of classroom programs, the Perceptual Motor Program and an array of events throughout the year. The school's Parents' Association is highly active in both raising significant funds and bringing the community together through events such as our Fun Run, Trivia Night, Twilight Sports, Working Bees and many more.

The school's values of Friendliness, Cooperation, Resilience, Tolerance, Confidence and Respect are modeled by teachers, explicitly taught in daily Malvern Valley Way sessions and underpin the Engagement and Wellbeing practices school-wide.

Framework for Improving Student Outcomes (FISO)

The 2016 Annual Implementation Plan focused strongly on Excellence in Teaching and Learning: Building Practice Excellence in both the Achievement and Engagement areas. All targets shifted from a focus on achievement, to a focus on growth, to ensure that highly able students were being challenged and continued to make strong gains in their learning. The school implemented a number of Key Improvement Strategies to ensure above average growth was made across the school, including engaging a mentor, establishing an Enrichment Professional Learning Team and making uniform its use of data tracking and assessments throughout the school.

Teachers also carried out Peer Observations of each other, with a focus on further embedding a feedback-rich culture, worked weekly in other year levels with talented students to expand their understanding of curriculum and target individual needs and established models of best practice with regard to collaborative planning sessions.

To support the school's Wellbeing goal, the FISO Outcome of 'Positive Climate for Learning: Setting Expectations and Promoting Inclusion' was also emphasized. Key Improvement Strategies of implementing Mindfulness into classrooms, re-emphasizing the presence of the school's values and explicitly teaching collaborative skills to students supported growth in students' ability to think critically in social situations.

Achievement



2016 marked the beginning of a focus on growth targets, as opposed to achievement targets in the school's Annual Implementation Plan. This was enabled through a highly individualized and differentiated curriculum, supported by the school's adoption of the SOLO Taxonomy. The Taxonomy is proven to enhance the depth of learning outcomes and enables a consistent language for feedback and feedforward.

The School's performance in NAPLAN demonstrated outstanding achievement at both Grade 3 and 5 and growth from Grade 3 to 5. Performance in every area at every level was either above or significantly above that of the average of all schools in Australia. MVPS's average was also above that of similar schools in the areas of Numeracy, Writing and Grammar and Punctuation and close to similar schools in Reading and Spelling.

The NAPLAN growth of MVPS students between Grades 3 and 5 exceeded that of students in similar schools, and also that of students who achieve similar results in Grade 3. Over 90% of students achieved Medium or High growth in Numeracy and Grammar and Punctuation, whilst over 80% of students achieved Medium or High growth in Reading, Spelling and Writing.

To complement the achievement in NAPLAN, the school also used a variety of standardized tests to measure growth across the school. In all identified tests on the school's assessment schedule, including SA Spelling, On Demand Testing, Essential Numeracy and Literacy students achieved an average growth which exceeded the average expected growth, and the school's targets.

In 2017, the school will continue to focus on embedding SOLO Taxonomy throughout the school, and implement a whole-school pedagogical framework reflective of contemporary best-practice.

Curriculum Framework implemented in 2016

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

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

Engagement

The school's Engagement goal, which aims to foster a 'feedback-rich environment that motivates and engages students' facilitated strong links to the school's Achievement goal, and subsequently a enabled greater emphasis on many of the Key Improvement Strategies.

Teachers utilised the SOLO Taxonomy structure to facilitate more precise and timely feedback and feedforward to students and also to enable students to self-direct and monitor their learning. Through differentiating tasks using technologies such as Screen-casting and WikiSpaces, students had more agency in their learning and a greater capacity to demonstrate measurable growth. It also provided a structure for more in-depth peer feedback within classrooms.

Google Apps for Education were also identified as a way of enhancing feedback and student engagement, with the initial stages of implementation begun in 2016, and full implementation of the trial-faze continuing into 2017. iPads were purchased for Junior levels, again in a trial capacity, to measure their impact on facilitating stimulating learning experiences.

All class teachers worked across grade levels weekly to identify ways to enhance learning opportunities and engagement with highly able students. This initiative provided opportunities for participation in writing competitions, publishing work in student newspapers and participating in the Maths Olympiad, as well as enhanced learning outcomes.

Grade Six student leaders continued to work in Portfolio groups The school also implemented a new student leadership model, enhancing student action and authenticity of leadership, underpinned by teacher support and outsourced leadership learning for House Captains.

The school's Program of Inquiry continued to be revised to enable greater student action, more connectedness between subject areas (transdisciplinary links) and greater opportunities to pursue Problem-based Learning tasks, with the aim to enhance Student Motivation, Teacher Effectiveness and Stimulating Learning experiences.

The 2016 Student Attitudes to School Survey Data indicated that the school exceeded Region and State means in Learner Confidence, Teacher Effectiveness, School Connectedness, Stimulating Learning and Student Motivation and was similar to Region and State means for Teacher Empathy. Consistently high scores in these areas over a number of years now indicates high levels of engagement with girls and boys, Grade 5 and Grade 6 students.

Student attendance continues to be consistently similar with like schools. In 2016 the school recorded fewer 'Unexplained Absences' than previous years, whilst over a quarter of all absences across the year were due to family holidays.

Wellbeing



In 2016, a strong emphasis was placed on empowering students to think critically in social situations. The school invested significant resources into ensuring the values were visible, easily articulated and a part of the everyday discourse of students, teachers and parents. Each value was also explicitly embedded into daily Malvern Valley Way sessions in Semester 1 to enhance students' understanding of both what they are and how to espouse them.

