2018 Annual Report to The School Community

School Name: Malvern Valley Primary School (4669)

- 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 19 March 2019 at 04:58 PM by Joshua Sheffield (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 21 March 2019 at 08:27 AM by Adam Scott (School Council President)

About Our School

School context

Malvern Valley Primary School prides itself on excelling in each of our four pillars, namely Positive Wellbeing, Outstanding Achievement, Capacity Building and Global Citizenship. These work in unison to enact our vision of creating confident children with choices for their future. These pillars form the foundation for our school which seeks to provide the best possible education for our students and the most outstanding career opportunities for our staff.

Our values of Cooperation, Respect, Confidence and Resilience underpin our actions and interactions. They are espoused by all members of our community and assist us developing a strong sense of self and an ability to contribute positively to our world.

MVPS is a well-appointed school set amongst expansive grounds within the Malvern East community. We are growing at a steady rate, with enrolments in 2018 rising to 268 students and in 2018 prioritised substantial facilities upgrades to ensure our infrastructure reflects our growing size as well as the pride we have in our school. An outdoor learning space was constructed between our Senior Students' classes, an Astroturf court with running track, and multisport markings was installed, our Kitchen Garden was expanded to over double its original size and our library was redeveloped and refurbished. As well as the painting of our playgrounds and the whole interior of our school, our school has a vastly improved aesthetic and functionality.

2018 marked the third of a four year Strategic Plan, which enabled a continued focus on driving growth for highly-able students through using the Structure of Observed Learning Outcomes (SOLO) Taxonomy throughout the school. As well as utilising a consultant to drive our focus, we refined our practice to ensure that consistency across all classes was high. This led to outstanding NAPLAN results as well as many other improvements in already strong data.

In prioritising our vision to prepare students for their future, a fifth specialist subject, Digital Communications was added for all students. This further engaged students in being creative with technology as well as enhancing their ability to communicate effectively and responsibly with technologies. This subject continues into 2019.

This additional subject as well as greater support within the school to develop Staff Capacity resulted in an increase in full-time equivalent staff to 25.2. The school's Student Family Occupation and Education Index (SFOE) remained consistent at a low 0.1808.

Framework for Improving Student Outcomes (FISO)

The 2018 Annual Implementation Plan focused strongly on Excellence in Teaching and Learning: Building Practice Excellence in both the Achievement and Engagement areas. All targets, including NAPLAN and other standardised tests were growth related 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:

• For teachers to use the SOLO Taxonomy Framework to scaffold students' problem-solving and critical and creative thinking skills, through the increased use of authentic and rich learning tasks, particularly in Mathematics.

• Engage at a whole-staff level within a Literacy-focused PLC (Professional Learning Community) Cluster to enhance Literacy practice, in particular feedback, in conjunction with partner schools.

• Ensure the use of the High Impact Teaching Strategies 'Explicit Teaching' and 'Metacognition' are consistently and effectively applied throughout the teaching and learning program, particularly in Reading.

The Leadership Team conducted a 'mini-review' to further refine our focus and ensure this was communicated clearly to staff. The team also attend PLC training and had a number of staff attend Bastow Leadership courses to support our ability to realise our goals and targets.

Achievement

In 2018 targets were growth-based to ensure all students were being challenged. This was enabled through a highly individualized and differentiated curriculum and able to be measured due to the implementation of a new

Student Performance Analyser software. Our Achievement Target was:

To increase the number of students who achieve:

- High Growth in NAPLAN

- At least 1.2X the expected growth in Standardised Assessments.

We are very proud of our results, which included:

Percentage of students achieving High / Medium Growth in NAPLAN

- Writing: 96%
- Spelling: 87%
- Reading: 77%
- Numeracy: 73%
- Grammar & Punctuation: 59%

To complement the achievement in NAPLAN, the school also used a variety of standardized tests to measure growth across the school. Due to the school updating the assessment schedule, a number of assessments were completed for the first time and therefore comparative measurements cannot be drawn to 12 months prior, with the exception of Victorian Curriculum Teacher Judgements. As these are measured in 0.5 increments, the number of students who achieved 1.2x cannot be elicited however it has been broken down to 1.0x and 1.5 or more x expected growth below:

- Reading – 1.5 or more x expected growth = 18%.
- Reading – 1.0 or more x expected growth = 93%
- Writing – 1.5 or more x expected growth = 13%.
- Writing – 1.0 or more x expected growth = 90%
- Mathematics – 1.5 or more x expected growth = 18%.
- Mathematics – 1.0 or more x expected growth = 93%

There were increased opportunity for enrichment for highly-able students with participation in the Mathematics Olympiad and ICAS testing, where many students received distinctions or higher.

