

2017 Annual Report to the School Community



School Name: Malvern Valley Primary School

School Number: 4669

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 2017 sharing Read Aloud Day with the Phoenix Park Children's Centre, engaging with the Neighbourhood House to conduct iPad lessons for seniors and regular visits to the Phoenix Park Library.

2017 marked the second 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. The school supported this approach with a strong focus on feedback, both to students and parents. The school utilised the skills of a mentor for its staff throughout the course of the year in a variety of capacities, including coaching, professional development and modelling. This complemented the existing Science, 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 2017, the school continued to grow in enrolment and staffing to 250 students and 22.6 full-time equivalent staff, with both figures having grown again into 2018. The school's Student Family Occupation and Education Index (SFO) decreased further to 0.16, indicating a gradual increase in the socio-economic status 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 modelled by teachers, explicitly taught in daily Malvern Valley Way sessions and underpin the Engagement and Wellbeing practices school-wide. The school also begun focusing its wellbeing program around elements of the proven Positive Education model and is increasing its use of this approach with time.

Framework for Improving Student Outcomes (FISO)

The 2017 Annual Implementation Plan focused strongly on Excellence in Teaching and Learning: Building Practice Excellence in both the Achievement and Engagement areas. All targets 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 using a mentor/coach, establishing initiating stronger data tracking and assessments throughout the school, the introduction of VCOP to support strong writing outcomes and a more rigorous and consistent approach to planning and teaching.

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 focused on implementing the Respectful Relationships curriculum into the Malvern Valley Way to ensure students build social competencies and connectedness.

Achievement



In 2017 all targets were growth-based, 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 implementation 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 strong growth from Grade 3 to 5. Between 75 and 100% of students or greater achieved high or medium growth in all areas tested, which is an outstanding result.

To complement the achievement in NAPLAN, the school also used a variety of standardized tests to measure growth across the school. In many of the tests on the school's assessment schedule, including SA Spelling, On Demand Testing, Essential Numeracy and Literacy students achieved an average growth that exceeded the expected growth and the school's targets. This was highlighted by the following assessments:

- Reading – Essential Assessment: 1.12 x expected growth
- Reading – Teacher Judgement: 1.02 x expected growth
- Writing – SA Spelling: 1.8 x expected growth
- Writing – Teacher Judgement: 1.01 x expected growth
- Writing – On Demand Testing: 1.33 x expected growth
- Mathematics: Number – Teacher Judgement – 1.03 x expected growth
- Mathematics: Measurement & Geometry – Teacher Judgement – 1.01 x expected growth

There were increased opportunity for enrichment for highly-able students with participation in the Mathematics Olympiad, with students performing exceptionally well and finishing in the top 25% of competing schools in Australia. Four students also received commendations for their excellence by finishing in the top 10% of all students.

In 2018, the school will focus heavily on building teacher capacity and consistency to ensure we espouse a culture of high standards, life-long learning and reflective practise.

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.

In 2017, a key focus was enabling greater and more timely feedback to parents through a model of continuous assessment and reporting. The school utilised an online portal to enable parents to see in live time work samples from students, their growth against the Victorian Curriculum Standards and feedback students were receiving on their work. This ensured parents were more engaged, informed and better able to support students at home and celebrate their growth and learning.

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 implemented in three trial classes and due to its success, will be further expanded and adopted in 2018 with the aid of a STEM Learning Specialist.

The school's Program of Inquiry continued to be revised to enable greater student action and a realignment to the new Victorian Curriculum. In 2018 the school will expand these connections through a greater focus on Design Thinking opportunities to pursue Problem-based Learning tasks, with the aim to enhance Student Motivation, Teacher Effectiveness and Stimulating Learning experiences.

The 2017 Student Attitudes to School Survey Data wasn't able to be correlated with previous years given its different format, however a great number of highly positive results were noted. Learning Confidence, Sense of Inclusion, Motivation and Interest and Attitudes to Attendance all had greater than 75% positive response rate.

Wellbeing



In 2017, a strong emphasis was placed on Positive Education through the introduction of the Resilience Project Curriculum and student sessions. Parents, Teachers and Students were all engaged in workshops with the Resilience Project and were able to work collaboratively to ensure a consistent discourse on aspects of Positive Education, particularly those of Mindfulness, Empathy and Gratitude.

In 2018 this will be further enhanced with student and teacher diaries also supporting the development of Positive Wellbeing habits and a realignment of the Malvern Valley Way to Positive Education Practises.