Student and Parent Wellbeing also saw a considerable investment, with time and resources placed into upskilling teachers on the benefits of mindfulness and mindful practice, to empower them to employ such strategies into classrooms. Parents (including 2017 Prep Parents) were also encouraged to attend an Education session hosted by The Resilience Project, focusing on key strategies to support their own and their children's mental health at home.

Throughout Semester 2 Malvern Valley Way time focused on explicitly teaching the skills of collaboration. Through the design and implementation of a whole-school planner, students had opportunities to hone skills in working effectively with others in a variety of contexts.

These emphases contributed to strong results in both the Student Attitudes to School (SATS) Survey and the Parent Opinion Survey results in all wellbeing areas. In the areas of Classroom Behaviour, Connectedness to Peers and Student Distress, scores were above Region and State mean in the SATS Survey. In the Parent Opinion Survey, results in the Wellbeing categories demonstrated a consolidation of the significant gains made in the previous year with many areas either similar to or higher than Region and State mean.

In 2017, the school will continue to focus on enhancing student and parent wellbeing through establishing an ongoing partnership with The Resilience Project, and focusing on embedding the Respectful Relationships new curriculum into the school.

For more detailed information regarding our school please visit our website at
www.mvps.vic.edu.au



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 233 students were enrolled at this school in 2016, 108 female and 125 male. There were 15% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>48%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>4%</td> <td>52%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>37%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>67%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	48%	37%	Numeracy	4%	52%	44%	Writing	19%	37%	44%	Spelling	19%	52%	30%	Grammar and Punctuation	7%	67%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	15%	48%	37%																							
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Writing	19%	37%	44%																							
Spelling	19%	52%	30%																							
Grammar and Punctuation	7%	67%	26%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	94 %	94 %	92 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	94 %	94 %	92 %	93 %										



Performance Summary

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

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

How to read the Performance Summary

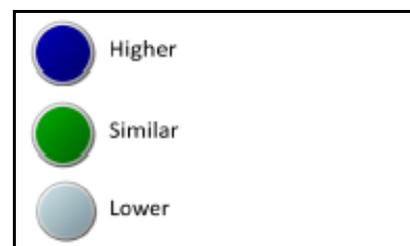
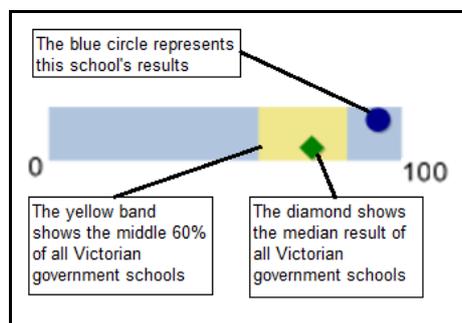
What are student outcomes?

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

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

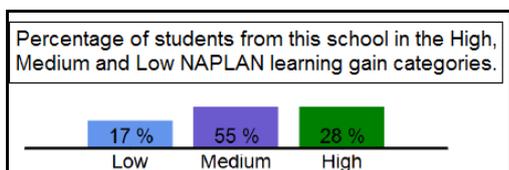
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

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

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

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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

Through the use of locally raised funds and the SRP, the school was able to, among other strategies,

- Maintain very small class sizes in the Prep-2 area (average of less than 20 students per grade),
- Engage a consultant to provide professional learning, coaching and modelling for all staff throughout the year,
- Provide an hour of enrichment for all classes weekly,
- Purchase a bank of iPads for the prep area,
- Invest in the school's wellbeing resources,
- Engage the Resilience Project to work with parents and a mindfulness expert to work with teachers, and
- Provide an extensive Literacy Support program (through equity funding)

The school finished 2016 with reserve funds which will allow us to continue to work with our consultant focusing on enriching learning for highly-able students, establish a well-resourced Science Room, update technologies which are at the end of their life-span and have an additional teacher working 2 days a week in our Grade 5/6 unit. It will also enable us to fit out and install permanent structures around a new classroom arriving in 2017 and invest significantly in urgent tree-works and landscaping around the school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,896,230	High Yield Investment Account	\$477,798
Government Provided DET Grants	\$183,701	Official Account	\$17,537
Government Grants Commonwealth	\$54,669	Other Accounts	\$44,401
Revenue Other	\$39,365	Total Funds Available	\$539,736
Locally Raised Funds	\$360,510		
Total Operating Revenue	\$2,534,475		
Expenditure		Financial Commitments	
Student Resource Package	\$1,717,158	Operating Reserve	\$81,829
Books & Publications	\$9,013	Asset/Equipment Replacement < 12 months	\$50,070
Communication Costs	\$3,759	Capital - Buildings/Grounds incl SMS<12 months	\$49,983
Consumables	\$49,931	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Miscellaneous Expense	\$134,640	Revenue Received in Advance	\$1,083
Professional Development	\$19,986	School Based Programs	\$44,401
Property and Equipment Services	\$138,264	Provision Accounts	\$30,000
Salaries & Allowances	\$68,685	Other recurrent expenditure	\$4,631
Trading & Fundraising	\$99,677	Asset/Equipment Replacement > 12 months	\$92,139
Utilities	\$8,252	Capital - Buildings/Grounds incl SMS>12 months	\$97,200
		Maintenance -Buildings/Grounds incl SMS>12 months	\$38,400
		Total Financial Commitments	\$539,736
Total Operating Expenditure	\$2,249,365		
Net Operating Surplus/-Deficit	\$285,110		
Asset Acquisitions	\$0		



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.