As well as this data, our general NAPLAN data reflects outstandingly high achievement in many areas, such as the following:

- Significantly above State and National averages in all areas.
- Significantly above the very high performing Bayside Peninsula Network averages in all areas
- An average score in the top two bands (highest possible two sectors) in all areas measured
- Significantly improved scores on 2017 data in Reading (Grades 3 & 5), Writing (Grades 3 & 5), Mathematics (Grades 3 & 5), Spelling (Grades 3 & 5) and Grammar & Punctuation (Grade 3)
- The highest average scores in five years in Reading and Spelling at both Grades 3 and 5
- The second highest average scores in five years in Writing, Numeracy and Grammar and Punctuation at both Grades 3 and 5.

Engagement

Student absence increased slightly in 2018 from 2017 by an average of 1.24 days per student, with the following areas seeing increases:

- 0.99 days per student - Family Holidays
- 0.5 days per student - Medical Appointments
- 0.6 days per student - School Choice due to increasing engagement in largely STEM-based excursions for students.

Unexplained absences decreased by 0.99 days per student which is highly pleasing and in part, a result of a new SMS system whereby parents are prompted to contact the school every day at 10:00am should their child not be in attendance without reason.

The prioritisation of providing a more rich and diverse curriculum for students through the establishment of new programs and offerings such as the Digital Communications Specialist Subject, After School Sporting Schools Program, After School Chess Club, Before School Fitness Club and more Instrumental Music Lessons also aims to address absenteeism by connecting students more strongly to the school and their peers.

Wellbeing

Without having a Wellbeing Goal in the AIP, the school still focused heavily on driving improvement in this area due to challenges identified in the Student Attitudes to School Survey (SATS) data in previous years and in particular, the areas of School Connectedness and Management of Bullying as present in this report. As a part of the 'mini review' that was held by Leadership Staff and contributed to by all staff, a rejuvenated and evidence-based wellbeing program was implemented in Semester 2, 2018. This program includes a whole-school approach, specified time allocations throughout the week and daily practice of Positive Psychology approaches, which when applied in school is labelled Positive Education. Positive Wellbeing was also elicited as one of the school's four pillars to highlight its importance in our school. This renewed wellbeing program aims to ensure that students have greater understanding of their own wellbeing, can use practised strategies when required and are supported by and connected to school staff.

Although this program has not been reflected in the SATS survey data due to this happening in Term 2, the Parent Opinion Survey which is conducted later in the year indicated strong endorsement of wellbeing at our school. Results included:

Percentage Endorsement: Safety

• Managing Bullying = 86% (above State, Similar Schools and Network Schools and increase from 2017)
• Non-Experience Bullying: 76% (above State, Similar Schools and Network Schools and increase from 2017)
• Promoting Positive Behaviour: 98% (+9% above State, Similar Schools and Network Schools and increase from 2017)
• Respect For Diversity: 93% (+9% above State, Similar Schools and Network Schools and increase from 2017)

Also, anecdotally it has led to a substantial decline in incidences of bullying, the establishment of a Student Voice Team to workshop and implement possible solutions to issues and the planning for an Academy Program (to be implemented in 2019) to increase student engagement and voice.

Financial performance and position

Through the use of locally raised funds and the SRP, the school was able to use its strong financial position to prioritise and direct funds toward initiatives and programs that align to our four pillars.