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, the positive response rate was above 75% in the SATS Survey. In the Parent Opinion Survey, results in the Wellbeing categories were strong with all over 85% positive response rate.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 251 students were enrolled at this school in 2017, 114 female and 137 male.</p> <p>17 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> Lower</p> <p> Lower</p> <p> Lower</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> Similar</p> <p> Similar</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 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>14%</td> <td>68%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>39%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>37%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>46%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>61%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	68%	18%	Numeracy	25%	39%	36%	Writing	26%	37%	37%	Spelling	25%	46%	29%	Grammar and Punctuation	-	61%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	68%	18%																							
Numeracy	25%	39%	36%																							
Writing	26%	37%	37%																							
Spelling	25%	46%	29%																							
Grammar and Punctuation	-	61%	39%																							



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 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	91 %	94 %	94 %	94 %	94 %	94 %	<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										
95 %	91 %	94 %	94 %	94 %	94 %	94 %										



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: ◆

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>	<p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Lower</p>

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)

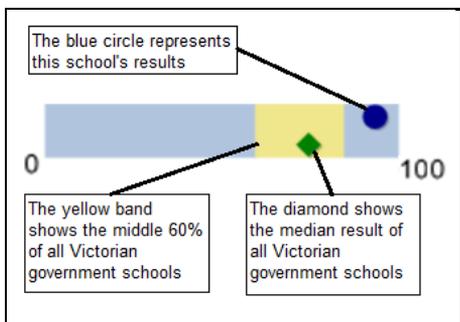
Engagement

- 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).

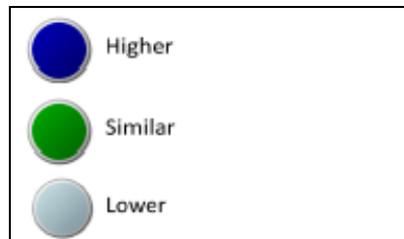


What does *School Comparison* refer to?

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

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

- Increase the level of support provided to staff by an external coach / consultant ongoing throughout the year.
- Purchase increased technological resources including upgrading projectors to large screen panels, a bank of robotics and more iPads.
- Invest heavily in Professional Learning including Bastow opportunities, engagement for all members of the community with the Resilience Project and the instigation of VCOP through ongoing PL.
- Provide an extensive Literacy Support program
- Increase the time fraction of the Business Manager to cope with growing enrolments.

The school finished 2017 with significant carried-forward funds which will allow us in 2018 to enable the following:

- The construction of an outdoor learning space between portable buildings
- The upgrade of facilities including painting, the oval and basketball courts
- The purchase of infrastructure including air conditioning and panels for all spaces in the school.
- The increase to the specialist program enabling a richer curriculum for students and greater time for teachers to engage in Peer Observations
- The continued support of a coach and a mentor for the school
- An increased ICT and PL budget to enable an even stronger emphasis on these areas.

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	\$2,153,167	High Yield Investment Account	\$579,585
Government Provided DET Grants	\$201,104	Official Account	\$45,652
Government Grants Commonwealth	\$88,690	Other Accounts	\$0
Revenue Other	\$27,292	Total Funds Available	\$625,237
Locally Raised Funds	\$407,068		
Total Operating Revenue	\$2,877,322		
Equity¹			
Equity (Social Disadvantage)	\$8,671		
Equity Total	\$8,671		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,885,002	Operating Reserve	\$98,073
Books & Publications	\$11,664	Asset/Equipment Replacement < 12 months	\$75,000
Communication Costs	\$4,069	Capital - Buildings/Grounds incl SMS<12 months	\$120,000
Consumables	\$62,613	Maintenance - Buildings/Grounds incl SMS<12 months	\$9,588
Miscellaneous Expense ³	\$187,893	Revenue Receipted in Advance	\$1,469
Professional Development	\$18,503	School Based Programs	\$37,925
Property and Equipment Services	\$138,562	Provision Accounts	\$18,000
Salaries & Allowances ⁴	\$92,424	Other recurrent expenditure	\$16,319
Trading & Fundraising	\$84,182	Asset/Equipment Replacement > 12 months	\$110,000
Travel & Subsistence	\$172	Capital - Buildings/Grounds incl SMS>12 months	\$65,863
Utilities	\$20,497	Maintenance -Buildings/Grounds incl SMS>12 months	\$73,000
		Total Financial Commitments	\$625,237



Total Operating Expenditure	\$2,505,581
Net Operating Surplus/-Deficit	\$371,741
Asset Acquisitions	\$27,251

- (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.