The school focused funds on the below facilities projects in 2018:

• An outdoor learning space between our Senior Students' classes
• An Astroturf court with running track and multisport markings were installed
• The Kitchen Garden was expanded to over double its original size
• Our library was redeveloped and refurbished.
• The interior of the school was painted, as was the Junior Playground

The school focused funds on the below curriculum initiatives in 2018:

• The establishment of a new Specialist Subject (Digital Communications) for all students
• The addition of iPads for all Grade Prep – 2 students as well as a new bank of iPads and Laptops that can be booked.
• Supporting teachers through the provision of in-school Professional Learning for all staff
• The advertising and subsequent hiring of a Literacy Learning Specialist
• Release time for the Senior Team Leader to implement a revised, evidence-based Wellbeing program based on Positive Education
• Members of the Leadership Team attending ongoing PLC training and Bastow Leadership Courses.

The expenditure of funds on these projects has enabled our school to make significant gains in terms of our offerings (physical and curriculum-based) as well as remain in a strong financial position for further significant improvements in 2019 such as the establishment of a STEM Lab and landscaping works.

For more detailed information regarding our school please visit our website at
http://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 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 267 students were enrolled at this school in 2018, 113 female and 154 male.

20 percent were EAL (English as an Additional Language) students and ND 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
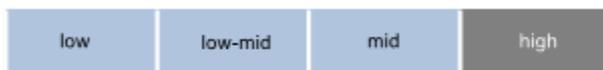
Parent Satisfaction Summary

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: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement 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 Annual Report.*	Results: English 0 ▮ 100 Results: Mathematics 0 ▮ 100	Similar 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 Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar 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 Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Higher Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 24 % / 38 % / 38 % Low / Medium / High **Numeracy** 27 % / 55 % / 18 % Low / Medium / High **Writing** 5 % / 57 % / 38 % Low / Medium / High **Spelling** 14 % / 55 % / 32 % Low / Medium / High **Grammar and Punctuation** 41 % / 41 % / 18 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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

Engagement

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

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.

Average 2018 attendance rate by year level:

Student Outcomes

Results: 2018

0 ────────────────── 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 ────────────────── 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	94 %	91 %	94 %	94 %	94 %	94 %

School Comparison

● Similar

● Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ————————— 100 Results: 2017 - 2018 (2-year average) 0 ————————— 100	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ————————— 100 Results: 2017 - 2018 (2-year average) 0 ————————— 100	Lower Lower

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

Revenue	Actual
Student Resource Package	$2,244,282
Government Provided DET Grants	$420,273
Government Grants Commonwealth	$99,684
Government Grants State	$1,251
Revenue Other	$20,742
Locally Raised Funds	$477,051
Total Operating Revenue	**$3,263,281**

Equity[1]	
Equity (Social Disadvantage)	$7,303
Equity Total	**$7,303**

Expenditure	
Student Resource Package[2]	$2,151,193
Books & Publications	$14,587
Communication Costs	$5,433
Consumables	$70,028
Miscellaneous Expense[3]	$237,844
Professional Development	$20,632
Property and Equipment Services	$211,282
Salaries & Allowances[4]	$94,212
Trading & Fundraising	$94,239
Travel & Subsistence	$439
Utilities	$19,238
Total Operating Expenditure	**$2,919,129**
Net Operating Surplus/-Deficit	**$344,152**
Asset Acquisitions	**$138,793**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$723,768
Official Account	$23,087
Total Funds Available	**$746,855**

Financial Commitments	
Operating Reserve	$115,402
Other Recurrent Expenditure	$14,861
Provision Accounts	$10,862
Funds Received in Advance	$208,688
School Based Programs	$5,551
Funds for Committees/Shared Arrangements	$48,175
Asset/Equipment Replacement < 12 months	$10,000
Capital - Buildings/Grounds < 12 months	$135,000
Maintenance - Buildings/Grounds < 12 months	$83,000
Asset/Equipment Replacement > 12 months	$65,000
Maintenance - Buildings/Grounds > 12 months	$25,000
Total Financial Commitments	**$721,539**

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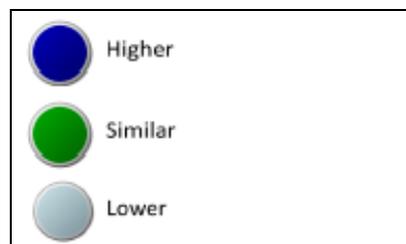
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').